# State Charter School Board
# Amendment Request

School Name: Itineris Early College High School

The Applicant certifies all information contained in this application is complete and accurate, realizing that any misrepresentation could result in disqualification from the Amendment Request process or revocation after award.

The Applicant understands that applications must be received by SCSB staff no later than the first Wednesday of the month preceding the month of the requested SCSB meeting and that incomplete applications will not be considered.

The Applicant acknowledges that all information presented in the application package, if approved, becomes part of the charter and will be used for accountability purposes throughout the term of the charter.

The Applicant acknowledges that the charter school governing board has read all Utah statutes regarding charter schools and that the Applicant is subject to and in compliance with all relevant federal, state and local laws, and requirements.

The Applicant acknowledges that the most current academic data will be provided to the SCSB for its consideration of the application.

The applicant acknowledges that prior to inclusion on the agenda, the SCSB recommends charter school governing boards schedule an appointment with SCSB staff to discuss the request and provide clarification to any staff questions. Appointments can be scheduled by emailing james.madsen@schools.utah.gov.

Curtis Newman
Name of Board Chair
(please print)

_25 Aug 2017_
Signature of Board Chair /Date

## School Entity Information

Name of School: **Itineris Early College High School**

Name of School Administrator: **Renee Edwards**

Contact Information for School: **Renee.Edwards@iechs.org**

Local School District: **Jordan School District**

Provide mission statement of the school: **The mission of Itineris Early College High School is to create a learning community that inspires high expectations, supports cognitive challenges, and encourages self-discovery and civic responsibility to maximize individual potential.**

*Below, list the names and positions of all current Board Members (officers, members, directors, partners), and their positions. Also list any other current charters in which they act as a corporate principal or charter representative. Add rows as necessary.*

| Name | Position | Current Charter Affiliations |
|---|---|---|
| Curtis Newman | Board Chair | IECHS |
| Richard Haskell | Board Member | IECHS |
| Christopher Scharman | Board Member | IECHS |
| Mary Jane Keleher | Board Member/SLCC Partner | IECHS |
| Doug Diamond | Board Member | IECHS |
| Mark Ashby | Board Member/Parent | IECHS |
| Bryan Crump | Board Member/Parent | IECHS |
| Matt Ekker | Board Member/Staff | IECHS |

# Contractual Charter Agreement Goals

List the school's goals identified in the Charter Fidelity Monitoring Report (if charter agreement signed prior to June 2016) or in Exhibit A (if charter agreement was signed in June 2016 or later).

Goal 1: Itineris Early College High School students will have low-cost access to higher education. (CA, p.19)

| | Answer these questions as a Governing Board for the Goal (includes Goal Target) above: | Y/N |
|---|---|---|
| A | Is this currently a school Goal in use? | Y |
| B | Does the Governing Board measure or track school performance for this Goal? | Y |
| C | Did the Governing Board meet this Goal in the last complete school year? | Y |
| D | After a SMART analysis, is this a SMART Goal? | Y |
| E | Does the Governing Board want to revise or eliminate this Goal in the CA? | N |
| F | Does the Governing Board want to transform school practice to begin working on this Goal? | N |

Goal 2: Itineris Early College High School students will experience a seamless transition between high school and college. (CA, p.19)

| | Answer these questions as a Governing Board for the Goal (includes Goal Target) above: | Y/N |
|---|---|---|
| A | Is this currently a school Goal in use? | Y |
| B | Does the Governing Board measure or track school performance for this Goal? | Y |
| C | Did the Governing Board meet this Goal in the last complete school year? | Y |
| D | After a SMART analysis, is this a SMART Goal? | Y |
| E | Does the Governing Board want to revise or eliminate this Goal in the CA? | N |
| F | Does the Governing Board want to transform school practice to begin working on this Goal? | N |

Goal 3: Itineris Early College High School students will accumulate college credits by the successful completion of college level courses, starting with 50% of their schedule in concurrent enrollment when they begin and increasing the percentage each term. (CA, p.19)

| | Answer these questions as a Governing Board for the Goal (includes Goal Target) above: | Y/N |
|---|---|---|

| A | Is this currently a school Goal in use? | Y |
|---|---|---|
| B | Does the Governing Board measure or track school performance for this Goal? | Y |
| C | Did the Governing Board meet this Goal in the last complete school year? | Y |
| D | After a SMART analysis, is this a SMART Goal? | Y |
| E | Does the Governing Board want to revise or eliminate this Goal in the CA? | Y |
| F | Does the Governing Board want to transform school practice to begin working on this Goal? | N |

**Required Attachments:** n/a as all goals are being met.

- If the school is not meeting all of its charter contractual agreement goals, then include the governing board's corrective action plan. (Corrective action plan limited to two pages.)

# Requested Amendment(s) to Charter

## ☒ *Waiver from Board Rule*

Rule Number and Title: **R277-419-4(1)(a)-** *"… an LEA shall conduct school for at least 990 instructional hours and 180 school days each school year."*

The mission of Itineris Early College High School is to create a learning community that inspires high expectations, supports cognitive challenges, and encourages self-discovery and civic responsibility to maximize individual potential.

Itineris Early College High School is an institution that blends high school and college into a coherent educational program. It is designed so all students can achieve up to two years of college credit at the same time they are earning a high school diploma.
Early College High Schools share similar characteristics that have been shown to improve learning and academic success in students.
These characteristics include:
- Being located on or near a college campus
- Operating within a mature learning environment
- Offering a rigorous curriculum
- Pursuing college credit within an accredited college degree-granting program

*Describe why the waiver is necessary to meet the mission and/or purposes(s) of the school and help the governing board meet the terms and conditions in its contractual agreement.*

The waiver is necessary to meet the mission and purpose of Itineris Early College High School by allowing Itineris to better align our schedule to Salt Lake Community College (SLCC). Itineris requests that the USBE allow our school a waiver of the 180-day rule provided:

1. Itineris meets the annual 990 instructional hour requirement.
2. Itineris meets a number of days equal to or greater than the number of instructional and test days at SLCC for fall and spring semesters.
3. Itineris will utilize non-teaching days for professional development and teacher work days, and may offer enrichment and remediation to students.
4. Itineris continues to meet the academic expectations of its authorizer and meet the terms and conditions of its contractual agreement.

To date, we align semester start dates, holidays and breaks with SLCC, but our end of year calendar runs longer than the college. For the month of May, SLCC begins summer courses mid-May and overlaps with high school courses until the end of May. This means a student is taking their high school class load simultaneously with a new college load for three weeks. A reduction in days would allow us to wrap up term 4 high school classes before summer college classes begin.

The remainder of May could be filled with other enrichment or remediation courses and/or Itineris college summer courses. We anticipate that summer school would be done by the end of June rather than mid-July. Approximately two-thirds of our sophomore and junior students participate in college summer classes at our school and/or on the college campuses throughout the valley.

In addition, SLCC is preparing a change in their master calendar that reduces the number of Friday classes offered thereby changing their MWF 50 minute courses to MW 80 minute courses. Once the college schedule is approved, Itineris will align their high school schedule to allow for students to take courses on our campus or SLCC's campus with an extended period meeting time similar to a block schedule. Our high school courses will still meet on Fridays, but college courses may not. We currently meet for 1050 hours/year and moving to a 105-minute block would allow us to maintain over 1000 hours/year while reducing the number of school days.
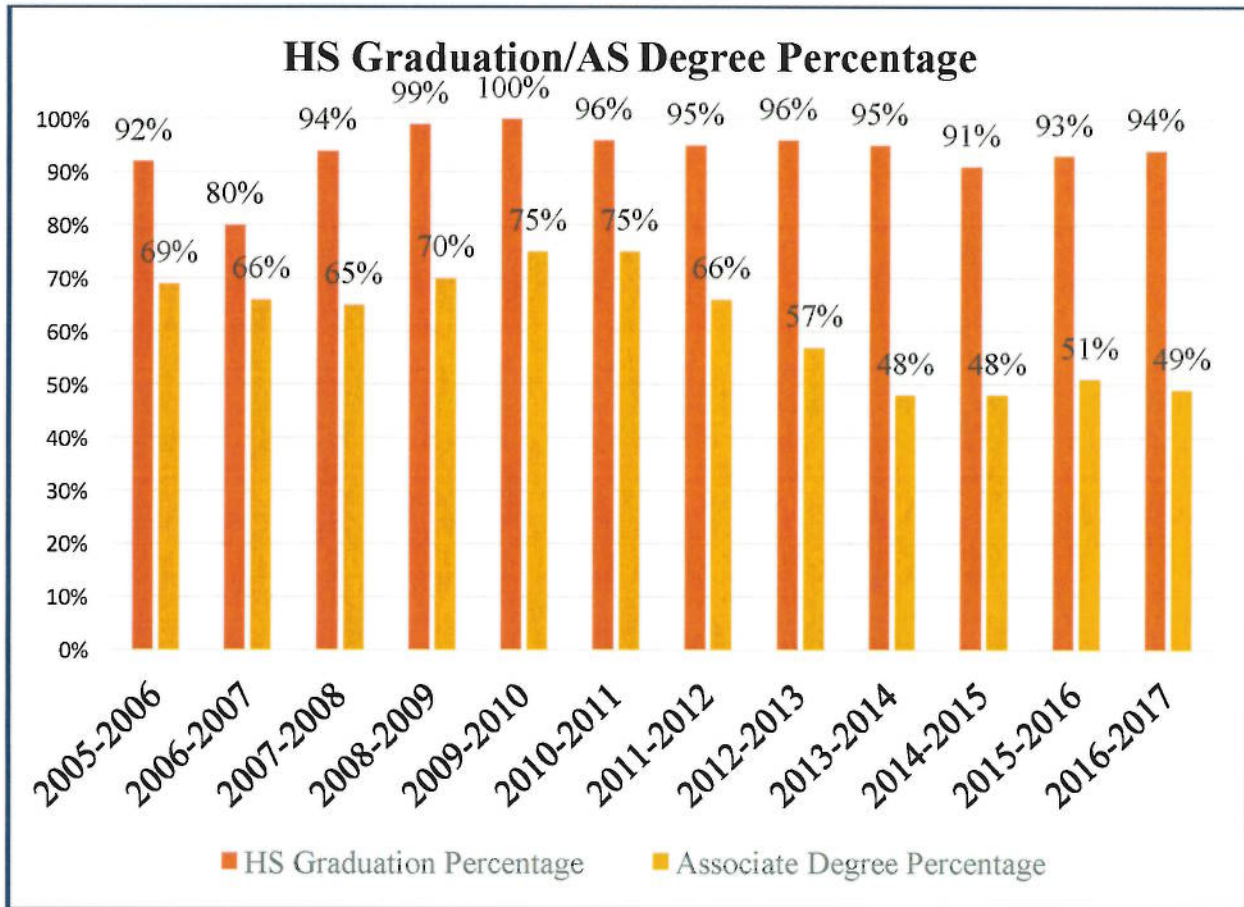
## Itineris's 2018-19 Proposed Calendar

| FALL 2018 *( 80 course dates finals)* | | |
|---|---|---|
| Faculty Return | Monday | 13-Aug |
| Classes Begin | Monday | 20-Aug |
| Labor Day Holiday | Monday | 3-Sep |
| Fall Break | Thursday - Friday | October 11-12 |
| Thanksgiving Holiday | Wednesday - Friday | November 21-23 |
| Classes End | Friday | 7-Dec |
| Final Exams | Monday - Thursday | December 10 - 13 |
| Fall Semester Ends | Friday | 14-Dec |

## SPRING 2019 *( 80 course dates/finals)*

| | | |
|---|---|---|
| Faculty Return | Wednesday | 2-Jan |
| Classes Begin | Monday | 7-Jan |
| Martin Luther King Jr. Day Holiday | Monday | 21-Jan |
| President's Holiday | Monday | 18-Feb |
| Spring Break | Monday - Friday | March 18 - 22 |
| Classes End | Friday | 26-Apr |
| Final Exams | Monday - Thursday | April 29 - May 2 |
| Spring Semester Ends | Friday | 3-May |
| Commencement | Thursday | 2-May |
| Summer Classes Begin | Monday | 13-May |

## Itineris High School Graduate and Associates Degree Rates



**HS Graduation/AS Degree Percentage**

| School Year | HS Graduation Percentage | Associate Degree Percentage |
|---|---|---|
| 2005-2006 | 92% | 69% |
| 2006-2007 | 80% | 66% |
| 2007-2008 | 94% | 65% |
| 2008-2009 | 99% | 70% |
| 2009-2010 | 100% | 75% |
| 2010-2011 | 96% | 75% |
| 2011-2012 | 95% | 66% |
| 2012-2013 | 96% | 57% |
| 2013-2014 | 95% | 48% |
| 2014-2015 | 91% | 48% |
| 2015-2016 | 93% | 51% |
| 2016-2017 | 94% | 49% |

■ HS Graduation Percentage    ■ Associate Degree Percentage

**Itineris Composite ACT Scores Compared to State and National**
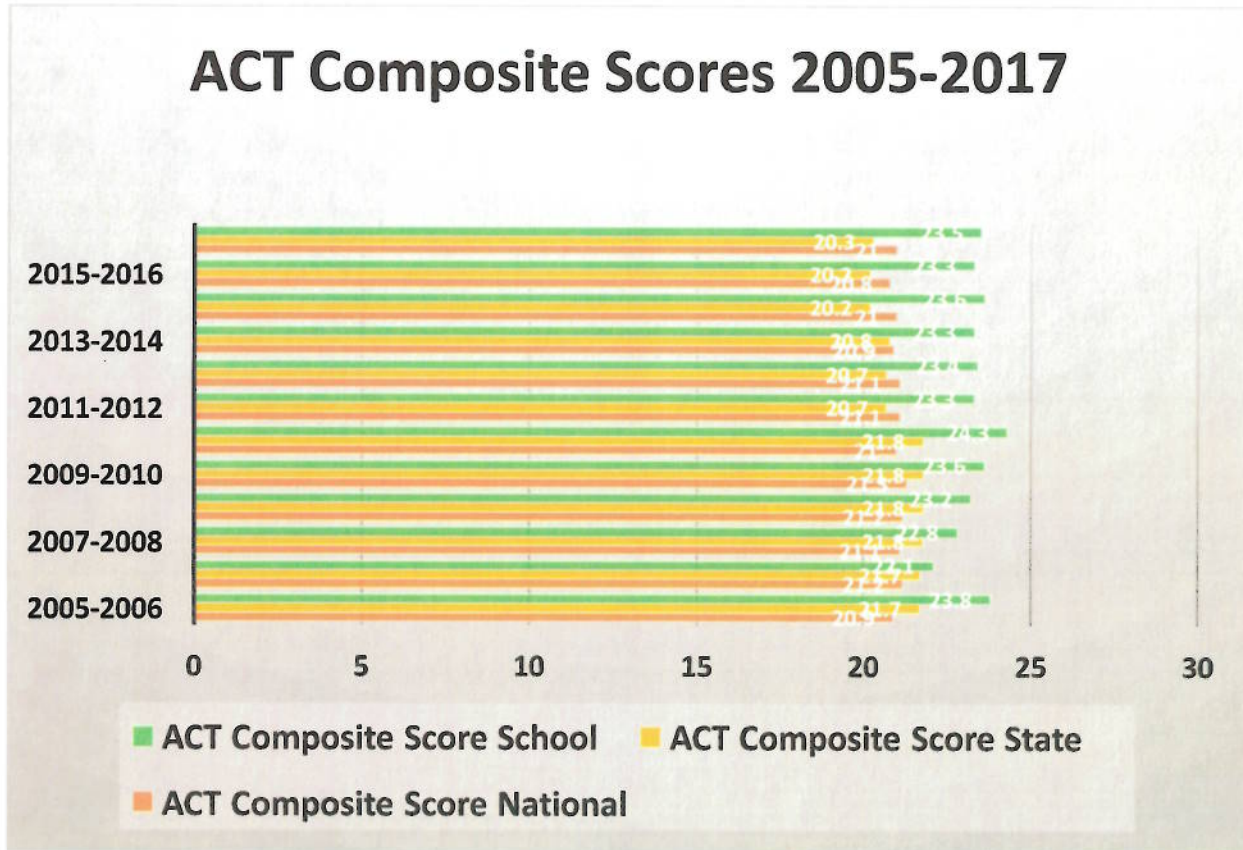


## ACT Composite Scores 2005-2017

Legend:
- ACT Composite Score School
- ACT Composite Score State
- ACT Composite Score National

## SAGE Results for ITINERIS EARLY COLLEGE HIGH

| Language Arts | Mathematics | Science |
|:---:|:---:|:---:|
| 62% | 61% | 67% |

### 2017 SAGE % Proficient



Legend: Language Arts, Mathematics, Science

State: 43.6%, 45.7%, 47.5%
ITINERIS EARLY COLLEGE HIGH: 62.2%, 60.7%, 67.0%
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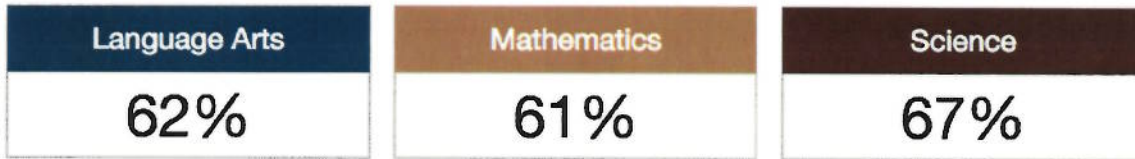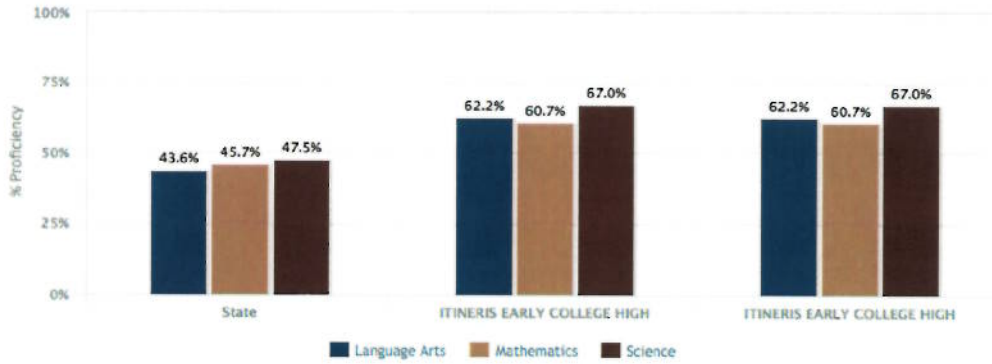
### SAGE Results for ITINERIS EARLY COLLEGE HIGH by Demographic Group

| Demographic Categories | Language Arts % Prof | Mathematics % Prof | Science % Prof |
|---|---|---|---|
| All Students | 62.2% | 60.7% | 67.0% |
| African American | N<10 | N<10 | N<10 |
| Asian | 70%-79% | 70%-79% | 80%-89% |
| Caucasian | 66.2% | 68.0% | 71.4% |
| Hispanic | 40.5% | 30.0% | 40%-49% |
| Multiple Races | 60%-69% | 70%-79% | 60%-69% |
| Pacific Islander | N<10 | N<10 | N<10 |
| Female | 65.5% | 58.2% | 56.1% |
| Male | 58.6% | 63.5% | 77.8% |
| Economically Disadvantaged | 50.0% | 36.5% | 49.0% |
| Limited English Proficiency | N<10 | N<10 | N<10 |
| Students with Disabilities | N<10 | N<10 | N<10 |
| Mobile | N<10 | N<10 | N<10 |