

IPCSC Alternative Performance Framework, Guidance, and Business Rules

FOR IPCSC ALTERNATIVE SCHOOL LEADERS

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Guidance and Use of IPCSC's Alternative Framework

Purpose

The purpose of this section is to provide transparency around the goal selection process for the Idaho Public Charter School Commission's (IPCSC) Alternative Performance Framework, as well as providing information to IPCSC authorized alternative charter schools about how the resulting data and information will be used.

Goal Selection

Each IPCSC authorized alternative charter school will choose one goal within each of the following four Indicators of Success:

1. Math Achievement & Growth,
2. ELA Achievement & Growth,
3. Progress toward Graduation, and
4. Postsecondary Readiness.

Each indicator has at least two options to choose from, some of which have further choice in the assessment tools that schools may use to provide evidence of success for the goal. Many of these framework goals will require the alternative school to provide data directly to IPCSC via secure file storage platform, for the data to be validated and results to be calculated. Templates have been developed that a) specify the data needed to compute the metric for the goal, b) allow the school to self-assess their school's results on the goal, and c) provide the data and results to IPCSC for validation. The templates also provide detailed instructions for how IPCSC staff will be calculating the outcomes. Schools are encouraged to follow the instructions as 1) a way to calculate your school's outcome prior to the release of the school's annual report and 2) to check and verify discrepancies, if any occur between your calculation and IPCSC's calculation. Each template includes one or two tabs for the school to add their raw data. These templates must be used to submit your data to IPCSC, and the data must appear in the order and format specified in the instructions, and raw data tab headers.

For each indicator, Option 1 is the default goal, as the data needed for these goals are obtainable by IPCSC staff from the Department of Education.

Items to note regarding the results that will be included in the school's annual report:

- If an IPCSC authorized alternative charter school does not specify that they would like to use any other options, their Annual Report will default to include the school's results based on the Option 1 goals alone.
- An IPCSC authorized alternative charter school **may opt for Option 1 for some indicators but select other options for the other indicators**. For example, a school might opt to select Option 2 for both the Math and ELA Achievement & Growth as well as Option 3 for the Postsecondary Readiness indicator but choose the Option 1 goal for the Progress toward Graduation indicator.

- If you select an Option 1 goal and want summer school data to be included, you must provide IPCSC with the summer school data within 14 days of the end of your school's summer session, or September 1st, whichever comes first.
- You must use the formulas as spelled out in the business rules and the templates that have been developed and provided.
- **All data must be provided to IPCSC on or before September 1 of each year.** If IPCSC does not receive data by this date, then the school will be evaluated under Option 1 for that year.
- Data provided by the schools needs to be provided in the raw data tabs in the specified format of the relevant templates. These files should be uploaded via IPCSC's secure file storage platform.

We recommend that a school select the option that better aligns with the school's mission and the challenges of the students who typically enroll in the school. For example, if you offer a career and technical program, Option 3 under the Postsecondary Readiness indicator would be the best choice. As another example, if your typical students tend to be nearly passed, or passed, their 5th cohort year when they enroll in your school, then selecting Option 4 of the Postsecondary Readiness indicator would be the best choice.

Use of Alternative Framework Results

Each school will have the results of their Alternative Performance Framework goals reported in their Annual Reports. As has always been the case, the results in the annual reports are derived from the previous fiscal year's data. Following the initial year of implementation, alternative charter schools authorized by IPCSC must select one option from each of the four indicators no later than June of the start of their first year of their current performance certificate. For the first year of implementation, all alternative charter schools currently authorized by IPCSC should notify IPCSC of their selected options by June 30, 2025. In both the implementation year, and all subsequent years, a school's options will remain in place for the duration of each alternative charter's certificate term—unless extenuating circumstances arise, then Director approval is required.

ANY IPCSC AUTHORIZED ALTERNATIVE CHARTER SCHOOL THAT DOES NOT INDICATE A SPECIFIC OPTION UNDER ONE OR MORE OF THE INDICATORS IN THE ALTERNATIVE FRAMEWORK WILL BE EVALUATED BY OPTION 1, THE DEFAULT GOAL UNDER EACH INDICATOR AREA FOR THE REMAINDER OF THEIR PERFORMANCE CERTIFICATE.

IPCSC Alternative Performance Framework

In this section we provide the goals for each of the four indicators, and their options, as well as the cut-points for each rating category. Specifics about definitions, student inclusions and exclusions, and where the data should come from can be found in the business rules, beginning on page 10 of this document.

Math Achievement & Growth Indicator Options

Option #	Goal	Targets Per Rating Category			
		Exceeds	Meets	Approaches	Does not Meet
#1	Percentage of continuously enrolled students who have either a) completed all math requirements before the beginning of the year (grades 9-12), b) completed the remaining number of math credits required for graduation (grades 9-12), or c) completed at least one year-long required math course (all applicable grades)	75-100% of continuously enrolled students to complete a, b or c	60-74% of continuously enrolled students to complete a, b, or c	45-59% of continuously enrolled students to complete a, b, or c	0-44% of continuously enrolled students to complete a, b, or c
		OR Percentage of continuously enrolled students to complete a, b, or c is between 60-74% but the school's percentage increased by 10 or more percentage points over the prior year	OR Percentage of continuously enrolled students to complete a, b, or c is between 44-59% but the school's percentage increased by 7.5 or more percentage points over the prior year	OR Percentage of continuously enrolled students to complete a, b, or c is between 30-44%, but the school's percentage increased by 5 or more percentage points over the prior year	

Option #	Goal	Targets Per Rating Category			
		Exceeds	Meets	Approaches	Does not Meet
#2	Percentage of students who were consecutively enrolled during at least two test administrations who meet grade level proficiency by the end of the year, or who showed meaningful growth between pre-and post-assessment on an approved nationally normed assessment of mathematics.	80-100% of students either show grade level skill or demonstrate growth as defined in the business rules	60-79% of students either show grade level skill or demonstrate growth as defined in the business rules	40-59% of students either show grade level skill or demonstrate growth as defined in the business rules	0-39% of students either show grade level skill or demonstrate growth as defined in the business rules.

ELA Achievement & Growth Indicator Options

Option #	Goal	Targets Per Rating Category			
		Exceeds	Meets	Approaches	Does not Meet
#1	Percentage of continuously enrolled students who have either a) completed all ELA requirements before the beginning of the year (grades 9-12), b) completed the remaining number of ELA credits required for graduation (grades 9-12), or c) completed at least one year-long required ELA course (all applicable grades)	75-100% of continuously enrolled students to complete a, b or c OR Percentage of continuously enrolled students to complete a, b, or c is between 60-74% but the school's percentage increased by 10 or more percentage points over the prior year	60-74% of continuously enrolled students to complete a, b, or c OR Percentage of continuously enrolled students to complete a, b, or c is between 44-59% but the school's percentage increased by 7.5 or more percentage points over the prior year	45-59% of continuously enrolled students to complete a, b, or c OR Percentage of continuously enrolled students to complete a, b, or c is between 30-44%, but the school's percentage increased by 5 or more percentage points over the prior year	0-44% of continuously enrolled students to complete a, b, or c
#2	Percentage of students who were consecutively enrolled during at least two test administrations who either meet grade level proficiency by the end of the year, or who showed meaningful growth between pre-and post-assessment on an approved nationally normed assessment of English Language Arts.	80-100% of students either show grade level skill or demonstrate growth as defined in the business rules	60-79% of students either show grade level skill or demonstrate growth as defined in the business rules	40-59% of students either show grade level skill or demonstrate growth as defined in the business rules	0-39% of students either show grade level skill or demonstrate growth as defined in the business rules.

Progress toward Graduation Indicator Options

Option #	Goal	Targets Per Rating Category			
		Exceeds	Meets	Approaches	Does not Meet
1	Percentage of students who were enrolled for at least one full term who earned the minimum average number of credits per enrolled term.	75-100% of students enrolled for at least one full term earn the minimum number of credits per enrolled term OR This percentage is between 65-74% but the school's percentage increased by at least 10 percentage points over the prior year	65-74% of students enrolled for at least one full term earn the minimum number of credits per enrolled term OR This percentage is between 55-64% but the school's percentage increased by at least 7.5 percentage points over the prior year	55-64% of students enrolled for at least one full term earn the minimum number of credits per enrolled term OR This percentage is between 30-54% but the school's percentage increased by at least 5 percentage points over the prior year	0-54% of students enrolled for at least one full term earn the minimum number of credits per enrolled term
2	Percentage of students who were enrolled for at least 90% of one term who earn at least 75% of the credits that they attempted during the year.	75-100% of students who were enrolled for at least 90% of one term complete at least 75% of the attempted credits.	65-74% of students who were enrolled for at least 90% of one term complete at least 75% of the attempted credits.	50-64% of students who were enrolled for at least 90% of one term complete at least 75% of the attempted credits.	0-49% of students who were enrolled for at least 90% of one term complete at least 75% of the attempted credits.

Postsecondary Readiness Indicator Options

Option #	Goal	Targets Per Rating Category			
		Exceeds	Meets	Approaches	Does not Meet
1	The percentage of 12 th grade students who were enrolled in the school for at least 45 days and who are in either their 4 th or 5 th cohort year to graduate by the end of the year.	65-100% of 12th grade students in their 4th or 5th cohort year graduate by the end of the school year OR Graduation rate is between 55-64%, but the school's graduation rate improved by 10 or more percentage points over the previous year's graduation rate	55-64% of 12th grade students in their 4th or 5th cohort year graduate by the end of the school year OR Graduation rate is between 45-54%, but the school's graduation rate improved by 7.5 or more percentage points over the previous year's graduation rate	45-54% of 12th grade students in their 4th or 5th cohort year graduate by the end of the school year OR Graduation rate is between 30-44%, but the school's graduation rate improved by 5 or more percentage points over the previous year's graduation rate	0-44% of 12th grade students in their 4th or 5th cohort year graduate by the end of the school year
2	Percentage of students in their 4 th or 5 th cohort year who either graduate by the end of the year or who continue their education the following year.	75-100% of students in their 4th or 5th cohort year who either graduate at the end of the year or who continue their education the following year	65-74% of students in their 4th or 5th cohort year who either graduate at the end of the year or who continue their education the following year	55-64% of students in their 4th or 5th cohort year who either graduate at the end of the year or who continue their education the following year	0-54% of students in their 4th or 5th cohort year who either graduate at the end of the year or who continue their education the following year

Option #	Goal	Targets Per Rating Category			
		Exceeds	Meets	Approaches	Does not Meet
3	Percentage of students who complete high school with one or more of the following: a state diploma, a HiSet certificate, a GED, a special education certificate of completion, a state CTE diploma, an industry recognized credential, an approved skill stack badge, demonstrated workforce readiness, or was enlisted to the military.	75-100% of students who complete high school with at least one of the listed achievements	65-74% of students who complete high school with at least one of the listed achievements	55-64% of students who complete high school with at least one of the listed achievements	0-54% of students who complete high school with at least one of the listed achievements
4	Percentage of seniors indicated as graduation ready in the fall who graduate by the end of the year	75-100% of seniors indicated as graduation ready in the fall graduate by the end of the year	65-74% of seniors indicated as graduation ready in the fall graduate by the end of the year	55-64% of seniors indicated as graduation ready in the fall graduate by the end of the year	0-54% of seniors indicated as graduation ready in the fall graduate by the end of the year

Business Rules

The remainder of this document outlines detailed information about how each of the Alternative Performance Framework goals will be calculated, including who is responsible for providing the data and how, which students are included and excluded in the results, and how the data will be validated by IPCSC.

Math Achievement & Growth Metrics

Option: Goal	Formulas & Inclusion/Exclusion Rules	Roles, Due Dates, & Additional Instructions
Math Option 1: Percentage of continuously enrolled students who have either a) completed all math requirements before the beginning of the year (grades 9-12), b) completed the remaining number of math credits required for graduation (grades 9-12), or c) completed at least one year-long required math course (all applicable grades)	Numerator: The number of continuously enrolled students in grades 9-12 who completed all math requirements before the beginning of the year PLUS the number of continuously enrolled students in grades 9-12 who completed the remaining number of math credits required for graduation (if fewer than 1.5) PLUS the number of continuously enrolled students in all grades who completed at least one year-long required math course. Denominator: Total number of continuously enrolled students in all grades Excluded students: - Students who were not continuously enrolled - Students who are recorded as either a P or H under the PHSchool variable. A continuously enrolled student is defined by: 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 makeup portion of the test window, will be included in the calculation to determine if the school achieved progress in any statewide assessment used for determining proficiency.	IPCSC will request data from the State Department of Education. The SDE does not collect summer school data, nor is the SDE able to provide previously earned credits from students who earned credit from a private high school or an out-of-state school. If a school would like to have summer school courses included in the calculation for this goal, or has transcript data on the number of Math credits that a student completed at a private or out of state high school, that data must be entered into the Option 1 Template and uploaded to the IPCSC secure data portal no later than September 1. For special education students whose CourseExitReason is “Completed: Adaptive Requirement” and for which the course code is 73007, schools must ensure that the Course Section Alias for any math course that should be counted in this metric is labeled as “Math: description of what math course” (for example Math: Introductory Algebra). This is how the SDE and IPCSC will know to include the math credit for these students.

Option: Goal	Formulas & Inclusion/Exclusion Rules	Roles, Due Dates, & Additional Instructions
Math Option 2: Percentage of students who were consecutively enrolled during at least two test administrations who meet grade level proficiency by the end of the year, or who showed meaningful growth between pre-and post-assessment on an approved nationally normed assessment of mathematics. *Currently approved assessments include: NWEA Math STAR Math IXL Math	Numerator: Number of students who have at least two test scores who score at grade level or above OR who showed meaningful growth between pre and post-test PLUS the number of students who scored at or above grade level based on a single assessment (only if the student was consecutively enrolled during at least two test administrations) Denominator: Number of students who were consecutively enrolled during two or more test administrations Excluded Students: - Students who were not consecutively enrolled during two or more test administrations - Students whose IEP specifies that they are exempt from the assessment Measures of “At or above grade level”: - Students have a grade equivalency score that is equal to or higher than their current grade level. - Students score at the level determined by the assessment vendor that is considered on grade level (or above). These can look different depending on the vendor. Some Examples are below: 3 or higher on a 5-point scale - Ratings such as: “On Track”, “Advanced”, “On Target”, “Above Target”, “Average”, “Above Average”, “Typical” Percentile Rank or Achievement Percentile based on the student’s score that is between 1-99, where 40 or higher is considered normal or average. Definitions of “Meaningful Growth” - A Student Growth Percentile of 40 or higher (NWEA calls this a Conditional Growth Percentile) - A Conditional Growth Index Score of -1 or better (NWEA ONLY)	This data will come from the school’s student information system and assessment vendor reports. The school will provide the data by September 1 using one of the following templates: NWEA ELA and Math Template STAR Math Template IXL Math and Reading Template All instructions and data required to calculate this metric are outlined in the templates. Unless otherwise indicated by the test vendor, growth results should be based on two test scores from assessments that were taken at least eight (8) weeks apart.

Option: Goal	Formulas & Inclusion/Exclusion Rules	Roles, Due Dates, & Additional Instructions
	A growth rating produced by the vendor that indicates the student “Met Expected Growth”, or had “Average Growth” or “High Growth”	

ELA Achievement & Growth Metrics

Option: Goal	Formulas & Inclusion/Exclusion Rules	Roles, Due Dates, & Additional Instructions
ELA Option 1: Percentage of continuously enrolled students who have either a) completed all ELA requirements before the beginning of the year (grades 9-12), b) completed the remaining number of ELA credits required for graduation (grades 9-12), or c) completed at least one year-long required ELA course (all applicable grades)	Numerator: The number of continuously enrolled students in grades 9-12 who completed all ELA requirements before the beginning of the year PLUS the number of continuously enrolled students in grades 9-12 who completed the remaining number of ELA credits required for graduation (if fewer than 2.0) PLUS the number of continuously enrolled students in all grades who completed at least one year-long required ELA course. Denominator: Total # of continuously enrolled students in all grades Excluded students: - Students who were not continuously enrolled - Students who are recorded as either a P or H under the PHSchool variable. A continuously enrolled student is defined by: 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 makeup portion of the test window, will be included in the calculation to determine if the school achieved progress in any statewide assessment used for determining proficiency.	IPCSC will request data from the State Department of Education. The SDE does not collect summer school data, nor is the SDE able to provide previously earned credits from students who earned credit from a private high school or an out-of-state school. If a school would like to have summer school courses included in the calculation for this goal, or has transcript data on the number of ELA credits that a student completed at a private or out of state high school, that data must be entered into the Option 1 Template and uploaded to the IPCSC secure data portal no later than September 1. For special education students whose CourseExitReason is “Completed: Adaptive Requirement” and for which the course code is 73007, schools must ensure that the Course Section Alias for any ELA course that should be counted in this metric are labeled as “ELA: description of the ELA course” (for example ELA: 9th grade English). This is how the SDE and

Option: Goal	Formulas & Inclusion/Exclusion Rules	Roles, Due Dates, & Additional Instructions
		IPCSC will know to include the ELA credit for these students.
ELA Option 2: Percentage of students who were consecutively enrolled during at least two test administrations who either meet grade level proficiency by the end of the year, or who showed meaningful growth between pre-and post-assessment on an approved nationally normed assessment of English Language Arts. *Currently approved assessments include: NWEA Reading NWEA Language Usage STAR Reading IXL Reading	Numerator: Number of students who have at least two test scores who score at grade level or above OR who showed meaningful growth between pre and post-test PLUS the number of students who scored at or above grade level based on a single assessment (only if the student was consecutively enrolled during at least two test administrations). Denominator: Number of students who were consecutively enrolled during two or more test administrations Excluded Students: - Students who were not consecutively enrolled during two or more test administrations - Students whose IEP specifies that they are exempt from the assessment Measures of “At or above grade level”: - Students have a grade equivalency score that is equal to or higher than their current grade level. - Students score at the level determined by the assessment vendor that is considered on grade level (or above). These can look different depending on the vendor. Some Examples are below: 3 or higher on a 5-point scale - Ratings such as: “On Track”, “Advanced”, “On Target”, “Above Target”, “Average”, “Above Average”, “Typical” Percentile Rank or Achievement Percentile based on the student’s score that is between 1-99, where 40 or higher is considered normal or average. Definitions of “Meaningful Growth”	This data will come from the school’s student information system and assessment vendor reports. The school will provide the data by September 1 using one of the following templates: NWEA ELA Template STAR ELA Template IXL ELA and Reading Template All instructions and data required to calculate this metric are outlined in the templates. Unless otherwise indicated by the test vendor, growth results should be based on two test scores from assessments that were taken at least eight (8) weeks apart.

Option: Goal	Formulas & Inclusion/Exclusion Rules	Roles, Due Dates, & Additional Instructions
	• A Student Growth Percentile of 40 or higher (NWEA calls this a Conditional Growth Percentile) • A Conditional Growth Index Score of -1 or better (NWEA ONLY) • A growth rating produced by the vendor that indicates the student “Met Expected Growth”, or had “Average Growth” or “High Growth”	

Progress toward Graduation Metrics

Option: Goal	Formulas & Inclusion/Exclusion Rules	Roles, Due Dates, & Additional Instructions
Progress Option 1: Percentage of students who were enrolled for at least one full term who earned the minimum average number of credits per enrolled term, as defined below: Continuously Enrolled for the year: 11.5 credits Semesters: average of 5.8 credits per term enrolled Trimesters: average of 3.8 credits per term enrolled Quarters: average of 2.9 credits per term enrolled Hexters: average of 1.9 credits per term enrolled	Numerator: Number of continuously enrolled students who earned 11.5 or more credits while enrolled at the school PLUS number of not continuously enrolled students who were enrolled for at least 1 term who earned the minimum average number of credits per enrolled term. Denominator: Number of students who were enrolled for at least one full term. Minimum average number of credits needed to meet the goal, based on the term structure at the school: Semesters: average of 5.8 credits per term enrolled Trimesters: average of 3.8 credits per term enrolled Quarters: average of 2.9 credits per term enrolled Hexters: average of 1.9 credits per term enrolled Definition of Terms: Terms are defined by each school’s operational policies.	IPCSC will request data from the State Department of Education. Schools wanting summer school data included in this measure MUST provide summer credit data by September 1, using the Option 1 Template.
Progress Option 2: Percentage of students who were enrolled for at least 90% of one term who earn at least 75% of the credits that they attempted during the year.	Student Numerator: Sum of the number of credits that the student earned during each term for which they were enrolled for at least 90% of the term.	The school will provide the data by September 1 using the Progress Toward Graduation Option 2-4 Template. This data will come from the school’s student information and/or data management system.

Option: Goal	Formulas & Inclusion/Exclusion Rules	Roles, Due Dates, & Additional Instructions
	Student Denominator: Sum of the number of credits that the student attempted during each term for which they were enrolled for at least 90% of the term. ----- School Numerator: Total number of students who were enrolled for at least 90% of one term who earned 75% of the credits they attempted. School Denominator: Total number of students who were enrolled for at least 90% of one term. Definition of Terms: Terms are defined by each school's operational policies.	All instructions and data required to calculate this metric are outlined in the template.

Postsecondary Readiness Metrics

Option: Goal	Formulas & Inclusion/Exclusion Rules	Roles, Due Dates, & Additional Instructions
Readiness Option 1: The percentage of 12th grade students who were enrolled in the school for at least 45 days and who are in either their 4th or 5th cohort year to graduate by the end of the year	Numerator: Number of 12th grade students who were enrolled for at least 45 days, were in their 4th year of high school, and graduated by the end of the year PLUS the number of 12th grade students who were enrolled for at least 45 days, were in their 5th year of high school, and graduated by the end of the year. Denominator: Number of 12th grade students who were enrolled for at least 45 days and were in their 4th year of high school PLUS number of 12th grade students who were enrolled for at least 45 days and were in their 5th year of high school MINUS 4th or 5th year 12th grade students who are confirmed transfers, deceased, or on medical leave. Excluded Students: • 12th grade students who were enrolled for fewer than 45 days • 12th grade students for whom the PHSchool variable is reported as P or H • 12th grade students whose exit reason is Medical Leave/Permanent Incapacitation	IPCSC will request data from the State Department of Education. Schools wanting summer school data included in this measure will provide summer graduation data by September 1 using the Option 1 Template.

Option: Goal	Formulas & Inclusion/Exclusion Rules	Roles, Due Dates, & Additional Instructions
	12th grade students whose exit reason is Deceased - Students who were enrolled for any amount of time that were part of the current year's 4th or 5th year cohort who transferred to another school	
Readiness Option 2: Percentage of students in their 4th or 5th cohort year who either graduate at the end of the year or who continue their education the following year*.	Numerator: 4th year high school students with one of the following exit reason codes: 1A, 1B, 2A, 2B, 2C, 2D, 3D, 4A, 4C, 4G, 4H, 4I, 5C, or 5F PLUS 5th year high school students with one of the following exit reason codes: 1A, 1B, 2A, 2B, 2C, 2D, 3D, 4A, 4C, 4G, 4H, 4I, 5C, or 5F. Denominator: The number of 4th year high school students PLUS the number of 5th year high school students MINUS Exit Reason Codes 5B and 6A Excluded Students: 12th grade students for whom the PHSchool variable is reported as P or H 12th grade students whose exit reason is Medical Leave/Permanent Incapacitation 12th grade students whose exit reason is Deceased <i>In the event exit reason codes change, the following exit reason names shall be replaced with the new corresponding exit reason code:</i> 1A: Transferred within district to same school 1B: Transferred within district to different public school 2A: Transferred within Idaho to different public school 2B: Transferred within Idaho to private school or federal/state setting 2C: Transferred out of Idaho to US public or nonpublic setting 2D: Transferred out of country 3D: Transferred to Adult Education 4A: Graduated-met state standards 4C: Completed- adapted requirements 4G: Early graduate 1 year	This data will come from the school's student information and/or data management system. The school will provide the data by September 1 using the Postsecondary Readiness Template for Options 2-4. *Confirmation of re-enrollment must be provided to IPCSC, upon request, for students who were reported as continuing their enrollment the following school year in the same school. Confirmation of enrollment in another school can be confirmed with a copy of a transfer request form from the receiving school. Confirmation of students who continued enrollment in the same school can be provided using the school's fall roster.

Option: Goal	Formulas & Inclusion/Exclusion Rules	Roles, Due Dates, & Additional Instructions
	4H: Early graduate 2 year 4I: Early graduate 3 year 5C: US Resident Exiting to Foreign Exchange Program 5F: Foreign Exchange Student Exiting District/School 5B: Medical Leave/Permanent Incapacitation 6A: Deceased	
Readiness Option 3: Percentage of students who complete high school with one or more of the following: a state diploma, a HiSet certificate, a GED, a special education certificate of completion, a state CTE diploma, an industry recognized credential, an approved skill stack badge, demonstrated workforce readiness, or was enlisted to the military.	Numerator: The number of 4th year and 5th year high school students with one of the following exit reason codes: 4A, 4C, 4G, 4H, and 4I PLUS the number of students who earned either a HiSET certificate, GED or other approved certificate of completion, PLUS the number of students who earned a state CTE diploma, PLUS the number of students who earned a state recognized industry certification/credential, skills badge, or otherwise demonstrated workforce readiness, PLUS the number of students who enlisted in a military branch PLUS the number of students who may not have been in their 4th or 5th year of high school but earned one the approved alternative methods of completion before exiting the school. Denominator: The number of students 4th year high school students PLUS the number of 5th year high school students PLUS the number of students who may not have been in their 4th or 5th year of high school but earned one the approved alternative methods of completion before exiting the school MINUS students who are confirmed transfers, deceased, or on medical leave. 4A: Graduated-met state standards 4C: Completed- adapted requirements 4G: Early graduate 1 year 4H: Early graduate 2 year 4I: Early graduate 3 year 5B: Medical Leave/Permanent Incapacitation 6A: Deceased	This data will come from the school's student information and/or data management system. The school will provide the data by September 1 using the following template: Postsecondary Readiness Template for Options 2-4. For information on state approved CTE pathways, diploma requirements, and available skills badges visit the state's CTE Diploma website at: https://cte.idaho.gov/ *Schools must be able to provide evidence for any student who did not receive a state recognized diploma, but who did complete via one of the other methods. Evidence includes, but is not limited to; assessment scores, copies of GED or HiSet certificates, state approved badges and seals, or transcripts showing the completion of pathway courses and capstone completion. For Military enlistment, schools should be able to provide a copy of the student's letter of enlistment.

Option: Goal	Formulas & Inclusion/Exclusion Rules	Roles, Due Dates, & Additional Instructions
Readiness Option 4: Percentage of seniors indicated as graduation ready* in the fall who graduate by the end of the year.	Numerator: The number of students who, on fall count day, are identified by the school as graduation ready who graduate by the end of the school year PLUS the number of students who graduated by the end of the school year but were not identified as graduation ready in the fall. Denominator: The number of students who were indicated as graduation ready* and graduated within the year PLUS the number of students who graduated but were not identified in the fall, MINUS students who are confirmed transfers, deceased, or on medical leave. Definition of “Graduation Ready”: A student will be considered graduation ready in the fall if, by the first official enrollment count date, they have accumulated enough of their graduation requirements (according to the school’s operational policies) to graduate within the school year*.	Schools will need to provide IPCSC with the list of students who were ready* to graduate, within 5 business days following fall count day, using the <u>Grad Ready Identification</u> tab of the Postsecondary Readiness Template for Options 2-4. Graduation data (including summer graduates, if applicable) will then be provided to IPCSC by September 1, using the same template (including the same graduation ready identification data) as provided in the fall. *Upon notifying the IPCSC that they would like to use Option 4 as their goal for Postsecondary Readiness, the school must provide IPCSC with the criteria that students must meet in the fall of each year to be considered graduation ready. The following is an example of how a school could define students as graduation ready for this purpose: <i>“To be considered graduation ready in the fall, students will need to have completed, with a C- or better, 20 out of the 24 credits that are required to receive the state’s minimum standard diploma, as well as completing Part 1 of the school’s required post-high school success seminar.”</i>