

IDAHO CONNECTS ONLINE SCHOOL 2019 ANNUAL PERFORMANCE REPORT

INTRODUCTION

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

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

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

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

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

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

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

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

PERFORMANCE FRAMEWORK STRUCTURE

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

Academic	The academic section focuses on quantitative academic outcomes. It reflects the PCSC's commitments to considering schools' performance in the context of their communities and student populations. Although some results may not be made publicly available in certain cases, in order to protect individually identifiable student information, the PCSC may still use this information for purposes of making authorizing decisions.
Mission-Specific	The mission-specific section provides an opportunity for meaningful acknowledgement of schools' achievements that are not reflected elsewhere in the framework. These measures may be academic or non-academic in nature, but must be objective and data-driven. Mission-specific measures are generally optional; however, inclusion of certain mission-specific measures may be required as a condition of the performance certificate.
Operational	The operational section considers whether schools are operating in compliance with federal and state law, authorizer requirements, and the provisions of their performance certificates.
Financial	The financial section evaluates the near-term and long-term financial status of the school. Schools with management contracts containing deficit protection clauses may be exempted from these indicators.

ACCOUNTABILITY DESIGNATIONS

Calculation of the percentage of eligible points earned for each school determines that school's accountability designation in each section. The accountability designations, in turn, guide authorizing decisions. The PCSC will consider contextual factors affecting a school's accountability designations when making authorizing decisions.

Honor	Schools achieving at this level in all sections are guaranteed renewal. Replication and expansion proposals are likely to succeed.
Good Standing	Schools achieving at this level in the academic section will be recommended for renewal; however, conditional renewal may be recommended if outcomes in other sections are poor. Replication and expansion proposals will be considered.
Remediation	Schools achieving at this level in the academic section may be recommended for non-renewal or conditional renewal, particularly if outcomes in other sections are poor. Replication and expansion proposals are unlikely to succeed.
Critical	Schools achieving at this level in the academic section face a strong likelihood of non-renewal, particularly if outcomes in other sections are also poor. Replication and expansion proposals will not be considered.

SCHOOL OVERVIEW

Mission Statement	The mission of ICON is to provide middle and high school students with a personalized education alternative that integrates one-to-one support, a robust curriculum, flexible instruction, and innovative technology in an Idaho Public Charter School.		
Key Design Elements	<ul style="list-style-type: none"> ●The learning environment will be a virtual, online program delivered via synchronous and asynchronous modes. ●The learner will have the opportunity to participate in a 21st Century Online Course to prepare them for schooling in a virtual world. ●The learning environment will be targeted toward each specific learner and their needs. ●The learner can have flexible pacing which allows them to work ahead if they wish and/or to spend additional time in areas of weakness or need. ●The online curriculum offered will include essential design elements with an introduction to the concept, objectives, vocabulary, direct instruction, guided practice, closure, and independent practice. ●The learner is guided through courses by Highly Qualified Teachers and supported by their grade level advisor to meet both their behavioral and academic needs. ●The learner will have the ability to learn in a variety of locations that include but are not limited to their home environment, state facility if allowed, and local school if approved for dual enrollment. ●The learner and their parent/guardian will have the ability to have access to the learner's teachers and advisor, as well as, having the ability to have access to the student's online learning portal. Opportunities will be present for parent, teacher and student conferences. 		
School Location	5680 E. Franklin Rd. Suite 200 Nampa, ID 83687	School Phone	(208) 287-3668
Surrounding District	State of Idaho		
Opening Year	2009		
Current Term	July 1, 2017- June 30, 2022		
Grades Served	6 to 12		
Enrollment (Approved)	Unlimited	Enrollment (Actual)	153

SCHOOL LEADERSHIP

David High	Chair
Jack McMahon	Teaching and Learning Chair
Collette Wilkes	Community Stakeholder Chair
Henry Rents	Financial and Policy Chair
Julie Loomer	Board Member

ICON STUDENT DEMOGRAPHICS

	School	State	Surrounding District	Neighboring District
Non-White	23.52% / 13.51% Alt	24.85%	N/A	N/A
Limited English Proficiency	Masked / Alt Masked	6.44%	N/A	N/A
Special Needs	8.50% / 16.22% Alt	10.73%	N/A	N/A
Free and Reduced Lunch	65.36% / 37.84% Alt	44.74%	N/A	N/A

ICON ISAT PROFICIENCY RATES

Percentage of students meeting or exceeding proficiency in Math	Masked / Alt Masked
Percentage of students meeting or exceeding proficiency in English Language Arts	65.22% / Alt Masked
Percentage of students meeting or exceeding proficiency in Science	Masked / Alt Masked

GO-ON RATE (Post-secondary enrollment within 12 months of graduation)	.17% / 0% Alt
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ACADEMIC	Measure	Points Possible	Points Earned	Points Possible	Points Earned	Points Possible	Points Earned	Points Possible	Points Earned
		K-8	K-8	9-12	9-12	K-12	K-12	Alternative	Alternative
State Proficiency Comparison	1a	50	0	50	0	50			
	1b	50	0	50	0	50			
District Proficiency Comparison	2a	50	0	50	0	50	50		
	2b	50	0	50	0	50	50		
Criterion-Referenced Growth	3a	100	0			50			
	3b	100	0			50			
Norm-Referenced Growth	4a			100	0	50	50		
	4b			100	0	50	50		
Post-Secondary Readiness	5a			125	0	125	75	100	7
Total Academic Points		400	0	525	0	525	229	300	22
% of Academic Points			0%		0%		44%		7%

MISSION-SPECIFIC	Measure	Points Possible	Points Earned
	1		
	2		
	3		
	4		
	5		
	6		
Total Mission-Specific Points			
% of Mission-Specific Points			

ICON has chosen not to include mission-specific measures.

OPERATIONAL	Measure	Points Possible	Points Earned	FINANCIAL	Measure	Points Possible	Points Earned
Educational Program	1a	25	25	Near-Term	1a	50	50
	1b	25	25		1b	50	50
	1c	25	25		1c	50	50
	1d	25	25		1d	50	50
Financial Management & Oversight	2a	25	25	Sustainability	2a	50	50
	2b	25	25		2b	50	50
	2c	25	0		2c	50	0
Governance & Reporting	3a	25	25	Total Financial Points	2d	50	50
	3b	25	25		400	350	
	3c	25	25		% of Financial Points	88%	
	3d	25	15				
	3e	25	25				
	3f	25	25				
School Environment	4a	0	0	The financial measures above are based on industry standards. They are not intended to reflect nuances of the school's financial status. Please see the financial section of this framework for relevant contextual information that may alleviate concern.			
	4b	25	25				
Additional Obligations	5a	25	25				
Total Operational Points		375	340				
% of Operational Points			91%				

ACCOUNTABILITY DESIGNATION	Range (% of Points Possible)	Academic Gen Ed Outcome	Academic Alt Outcome	Range	Mission Specific Outcome	Range	Operational Outcome	Range	Financial Outcome
Honor	75% - 100%			75% - 100%		90% - 100%		85% - 100%	
Good Standing	55% - 74%	44%	7%	55% - 74%	NA	80% - 89%	91%	65% - 84%	88%
Remediation	31% - 54%			31% - 54%		61% - 79%		46% - 64%	
Critical	0% - 30%			0% - 30%		0% - 60%		0% - 45%	

School outcomes will be evaluated in light of contextual information, including student demographics, school mission, and state/federal requirements.

ACADEMIC K-12

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

INDICATOR 1: STATE PROFICIENCY COMPARISON			
Measure 1a	Do math proficiency rates meet or exceed the state average?	Result	Points Possible Points Earned
Math Proficiency Rate Comparison to State	<p>Exceeds Standard: The school's proficiency rate in math exceeds the state average by 16 percentage points or more.</p> <p>Meets Standard: The school's proficiency rate in math is equal to the state average, or exceeds it by 1 - 15 percentage points.</p> <p>Does Not Meet Standard: The school's proficiency rate in math is 1 - 15 percentage points lower than the state average.</p> <p>Falls Far Below Standard: The school's proficiency rate in math is 16 or more percentage points lower than the state average.</p>		50 30 - 45 15 - 29 0 - 14
Notes	The state average will be determined using the same grade set as is served by the public charter school.		
Measure 1b	Do English Language Arts proficiency rates meet or exceed the state average?		Points Possible Points Earned
ELA Proficiency Rate Comparison to State	<p>Exceeds Standard: The school's proficiency rate in ELA exceeds the state average by 16 percentage points or more.</p> <p>Meets Standard: The school's proficiency rate in ELA is equal to the state average, or exceeds it by 1 - 15 percentage points.</p> <p>Does Not Meet Standard: The school's proficiency rate in ELA is 1 - 15 percentage points lower than the state average.</p> <p>Falls Far Below Standard: The school's proficiency rate in ELA is 16 or more percentage points lower than the state average.</p>		50 30 - 45 15 - 29 0 - 14
Notes	The state average will be determined using the same grade set as is served by the public charter school.		

INDICATOR 2: DISTRICT PROFICIENCY COMPARISON												
Measure 2a Math Proficiency Rate Comparison to District	<p>Do math (or similar subject area) proficiency rates meet or exceed the district average?</p> <p>Exceeds Standard: The school's proficiency rate in math either exceeds the district average by 16 percentage points or more, or is at least 80%.</p> <p>Meets Standard: The school's proficiency rate in math is equal to the district average, or exceeds it by 1 - 15 percentage points.</p> <p>Does Not Meet Standard: The school's proficiency rate in math is 1 - 15 percentage points lower than the district average.</p> <p>Falls Far Below Standard: The school's proficiency rate in math is 16 or more percentage points lower than the district average.</p>	<table border="1"> <thead> <tr> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>50</td> <td></td> </tr> <tr> <td>30 - 45</td> <td></td> </tr> <tr> <td>15 - 29</td> <td></td> </tr> <tr> <td>0 - 14</td> <td></td> </tr> </tbody> </table>	Points Possible	Points Earned	50		30 - 45		15 - 29		0 - 14	
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Notes	<p>The district average will be determined using the same grade set as is served by the public charter school. Because ICON is a virtual school serving students in multiple districts, other Idaho virtual schools (instead of the district) will be used as the comparison group for purposes of this measure.</p>											
Measure 2b ELA Proficiency Rate Comparison to District	<p>Do ELA (or similar subject area) proficiency rates meet or exceed the district average?</p> <p>Exceeds Standard: The school's proficiency rate in ELA either exceeds the district average by 16 percentage points or more, or is at least 80%.</p> <p>Meets Standard: The school's proficiency rate in ELA is equal to the district average, or exceeds it by 1 - 15 percentage points.</p> <p>Does Not Meet Standard: The school's proficiency rate in ELA is 1 - 15 percentage points lower than the district average.</p> <p>Falls Far Below Standard: The school's proficiency rate in ELA is 16 or more percentage points lower than the district average.</p>	<table border="1"> <thead> <tr> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>50</td> <td></td> </tr> <tr> <td>30 - 45</td> <td></td> </tr> <tr> <td>15 - 29</td> <td></td> </tr> <tr> <td>0 - 14</td> <td></td> </tr> </tbody> </table>	Points Possible	Points Earned	50		30 - 45		15 - 29		0 - 14	
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INDICATOR 3: CRITERION-REFERENCED STUDENT GROWTH (GRADES K-8)		
Measure 3a Are students making adequate academic growth to achieve math proficiency within 3 years or by 10th grade? Criterion-Referenced Growth Math Exceeds Standard: At least 85% of students are making adequate academic growth in math. Meets Standard: Between 70% and 84% of students are making adequate academic growth in math. Does Not Meet Standard: Between 50% and 69% of students are making adequate academic growth in math. Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth in math. Notes	<p style="text-align: right;">Points Possible</p> <p style="text-align: right;">Points Earned</p> <p style="text-align: right;">39-50 0 26-38 0 13-25 0 Masked 0-12 <u>Masked</u> Masked</p>	
Measure 3b Are students making adequate academic growth to achieve English Language Arts proficiency within 3 years or by 10th grade? Criterion-Referenced Growth ELA Exceeds Standard: At least 85% of students are making adequate academic growth in ELA. Meets Standard: Between 70% and 84% of students are making adequate academic growth in ELA. Does Not Meet Standard: Between 50% and 69% of students are making adequate academic growth in ELA. Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth in ELA. Notes	<p style="text-align: right;">Points Possible</p> <p style="text-align: right;">Points Earned</p> <p style="text-align: right;">78 39-50 0 26-38 33 13-25 0 0-12 <u>0</u> 33</p>	

INDICATOR 4: NORM-REFERENCED STUDENT GROWTH (GRADES 9-12)												
Measure 4a	Are students making expected academic growth in math compared to their academic peers?	<table border="1"> <thead> <tr> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>39-50</td> <td></td> </tr> <tr> <td>26-38</td> <td></td> </tr> <tr> <td>13-25</td> <td></td> </tr> <tr> <td>0-12</td> <td></td> </tr> </tbody> </table>	Points Possible	Points Earned	39-50		26-38		13-25		0-12	
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Norm-Referenced Growth Math	<p>Exceeds Standard: The school's median student growth percentile in math falls between the 66th and 99th percentile.</p> <p>Meets Standard: The school's median student growth percentile in math falls between the 43rd and 65th percentile.</p> <p>Does Not Meet Standard: The school's median student growth percentile in math falls between the 30th and 42nd percentile.</p> <p>Falls Far Below Standard: The school's median student growth percentile in math falls below the 30th percentile.</p>											
Notes	<p>Growth will be calculated using 8th and 10th grade ISAT scores. Individual students' growth will be compared to the growth of other students, statewide, who fell in the same category (below basic, basic, proficient, or advanced) on the 8th grade ISAT.</p>											
Measure 4b	Are students making expected academic growth in English Language Arts compared to their academic peers?	<table border="1"> <thead> <tr> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>39-50</td> <td></td> </tr> <tr> <td>26-38</td> <td></td> </tr> <tr> <td>13-25</td> <td></td> </tr> <tr> <td>0-12</td> <td></td> </tr> </tbody> </table>	Points Possible	Points Earned	39-50		26-38		13-25		0-12	
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Notes	<p>Growth will be calculated using 8th and 10th grade ISAT scores. Individual students' growth will be compared to the growth of other students, statewide, who fell in the same category (below basic, basic, proficient, or advanced) on the 8th grade ISAT.</p>											

INDICATOR 5: COLLEGE & CAREER READINESS (GRADES 9-12)																				
Measure 5a	Are students graduating from high school on time?																			
Four-Year Adjusted Cohort Graduation Rate	<p>Exceeds Standard: The school's four-year ACGR was at least 90%.</p> <p>Meets Standard: The school either:</p> <p>a) had a four-year ACGR of 80% - 89% OR</p> <p>b) had a four-year ACGR of at least 66% AND met its progress goal.</p> <p>Does Not Meet Standard: The school met its progress goal but had a four-year ACGR below 66%.</p> <p>Falls Far Below Standard: The school did not meet its progress goal and had a four-year ACGR below 66%.</p>	<table border="1"> <thead> <tr> <th></th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>125</td> <td>0</td> </tr> <tr> <td></td> <td>100</td> <td>0</td> </tr> <tr> <td>40</td> <td>75</td> <td>75</td> </tr> <tr> <td></td> <td>0-65</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">75</td> </tr> </tbody> </table>		Points Possible	Points Earned		125	0		100	0	40	75	75		0-65	0			75
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Notes	The school's 4 Year ACGR of 40% is below 66%, but did meet the progress goal of 36.11%. The progress goal is calculated as follows: last year's 4-year ACGR plus 8.3% of the non-graduates from that cohort.																			

ALTERNATIVE ACADEMIC

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

ALTERNATIVE INDICATOR 2: STUDENT PROFICIENCY COMPARISON		
Alt Measure 2a	Do math proficiency rates meet or exceed the state average for alternative schools?	Result Points Possible Points Earned
Math Proficiency Rate	<p>Exceeds Standard: The school's math proficiency rate is in the top 10% of alternative schools statewide.</p> <p>Meets Standard: The school's math proficiency rate meets or exceeds the average (mean) for alternative schools but is below the top 10% of alternative schools statewide.</p> <p>Does Not Meet Standard: The school's math proficiency rate is below the average but above the bottom 20% of alternative schools statewide, and the school's proficiency rate is higher than 0%.</p> <p>Falls Far Below Standard: The school's math proficiency rate is 0% or is in the bottom 20% of alternative schools.</p>	<p>50</p> <p>30</p> <p>15</p> <p>0</p>
Notes		
Alt Measure 2b	Do English Language Arts proficiency rates meet or exceed the state average for alternative schools?	Points Possible Points Earned
ELA Proficiency Rate	<p>Exceeds Standard: The school's ELA proficiency rate is in the top 10% of alternative schools statewide.</p> <p>Meets Standard: The school's ELA proficiency rate meets or exceeds the average (mean) for alternative schools but is below the top 10%.</p> <p>Does Not Meet Standard: The school's ELA proficiency rate is below the average for alternative schools but above the bottom 20% of alternative schools statewide, and the school's proficiency rate is higher than 0%.</p> <p>Falls Far Below Standard: The school's ELA proficiency rate is 0% or is in the bottom 20% of alternative schools.</p>	<p>50</p> <p>30</p> <p>15</p> <p>0</p>
Notes		

ALTERNATIVE INDICATOR 4: STUDENT GROWTH COMPARISON		
Alt Measure 4a	Are students making expected academic growth in math compared to their academic peers?	Points Possible Points Earned
Norm-Referenced Growth Math	<p>Exceeds Standard: The school's median student growth percentile in math is in the top 10% of alternative schools statewide.</p> <p>Meets Standard: The school's median student growth percentile in math meets or exceeds the average for alternative schools but is below the top 10%.</p> <p>Does Not Meet Standard: The school's median student growth percentile in math is below the average for alternative schools but is above the bottom 20%.</p> <p>Falls Far Below Standard: The school's median student growth percentile in math is in the bottom 20% of alternative schools.</p>	50 30 15 0
Notes	This measure will be evaluated using grades 6 - 7, 7 - 8, and/or 8 - 10, as applicable.	
Alt Measure 4b	Are students making expected academic growth in English Language Arts compared to their academic peers?	Points Possible Points Earned
Norm-Referenced Growth ELA	<p>Exceeds Standard: The school's median student growth percentile in ELA is in the top 10% of alternative schools statewide.</p> <p>Meets Standard: The school's median student growth percentile in ELA meets or exceeds the average for alternative schools but is below the top 10%.</p> <p>Does Not Meet Standard: The school's median student growth percentile in ELA is below the average for alternative schools but is above the bottom 20%.</p> <p>Falls Far Below Standard: The school's median student growth percentile in ELA is in the bottom 20% of alternative schools.</p>	50 30 15 0
Notes	This measure will be evaluated using grades 6 - 7, 7 - 8, and/or 8 - 10, as applicable.	

ALTERNATIVE INDICATOR 5: COLLEGE & CAREER READINESS (GRADES 9-12)			
Alt Measure 5a	Are students graduating from high school?	Points Possible	Points Earned
Five-Year Cohort Graduation Rate	Exceeds Standard: The school's five-year cohort graduation rate was greater than 80%.	100	
	Meets Standard: The school had a five-year cohort graduation rate of 66% - 80% OR met its progress goal.	80	
	Does Not Meet Standard: The school did not meet its progress goal AND had a five-year cohort graduation rate of 40% - 66%.	60	
	Falls Far Below Standard: The school did not meet its progress goal AND had a five-year cohort graduation rate below 40%.	7	0-39
Notes	The school's 4-Year ACGR was 1 percentage point higher than the 5-year. The 4-Year ACGR was used in this calculation. The progress goal is calculated as follows: last year's 5-year ACGR plus 8.3% of the non-graduates from that cohort.		<u>7</u>

OPERATIONAL

INDICATOR 1: EDUCATIONAL PROGRAM																	
<p>Measure 1a Implementation of Educational Program</p>	<p>Is the school implementing the material terms of the educational program as defined in the charter and performance certificate?</p> <p>Meets Standard: The school implements the material terms of the mission, vision, and educational program in all material respects, and the implementation of the educational program reflects the essential elements outlined in the charter and performance certificate. A cohesive professional development program is utilized.</p> <p>Partially Meets Standard: The school partially implements the material terms of the mission, vision, and educational program. However, implementation is incomplete, not cohesive, inconsistent, unclear, and/or unsupported by adequate resources and professional development.</p> <p>Does Not Meet Standard: The school has deviated from the material terms of the mission, vision, and/or essential elements of the educational program as described in the performance certificate, without an approved amendment, such that the program provided differs substantially from the program described in the charter and performance certificate.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>No instances of non-compliance documented</td> <td>25</td> <td>25</td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">25</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	No instances of non-compliance documented	25	25		15			0				25
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<p>Measure 1b Educational Requirements</p>	<p>Is the school complying with applicable educational requirements?</p> <p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to educational requirements, including but not limited to: Instructional time requirements, graduation, and promotional requirements, content standards including the Common Core State Standards, the Idaho State Standards, state assessments, and implementation of mandated programming related to state or federal funding.</p> <p>Partially Meets Standard: The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to educational requirements; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to educational requirements; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>No instances of non-compliance documented</td> <td>25</td> <td>25</td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">25</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	No instances of non-compliance documented	25	25		15			0				25
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<p>Notes</p>																	

OPERATIONAL

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

OPERATIONAL

INDICATOR 3: GOVERNANCE AND REPORTING														
<p>Measure 3a</p>	<p>Is the school complying with governance requirements?</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> </table>	Result	Points Possible	Points Earned									
Result	Points Possible	Points Earned												
<p>Governance Requirements</p>	<p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to governance by its board, including but not limited to: board policies; board bylaws; code of ethics; conflicts of interest; board composition; and compensation for attendance at meetings.</p> <p>Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to governance by its board. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to governance by its board; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p>	<table border="1"> <tbody> <tr> <td>No instances of non-compliance documented</td> <td>25</td> <td>25</td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">25</td> </tr> </tbody> </table>	No instances of non-compliance documented	25	25		15			0				25
No instances of non-compliance documented	25	25												
	15													
	0													
		25												
<p>Notes</p>														
<p>Measure 3b</p>	<p>Is the board fulfilling its oversight obligations?</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> </table>	Result	Points Possible	Points Earned									
Result	Points Possible	Points Earned												
<p>Board Oversight</p>	<p>Meets Standard: The school's board practices consistent, effective oversight of the school, including but not limited to frequent review of the school finances and academic outcomes. Board meeting agendas, packets, and minutes reflect competent oversight practices and actions to foster academic, operational, and financial strength of the school, including ongoing board training, policy review, and strategic planning. The school's board has adopted and maintains a complete policy book.</p> <p>Partially Meets Standard: Some of the school board's oversight practices are underdeveloped, inconsistent, incomplete, or reflect a need for additional training. Board meeting agendas, packets, and minutes reflect meaningful efforts toward self-evaluation and improvement. The school's policy book may be substantially complete but require additional maintenance.</p> <p>Does Not Meet Standard: The school's board fails to practice consistent, effective oversight of the school, and/or documentation of competent oversight practices and actions is not maintained. The school's policy book may be incomplete, unmaintained, or non-existent.</p>	<table border="1"> <tbody> <tr> <td>No instances of non-compliance documented</td> <td>25</td> <td>25</td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">25</td> </tr> </tbody> </table>	No instances of non-compliance documented	25	25		15			0				25
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	15													
	0													
		25												
<p>Notes</p>														

OPERATIONAL

Measure 3c	Is the school complying with reporting requirements?	Result	Points Possible	Points Earned
Reporting Requirements	<p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, the SBOE, and/or federal authorities, including but not limited to: accountability tracking; attendance and enrollment reporting; compliance and oversight; and additional information requested by the authorizer.</p> <p>Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, the SBOE, and/or federal authorities. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, the SBOE, and/or federal authorities; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>	No instances of non-compliance documented	25	25
Notes			15	0
				<hr/> 25
Measure 3d	Is the school complying with public transparency requirements?	Result	Points Possible	Points Earned
Public Transparency	<p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to public transparency, including but not limited to: maintenance of its website, timely availability of board meeting minutes, and accessibility of documents maintained by the school under the state's Freedom of Information Act, Open Meeting Law, Public Records Law, and other applicable authorities.</p> <p>Partially Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to public transparency. Any instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to public transparency; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>		25	
Notes	The school's annual performance report does not appear to be posted on the school's website.	See note	15	15
			0	15
				<hr/> 15
Measure 3e	Is the school meeting employee credentialing and background check requirements?	Result	Points Possible	Points Earned
Credentialing & Background Checks	<p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to state and federal certification and background check requirements.</p> <p>Partially Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to state and federal certification and background check requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to state and federal certification and background check requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>	No instances of non-compliance documented	25	25
Notes			15	0
				<hr/> 25

OPERATIONAL

Measure 3f	Is the school handling information appropriately?	Result	Points Possible	Points Earned
Information Handling	<p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the handling of information, including but not limited to: maintaining the security of student records under the Family Educational Rights and Privacy Act and other applicable authorities; storing and transferring student and personnel records; and securely maintaining testing materials.</p> <p>Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and requirements of the performance certificate relating to the handling of information. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to the handling of information; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>	No instances of non-compliance documented	25	25
Notes	INDICATOR 4: SCHOOL ENVIRONMENT			
Measure 4a	Is the school complying with transportation requirements?	Result	Points Possible	Points Earned
Transportation	<p>Meets Standard: The school provides student transportation within its primary attendance area and materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to transportation.</p> <p>Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to transportation; and/or provides and incomplete form of transportation services. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to transportation; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board; and/or the school does not provide transportation.</p>		25	
Notes	This measure does not apply to online schools.			
Measure 4b	Is the school complying with facilities requirements?	Result	Points Possible	Points Earned
Facilities	<p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the school facilities and grounds, including but not limited to: Americans with Disabilities Act, fire inspections and related records, viable certification of occupancy or other required building use authorization, and documentation of requisite insurance coverage. The school facility is clean, well-maintained, and adequate for school operations.</p> <p>Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and requirements of the performance certificate relating to the school facilities and grounds. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board. Additional facility maintenance and/or updates have been recommended by DBS.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to the school facilities and grounds; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board. The school facility may be in need of modification or repair required by DBS.</p>	No instances of non-compliance documented	25	25
Notes	25			

INDICATOR 5: ADDITIONAL OBLIGATIONS		Result	Points Possible	Points Earned
Measure 5a	Is the school complying with all other obligations?			
Additional Obligations	<p>Meets Standard: The school materially complies with all other material legal, statutory, regulatory, or contractual requirements that are not otherwise explicitly stated herein, including but not limited to requirements from the following sources: revisions to statute and administrative rule; requirements of the State Department of Education; and requirements of the accrediting body.</p> <p>Partially Meets Standard: The school largely complies with all other material legal, statutory, regulatory, or contractual requirements that are not otherwise explicitly stated herein. Matters of non-compliance, if any, are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with all other material legal, statutory, regulatory, or contractual requirements contained in its charter contract that are not otherwise explicitly stated herein; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>	No instances of non-compliance documented	25	25
			15	
			0	
				25
Notes				

FINANCIAL

INDICATOR 1: NEAR-TERM			Result	Points Possible	Points Earned
Measure 1a Current Ratio	<p>Current Ratio: Current Assets divided by Current Liabilities</p> <p>Meets Standard: Current Ratio is greater than or equal to 1.1 OR Current Ratio is between 1.0 and 1.1 and one-year trend is positive (current year ratio is higher than last year's). <i>Note: For schools in their first or second year of operation, the current ratio must be greater than or equal to 1.1.</i></p> <p>Does Not Meet: Current Ratio is between 0.9 and 1.0 or equals 1.0 OR Current Ratio is between 1.0 and 1.1 and one-year trend is negative.</p> <p>Falls Far Below Standard: Current ratio is less than or equal to 0.9.</p>		4.77	50	50
Notes				10	
				0	50
Measure 1b Cash Ratio	<p>Current Ratio: Cash divided by Current Liabilities</p> <p>Meets Standard: Cash Ratio is greater than 1.0 OR Cash Ratio is equal to 1.0 and one-year trend is positive (current year ratio is higher than last year's).</p> <p>Does Not Meet: Cash Ratio is between 0.9 and 1.0 OR Cash Ratio equals 1.0 and one-year trend is negative.</p> <p>Falls Far Below Standard: Cash ratio is equal to or less than 0.9.</p>		2.27	50	50
Notes				10	
				0	50
Measure 1c Unrestricted Days Cash	<p>Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses minus Depreciation Expense/365)</p> <p>Meets Standard: 60 Days Cash OR Between 30 and 60 Days Cash and one-year trend is positive. <i>Note: Schools in their first or second year of operation must have a minimum of 30 Days Cash.</i></p> <p>Does Not Meet: Days Cash is between 15-30 days OR Days Cash is between 30-60 days and one-year trend is negative.</p> <p>Falls Far Below Standard: Fewer than 15 Days Cash.</p>		102 days	50	50
Notes				10	
				0	50
Measure 1d Default	<p>Default</p> <p>Meets Standard: School is not in default of financial obligations. Financial obligations include, but are not limited to: nonpayment, breach of financial representation, non-reporting, non-compliance, financial judgements, loan covenants, and/or tax obligations.</p> <p>Does Not Meet: School is in default of financial obligations.</p>		No default noted	50	50
Notes				0	
					50

FINANCIAL

INDICATOR 2: SUSTAINABILITY			
<p>Measure 2a</p> <p>Total Margin and Aggregated</p> <p>3-Year Total Margin</p> <p>Notes</p>	<p>Total Margin: Net Income divided by Total Revenue AND Aggregated Total Margins: Total 3-Year Net Income divided by Total 3-Year Revenues.</p> <p>Meets Standard: Aggregated 3-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. <i>Note: For schools in their first or second year of operation, the cumulative Total Margin must be positive.</i></p> <p>Does Not Meet: Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard".</p> <p>Falls Far Below Standard: Aggregated 3-Year Total Margin is less than or equal to -1.5 percent OR the most recent year Total Margin is less than -10 percent.</p> <p>The Aggregated 3-Year Total Margin is positive and the most recent year Total Margin. Due to the Reinstatement of Pension Liability, as required by GASB 68, Net Position may be higher than expected. Changes in Net Position due to pension reinstatement that do not provide or require current financial resources have been removed from the Net Position calculation. This reinstatement had no material effect on the outcome for this measure.</p>	<p>Result</p> <p>See note</p>	<p>Points Possible</p> <p>50</p> <p>30</p> <p>0</p> <hr/> <p>50</p>
<p>Measure 2b</p> <p>Debt to Asset Ratio</p> <p>Notes</p>	<p>Debt to Asset Ratio: Total Liabilities divided by Total Assets</p> <p>Meets Standard: Debt to Asset Ratio is less than 0.9.</p> <p>Does Not Meet: Debt to Asset Ratio is between 0.9 and 1.0</p> <p>Falls Far Below Standard: Debt to Asset Ratio is greater than 1.0</p> <p>Due to the Reinstatement of Pension Liability, as required by GASB 68, Net Position may be higher than expected. Changes in Net Position due to pension reinstatement that do not provide or require current financial resources have been removed from the Net Position calculation. This reinstatement had no material effect on the outcome for this measure.</p>	<p>Result</p> <p>0.16</p>	<p>Points Possible</p> <p>50</p> <p>30</p> <p>0</p> <hr/> <p>50</p>
<p>Measure 2c</p> <p>Cash Flow</p> <p>Notes</p>	<p>Cash Flow: Multi-Year Cash Flow = Year 3 Total Cash - Year 1 Total Cash AND One -Year Cash Flow = Year 2 Total Cash - Year 1 Total Cash</p> <p>Meets Standard: Multi-Year Cumulative Cash Flow is positive and Cash Flow is positive each year OR Multi-Year Cumulative Cash Flow is positive, Cash Flow is positive in one of two years, and Cash Flow in the most recent year is positive. <i>Note: Schools in their first or second year of operation must have positive cash flow.</i></p> <p>Does Not Meet: Multi-Year Cumulative Cash Flow is positive, but trend does not "Meet Standard"</p> <p>Falls Far Below Standard: Multi-Year Cumulative Cash Flow is negative.</p> <p>The Multi-Year Cumulative Cash Flow is negative. The most recent year Cash Flow is also negative.</p>	<p>Result</p> <p>See note</p>	<p>Points Possible</p> <p>50</p> <p>30</p> <p>0</p> <hr/> <p>0</p>
<p>Measure 2d</p> <p>Debt Service Coverage Ratio</p> <p>Notes</p>	<p>Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)</p> <p>Meets Standard: Debt Service Coverage Ratio is equal to or exceeds 1.1</p> <p>Does Not Meet: Debt Service Coverage Ratio is less than 1.1</p> <p>Due to the Reinstatement of Pension Liability, as required by GASB 68, Net Position may be higher than expected. Changes in Net Position due to pension reinstatement that do not provide or require current financial resources have been removed from the Net Position calculation. This reinstatement had no material effect on the outcome for this measure.</p>	<p>Result</p> <p>35.15</p>	<p>Points Possible</p> <p>50</p> <p>0</p> <hr/> <p>50</p>

Idaho Connects Online School - Alt Longitudinal Results

ACADEMIC	Measure	Percentage of Points Earned					
		2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Alt Proficiency Comparison	2a						
	2b						
Norm-Referenced Growth	4a						
	4b						
Post-Secondary Readiness	5a	2%	9%	7%			
% of Possible Academic Points for this School		42%	36%	7%			

OPERATIONAL	Measure	Percentage of Points Earned					
		2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Educational Program	1a -1d	100%	100%	100%			
Financial Management	2a - 2c	100%	67%	67%			
Governance & Reporting	3a - 3f	100%	100%	100%			
School Environment	4a - 4b	100%	100%	100%			
Additional Obligations	5a	100%	100%	100%			
% of Possible Operational Points for this School		100%	93%	93%			

FINANCIAL	Measure	Percentage of Points Earned					
		2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Near-Term	1a - 1d	100%	100%	100%			
Sustainability	2a - 2d	90%	75%	75%			
% of Possible Financial Points for this School		95%	88%	88%			

ACCOUNTABILITY DESIGNATION	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Academic	Remediation	Remediation	Critical			
Mission Specific	N/A	N/A	N/A			
Operational	Honor	Honor	Honor			
Financial	Honor	Honor	Honor			

Idaho Connects Online School - Gen Ed Longitudinal Results

		Percentage of Points Earned					
ACADEMIC	Measure	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
State Proficiency Comparison	1a						
	1b						
District Proficiency Comparison	2a						
	2b						
Criterion-Referenced Growth	3a						
	3b			66%			
Norm-Referenced Growth	4a						
	4b						
Post-Secondary Readiness	5a	26%	24%	60%			
% of Possible Academic Points for this School		33%	51%	44%			

		Percentage of Points Earned					
OPERATIONAL	Measure	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Educational Program	1a -1d	100%	100%	100%			
Financial Management	2a - 2c	100%	67%	67%			
Governance & Reporting	3a - 3f	100%	100%	93%			
School Environment	4a - 4b	100%	100%	100%			
Additional Obligations	5a	100%	100%	100%			
% of Possible Operational Points for this School		100%	93%	91%			

		Percentage of Points Earned					
FINANCIAL	Measure	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Near-Term	1a - 1d	100%	100%	100%			
Sustainability	2a - 2d	90%	75%	75%			
% of Possible Financial Points for this School		95%	88%	88%			

ACCOUNTABILITY DESIGNATION		2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Academic		Remediation	Remediation	Remediation			
Mission Specific		N/A	N/A	N/A			
Operational		Honor	Honor	Honor			
Financial		Honor	Honor	Honor			