

**SUBJECT**

INSPIRE Connections Academy Annual Update

**APPLICABLE STATUTE, RULE, OR POLICY**

I.C. §33-5209(2)

**BACKGROUND**

INSPIRE Connections Academy (INSPIRE) is a virtual public charter school authorized by the Public Charter School Commission (PCSC). Based in Boise, INSPIRE serves approximately 810 students in grades K-12.

**DISCUSSION**

INSPIRE will provide an annual update on the status of the school.

INSPIRE's [Star Rating](#) for the 2011-12 school year is 3 out of 5. Though INSPIRE met [AYP](#) targets in reading and language arts, the school did not meet the state proficiency goal in math. The four-year ISAT comparisons provided in the school's update report reveal schoolwide trends of either stagnant or slowly declining academic performance by INSPIRE students.

Based on self-reporting, INSPIRE did not meet all of the Measurable Student Educational Standards (MSES) outlined in the school's charter. INSPIRE did not meet MSES 2, which states that INSPIRE's schoolwide ISAT performance will meet or exceed statewide benchmarks. While INSPIRE met statewide benchmarks in reading and language arts, the level of math proficiency (80%) did not meet the state target (83%). Additionally, INSPIRE did not meet MSES 6, which states that students who have been at INSPIRE for three years or more will outperform INSPIRE's new students on the ISATs by at least 10%. Though the math proficiency rate for INSPIRE's long-term students was 8% higher than their newer counterparts, reading proficiency for long-term students was only 1% higher than that of new students.

INSPIRE continues to increase enrollment each year. Student attrition remains high at about 30%, but has decreased slightly (by 2%) over the past year.

INSPIRE is financially stable, and the school's contract with Connections Academy guarantees a \$10,000 cushion against year-end deficits. INSPIRE ended FY12 with a carryover of approximately \$10,000 and projects ending FY13 in similar fashion.

**IMPACT**

Pursuant to I.C. §33-5209(2), if the PCSC "has reason to believe that the public charter school has done any of the following, it shall provide the public charter school written notice of the defect and provide a reasonable opportunity to cure the defect: ... (b) Failed to substantially meet any of the student educational standards identified in the approved charter..."

**April 11, 2013**

**STAFF COMMENTS AND RECOMMENDATIONS**

Staff recommends that the PCSC direct staff to issue to INSPIRE Connections Academy a notice of defect on the grounds of failure to substantially meet MSES 2 and 6 in the approved charter.

**COMMISSION ACTION**

A motion to direct PCSC staff to issue INSPIRE Connections Academy a notice of defect on the grounds of failure to substantially meet MSES 2 and 6 in the approved charter.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

**Idaho Public Charter School Commission  
Site Visit Report**

School	INSPIRE Connections Academy
Address	600 N. Steelhead Way, Suite 164, Boise, ID 83704
Date of Site Visit	January 9, 2013
PCSC Staff Present	Alison Henken, Charter Schools Program Manager
Board Member(s) Interviewed	Jill Hamilton, Board Chair
Administrator(s) Interviewed	Gerald Chouinard, Principal Wade Frogley, Assistant Principal
Business Manager / Clerk Interviewed	Marilyn Bowie, Business Manager (available via phone)
Other Stakeholder(s) Interviewed	Parents (2), Students (2)

**Board Member(s) Interview**

Jill Hamilton, Board Chair, participated in the interview. Ms. Hamilton has been a member of the board since 2008 and has been Chair since 2010. She described the school’s mission to provide an educational choice that gives students the chance to learn in a safe and challenging online environment. She believes the school has made improvements recently, including making efforts to have increased direct contact between teachers and students so teachers may better guide learning.

INSPIRE has a contract with CONNECTIONS Education and utilizes their online platform. The board receives support from CONNECTIONS and interacts with a board relations staff person, but the management of the school is left to the INSPIRE board. All staff, including INSPIRE’s administrator and management staff, are direct employees of the INSPIRE board.

Ms. Hamilton feels that the board has a good working relationship with the administrator. Mr. Chouinard communicates regularly and appropriately with the board and keeps them informed, and in turn, they are conscientious to not micromanage his efforts to oversee the day-to-day operations of the school. Based on the history of his decision-making, the INSPIRE board has a high level of trust in his abilities. Mr. Chouinard presents at each board meeting, and academics are often a part of the discussion. The INSPIRE board focuses more meeting time on academics when state testing or other reports become available.

Board training for INSPIRE is provided through the school’s contract with Connections Education. When board members are new, they attend a week long training session in Baltimore (where Connections has their headquarters), and board members have the option to go again every three years. Additionally, INSPIRE board members participate in local and national conferences related to charter schools. The INSPIRE board has not yet conducted a self-evaluation.

When asked about concerns she currently has for the school, Ms. Hamilton stated that she feels the school’s finances are strong and operations have improved in recent years with Mr. Chouinard’s leadership. However, she noted that there is room for improvement in regards to INSPIRE’s academic results. She feels that the regular influxes and shifts in INSPIRE’s student population make it challenging for the school to have high results, since they are often having to play “catch-up” in getting to know students and in dealing with remediation needs. She asserted that while the school needs to continue to strive for stronger performance, she is proud of how far the school has come. She believes that they have done well at increasing the number and timeliness of contacts from teachers to students, and that the relationships and accountability that are developing as a result are keeping students more engaged.

### **Administrator(s) Interview**

Gerald Chouinard, Principal, and Wade Frogley, Vice Principal, participated in the interview. Mr. Chouinard has been the administrator at INSPIRE since June 2010, and Mr. Frogley became the Assistant Principal in August 2012. When asked to give the school's mission / vision in their own words, they responded that "all students can and must learn" and that the school needs to strive for both individual and collective learning. They contract with Connections in order to facilitate learning through an online platform.

The administrators both felt they have a strong relationship with the board. They characterized the board as professional and supportive, but also demanding of quality and accountability. Mr. Chouinard also stated that they have open dialogue with the board. They keep each other informed and are capable of having tough conversations when needed. He also demonstrated a strong understanding of the division of roles between the board (providing oversight and setting policy) and the administrator (enacting policy and supervising day-to-day operations), and feels that their relationship stays fairly close to this ideal.

The administrators measure success at INSPIRE based on several key factors. They consider whether INSPIRE is meeting or moving towards school-wide goals, students are making growth and meeting benchmarks, teachers and students are excited to be there and if, in general, the school is making progress based on the strategic direction the board and administration has set for it. The administrators strive to establish a team environment where all school staff and board are moving forward towards a common vision of success for every student. To this end, they have established Professional Learning Communities (PLCs, which are common to Connections Academies), where staff teams including teachers and administrators meet every two weeks for focused collaboration.

When asked about concerns the administrators have regarding the schools academics, operations, or finances, they responded that they are comfortable with where the school is financially but see need for growth in other areas, particularly in regards to academics. They have noted the impact that student attrition has on the school and students' academic performance and are working to put strategies in place to lower attrition rates. They also want to see PLCs continue to work well together and use their time for high-level collaboration rather than having sessions feel like miniature staff meetings. They believe the successful collaboration of these teams is critical to address students' individual needs, and since some teams have stronger practices than others, this is an area of focus.

### **Business Manager / Clerk Interview**

The PCSC conducted a brief interview regarding finances. Gerald Chouinard, Administrator, participated in person, while Marilyn Bowie, Office Manager, was available for questions by phone. The contract that INSPIRE has with Connections ensures that the school will remain in the black each year; Connections adjusts their fees in order to prevent a deficit in any given year. As a result, INSPIRE had a carryover of \$10,000 at the end of FY12 and they anticipate ending FY13 with a similar balance.

### **Stakeholder Meeting**

The PCSC staff member had the opportunity to meet with an INSPIRE family, including (2) parents and their two (2) students. The following reflects the questions presented to the family and their summarized responses.

### Student Feedback

How can INSPIRE Connections Academy improve?

- There are “life lessons” that help students in standard classes apply the learning to real life, but these are not a part of the honors / accelerated classes, and I think they should be.
- It would be nice if there was a review or quick-check before quizzes, and if all practice, quizzes, and tests could be in similar formats. Also, auto-save would help during tests and quizzes so you don’t lose work if your computer has problems.
- Scheduling of tests could sometimes be better. For instance, we had a review before Christmas and a test after, so they were really far apart.
- Sometimes Study Island has glitches or shutdowns.

What do you like about INSPIRE?

- The flexibility – you can work ahead, so you don’t get bored, and you can adjust your assignments / projects as long as you communicate with your parent and your teacher.
- The course selection, the GT classes, and the ability to take honors courses in certain subjects but not others.
- Teachers are willing to interact. They call once a month and I can call anytime, and they are very responsive when I have a question.

### Parent Feedback

How can INSPIRE improve?

- This year, there was a push for us to not enter hours worked on the weekend; it would be nice if the week was considered Monday through Sunday (even by the state), since INSPIRE is a virtual school and we like the flexibility of being able to do school on the weekend if we want to or need to.

What do you like about INSPIRE?

- The flexibility and portability of this type of education. You can take it with you anywhere, regardless of your situation. We take day trips and can take school with us easily.
- We switched to virtual learning because we could accelerate our children’s learning, and we liked that it could be asymmetric, with the students doing content above their grade level in certain subjects and at grade level for others.

### **Documents Review**

#### Finances

The FY12 end-year finances and FY13 year-to-date finances were reviewed in person. Gerald Chouinard, Administrator, was available to answer questions in person, while Marilyn Bowie, Office Manager, was available by phone. INSPIRE had an FY12 with a carryover of over of just over \$10,000, and they anticipate ending FY13 balanced and with a similar carryover to move forward. INSPIRE’s contract with Connections prevents them from ending the year with a deficit; Connections will adjust their fees at the end of the year to ensure the school remains balanced. Financial documentation, including budgeting and monitoring appear to be appropriate. At this time, there are no concerns about the documents reviewed or the school’s financial situation.

### Special Education Files

Three (3) special education files were selected at random for review. All IEPs were up-to-date, including complete LRE information and clear accommodations. Eligibility reports were available for all three files. There were no special education pullouts or services available for observation, but at this time, there are no significant concerns about the files that were reviewed.

### **Classroom Observations**

Since INSPIRE is a virtual school, observations entailed watching teachers as they interacted with students virtually through the online platform. Several teachers were fully engaged in instruction, with active participation of approximately one (1) to twelve (12) students per teacher. Several teachers were providing strong instruction, and participating students appeared to be engaged in learning based on responses they were giving to their teachers via webcam, phone, or interaction within a shared workspace. The online platform seemed strong, particularly given the opportunity for students to engage directly with teachers using shared workspaces (where teachers could demonstrate or ask students to do their work). However, given the nature of the virtual classroom and the limited number of students in active classes at the time of the visit, it is difficult to make any judgment statements regarding the quality of instruction or level of learning taking place at INSPIRE.

### **Summary**

#### Strengths

- The school is financially stable
- A family that was interviewed had primarily positive things to say about INSPIRE and the school's teachers and online platform
- The online platform appears to be strong and includes the tools necessary for teachers to provide direct virtual instruction to students and to engage with students in discussing or practicing content in a shared workspace
- The board and administrators report having a strong working relationship

#### Challenges or Areas for Improvement

- Academics could still be improved, as evidenced by the school's 3 Star Rating
- The MSES could you updating to align with the Star Rating system

#### Concerns

- There are no significant concerns about INSPIRE Connections Academy at this time.

#### Possible Charter Violations

- There are no apparent charter violations at this time.

#### Possible Charter Amendments

- Future amendments could include revised MSES to improve alignment to the Idaho Star Rating System (identified by PCSC staff, not the INSPIRE staff or board)

**April 11, 2013**

Recommendations

- PCSC staff recommends that the INSPIRE board and administrators continue to develop and implement strategies to improve students' academic outcomes
- PCSC staff recommends that the board consider amending the charter to include MSES that are aligned with the ID Five-Star Rating System

Materials or Follow-up Requested of the School

There was no follow-up requested of the school.

April 11, 2013

**CHARTER SCHOOL DASHBOARD**

**Date:** March 12, 2013

**School Name:** INSPIRE The Idaho Connections Academy Virtual Charter School

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

**School Phone:** 208-322-4002

**Current School Year:** 2012-2013

**School Mission:** INSPIRE will help each student maximize his or her potential and meet the highest performance standards. INSPIRE's Vision: All INSPIRE Students Can and Must Learn. We will: create a learning environment to achieve high student outcomes; challenge all students to succeed; and commit to work together with our students, colleagues, and parents to make INSPIRE's vision a reality.

**CHARTER SCHOOL BOARD**

Board Member Name	Office and Term	Skill Set(s)	Email	Phone
Jill Hamilton	Board President Term Ending: Annual Meeting 2014	Parent	jillhamilton@connections education.com	208 761-8970
Diana Plane	Board Vice President Term Ending: Annual Meeting 2014	Parent	dianaplane@connections education.com	208 365-6285
Annesa Smith	Board Treasurer Term Ending: Annual Meeting 2013	Business Representative	annesasmith@connections education.com	208 740 0541
Mary Ann Cahill	Board Secretary Term Ending: Annual Meeting 2013	Education	maryanncahill@connections education.com	208 841-8099
Anne Gregory	Board Member Term Ending: Annual Meeting 2014	Education	annegregory@connections education.com	208 409-1989

**ENROLLMENT**

Grade Level	Current Enrollment	Current ADA	Current Waiting List	Previous Year's Enrollment	Previous Year's ADA
K	39	37.22	N/A	38	32.07

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1	33	30.98	N/A	42	32.77
2	41	39.17	N/A	39	32.21
3	43	39.77	N/A	50	38.76
4	52	46.81	N/A	55	41.03
5	45	44.17	N/A	55	41.77
6	69	63.39	N/A	72	51.86
7	82	76.63	N/A	79	63.64
8	93	87.61	N/A	93	68.2
9	109	101.00	N/A	125	86.31
10	78	72.94	N/A	70	50.78
11	72	67.34	N/A	65	53.92
12	57	55.04	N/A	42	34.37
<b>TOTAL</b>	813	762.07	N/A	825	627.39

**Student Attrition Rate:** 30%. This 30% of attrition has been replenished by new enrollment figures and is less than the previous year's attrition rate of 32%.

**Is your school planning to increase or decrease enrollment opportunities for the upcoming school year?** Yes, increase.

**If yes, briefly describe planned enrollment changes, including numbers and grades affected:** Our goal is 700 students fully funded enrollment K-12 for the 2013-2014 school year.

### STUDENT DEMOGRAPHICS

School Year	Hispanic (# and %)	Asian (# and %)	White (# and %)	Black (# and %)	American Indian (# and %)	LEP (# and %)	FRL (# and %)	Special Education (# and %)
Current	51 7%	15 2%	667 97%	14 2%	21 3%	7 1%	328 48%	48 7%
Previous	44 6%	10 1%	636 81%	6 1%	6 1%	15 2%	391 50%	57 7%

### FACULTY AND STAFF

**Administrator Name(s):** Gerald Chouinard

**Administrator's Hire Date:** 6/21/2010

**Administrator Email(s):** gchouinard@connectionseducation.com

**Current Classified Staff (# FTE):** 2.0

**Classified Attrition Rate:** 0%

**Current Faculty (# FTE):** 22

**Faculty Attrition Rate:** 24%. During the the 2011-2012 school year, one of INSPIRE's teachers left mid-year to accept a position at the Idaho State Department of Education; this teacher was replaced mid-year. In the transition to a new school year, INSPIRE's Board accepted resignations of three teachers who were offered positions in brick and mortar districts, and our former assistant principal, who was offered a teaching position in a brick and mortar district as well. As the 2012-2013 school year began, the Board accepted the resignation of our part-time superintendent. INSPIRE has added a new Assistant Principal, three highly qualified certified teachers, and a Special Education Director for the 2012-2013 school year.

### EDUCATIONAL PROGRAM

**Did your school make AYP during the last school year?** No

**If no, please specify indicator and status:** Year 1 Improvement-Economically Disadvantaged Math, White Students Math, All Students Math

**If no, please describe plan for addressing need:**

Areas of improvement for the 2012-2013 and corresponding goals for the 2012-2013 school year include the following:

1) INSPIRE will increase ISAT Math proficiency for Grades 3,4,5,6,7,8 and 10 for state targets (all students, white, economically disadvantaged) in 2012-13 as compared to 2011-12 by 5%.

How We'll Get There:

State Goal is 83% proficiency

2011-12

All Students 80.3%

Econ Disad 77.1%

How we'll get there:

Culture shift toward PLC, SST, collaboration toward targeted intervention and progress monitoring for all struggling math students K-12.

Follow RTI process within PLC's and SST to identify needs before testing window begins. All students identified as struggling or at risk, are progress monitored.

Continued test data analysis that drives instruction and learning-teachers must own their data, and share that data. Data will be used by PLC and SST to assess student needs and intervention strategies.

Administration/leadership must provide adequate time for high quality PLC's-at least two hours every two weeks. PLC's must be vision and goal driven, with results to show for every session, from which a firm foundation and successful intervention process will grow. Everything tracked in our Issue Aware System in our Educational Management System for documentation and reference.

Student Support Team (SST) must be timely to support PLC's-meet on same day. SST must be vision and goal driven, and tracked in our Issue Aware System in our Educational Management System for documentation and reference.

Proctor test question format within each math live lesson, focusing upon "story problems".

Teacher training, math screening students at year's beginning, and tracking student progress via Aimsweb. Grouping by ability level of need.

**Was your school selected to participate in NAEP this year?** No

**REPORTING**

**Date of last programmatic operations audit?** Fall, 2012

**Date submitted to authorizer?** 10/ 2012

**Who performed your most recent programmatic audit?** Administration and Staff

**Date of most recent fiscal audit?** Fall, 2012

**Date submitted to authorizer?** 11/2012

**COMMENTS**

**Please describe any significant changes experienced by your school in the past year:**

There were no significant changes to the charter or the facilities. As always, we experienced numerous improvements and enhancements to the curriculum. Of note, however is the change in culture, a PLC team-based culture that we believe will enable us to confront present and future struggling students much more proactively, and thus, we will be able to more effectively intervene with our students in highest need, and increase student performance and well-being. In addition to the culture change, we have added a new Special Education Director and Assistant Principal to help facilitate our culture of positive change, and improved academic achievement.

**Please describe the greatest successes experienced by your school in the past year:**

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Our greatest success over the course of the year academically was, after a 2010-2011 year of falling short in of our statewide AYP target in Reading and resultingly falling into Alert Status, we exceeded the 2011-2012 statewide target of 85.6% proficiency by reaching 91.8% for all students, 92.4% for white students, and 88.3% for economically disadvantaged students.

In addition, after six years of classified as a provisionally accredited school through Northwest Accreditation Commission/AdvancED, we as a school did a self study, had a six-year review with a NWAC/AdvancED team, and were officially awarded the status of full accreditation, an accomplishment of which we are all very proud. Idaho has several virtual charter academies. What sets INSPIRE apart is the Connections Academy program and curriculum are not available at any other school in Idaho. The school's Board of Directors chose the name INSPIRE to help this virtual charter school stand out in Idaho.

During the second half of the 2011-2012 school year, we began the process of transforming our culture from that of generally isolated teachers to one of Professional Learning Communities (PLC), or PLC teams. Within this shift of philosophy and practice, we began the process of building a strong foundation of teaching beliefs that formed our Vision, which states,

ALL INSPIRE'S STUDENTS CAN AND MUST LEARN

WE WILL:

- CREATE A LEARNING ENVIRONMENT TO ACHIEVE HIGH STUDENT OUTCOMES
- CHALLENGE ALL STUDENTS TO SUCCEED,
- COMMIT TO WORK TOGETHER WITH OUR STUDENTS, COLLEAGUES, AND PARENTS TO MAKE INSPIRE'S VISION A REALITY

In addition to full implementation of INSPIRE's Vision into our school culture, during the 2011-2012 school year, INSPIRE was chosen to be a participating charter school in the Idaho Leads Project. The goal of the Idaho Leads Project is twofold: first, to support and enhance the advancement of educational improvement and reform in Idaho, and second, to share, in an easily accessible manner, best practices to all interested districts, schools and charters. Every district and charter school was invited to apply to join the Idaho Leads Project. Of the approximately 150 Idaho school districts and charter schools, 49 were accepted. INSPIRE is very fortunate to be a part of Idaho Leads; this is a project thag goes perfectly with the initiatives we as a school are taking to create collaboration, communication, accountability, transparency, and learning as we continue to improve as a school and as educators that create exceptional learning experiences for our students.

Parental involvement is a big part of student success at INSPIRE. Parents at INSPIRE don't merely expect daily involvement in their children's education; they embrace it. From supervising lessons to participating in field trip planning, to collaborating with teachers, our parents become full partners in the learning process—with plenty of support from INSPIRE and a vibrant network of fellow parents. Each year, we survey our parents to get their feedback on our program and help identify what we're doing well and how we can improve. Our parents evaluate INSPIRE on a number of criteria including:

- Student progress
- Teacher support
- Quality of the curriculum
- Use of technology to improve the learning experience

1. This year, over 94% of our parents said their child is satisfied with the INSPIRE program.
2. Over 90% would recommend the INSPIRE program to new families.
- 3) Over 96% of our parents praised the helpfulness of their child's teacher. Our parents appreciate the dedication and professionalism of our teaching staff and report a high level of satisfaction with their work.

3. Over 95% of our parents agree that our curriculum is high quality. INSPIRE strives to bring together the best educational resources in order to create challenging and inspiring lessons for students.
4. Overall Parent Satisfaction remained high at 87.5% in 2011-2012.

**Please describe any challenges you anticipate during the upcoming year:**

1. Provide necessary intervention with struggling and at-risk students, particularly in the area of math achievement.
2. Continue to serve all students, including our students on IEP's and 504's.
- 3.. Continue to inform that online learning is a valuable school-choice option for students.
4. Continue to meet the SAT/Accuplacer testing requirement for 2013 with a growing population of high school juniors.

**Please add any additional information of which you would like to make your authorizer aware :**

The mission at INSPIRE is to leverage technology to help each of its students maximize his or her potential and meet the highest performance standards. This mission is accomplished through a uniquely individualized learning program that combines the best in virtual education with unique technology-based teacher productivity tools and very real connections among students, family, teachers, and the community. Every student has a Personalized Learning Plan and an entire team of adults (including a parent or other learning coach and an Idaho certified teacher) who are committed to the student's successful fulfillment of that plan. INSPIRE is a high-quality, high-tech virtual school without walls that brings out the best in every student through Personalized Performance Learning. At INSPIRE, our technology is inextricably linked to our school mission and vision. Our vision is focused on what we can do to further improve and ensure student learning.

Studies show that greater parent participation in education can lead to higher student grades and test scores, higher graduation rates, and greater enrollment in postsecondary education. Parents at INSPIRE generally serve as personal, face to face learning coaches responsible for their children's day-to-day education. Parents may also get involved as local community coordinators who create opportunities for special projects, field trips, and group meetings with other students and parents. INSPIRE also provides an orientation program along with access to discussion groups to help learning coaches who are new to the challenges and responsibilities of this important role.

Studies have shown that in conventional classrooms, many tasks are mismatched to students' skill levels. At INSPIRE, each student receives individualized instruction, including lessons tailored to that student's academic strengths and weaknesses. Our school year begins with the development of a Personalized Learning Plan (PLP) blueprint for the student's lessons that year. Throughout the year, the learning coach and the teacher can adjust the lessons to emphasize areas where the student is deficient or step up instruction in a subject where a student has a particular strength or interest.

INSPIRE uses a proprietary curriculum accredited by AdvanceED and the Northwest Accreditation Commission that combines online synchronous and asynchronous instruction, multimedia and traditional printed textbooks and supplementary materials, including science supplies. INSPIRE also emphasizes the direct involvement and responsibility of the instructional staff in assuring that students have mastered required skills, and INSPIRE uses an innovative assessment engine to increase teacher productivity by auto-grading objective answers to permit teachers to devote their expertise to subjective measures. The school's learning management system also provides innovative tools to deliver instruction, measure progress, enhance teacher productivity and meet regulatory requirements.

**REQUIRED ATTACHMENTS**

**April 11, 2013**

- Most recent ISAT, IRI, DWA, and DMA results (as applicable)
- Chart comparing ISAT, IRI, DWA, and DMA scores over the past four years of operation (as applicable)
- Goals attainment report comparing the measurable student educational standards in your charter to actual results.
- Written response to recommendations from most recent programmatic operations audit.
- Most recent parent/stakeholder satisfaction survey results
- Budget actuals for most recent month-end
- Budget estimates for remainder of current year, and fiscal outlook for next year

**April 11, 2013**

**INSPIRE Connections Academy  
District 457**

**Additional Attachments for the  
Idaho Public Charter Commission  
Submitted March 12, 2013**

600 N. Steelhead Way, Bldg. 3, Suite 164  
Boise, Idaho 83704  
208-322-4002

[www.connectionsacademy.com/idaho-school/home.aspx](http://www.connectionsacademy.com/idaho-school/home.aspx)

Opened: 2005-2006 School Year

Authorized by the Idaho Public Charter School Commission

## Evidence of alignment of curriculum with Educational Thoroughness Standards

### COMPARISON OF CHARTER GOALS TO RESULTS

As it has every year since launch in 2005, INSPIRE has leveraged its strengths in the three areas – student achievement, parent satisfaction, and school management/leadership – to effectively address its charter goals.

**Objective 1 – Ongoing Student Progress:** *The school will achieve* Satisfactory Status for students, to be defined as 90% average rating on Attendance, 80% average rating on Participation, and a 75% average rating on Performance. These metrics are measured by INSPIRE’s Education Management System data and verified/evaluated by teachers.

**Background:** Connexus tracks multiple metrics to ensure that students are progressing effectively through the curriculum. Attendance is recorded by the student’s parent/Learning Coach but verified by the teacher based on work completed. Participation is gauged by completed lessons, assessments, and communications with the teacher. Performance is essentially cumulative grade point average. All of these metrics are reflected on each student’s, Learning Coach’s, and teacher’s home page as part of the school’s Student Escalation system, which shows each student as On Track, Approaching Alarm, or Alarm based on these metrics.

**Results:** INSPIRE **exceeded this goal** in 2011-12, as documented by the year’s final results. As of the June 2012 Monthly School Report presented to the INSPIRE Board of Directors, the average ratings were:

Attendance = 100% (111% of goal)

Participation = 97% (121% of goal)

Performance = 83% (111% of goal)

**Objective 2 – Standardized Test Performance:** School wide composite ISAT scores equal to or better than the statewide benchmark by Year 3.

**Background:** One of the most important metrics by which INSPIRE’s program of “Personalized Performance Learning” can be judged is the state standardized testing program. Building on ISAT results from its first three years of operation, including additional interventions in reading and math, INSPIRE’s goal for 2010-11 was to maintain ISAT scores equal to or better than the statewide benchmark.

**Results:** INSPIRE **largely met this goal** in 2011-12. As shown in the chart below, INSPIRE students:

- In composite, INSPIRE **exceeded the 2011-12 statewide benchmark targets** by achieving a Reading Proficiency composite score of 91% compared to the AYP benchmark of 80% Proficiency,
- In composite, INSPIRE **narrowly missed the 2011-12 statewide benchmark targets** by achieving an 80% Math Proficiency compared to the AYP benchmark of 83.0% Proficiency.
- In composite, INSPIRE’s returning students from the previous year (2010-11) **exceeded the statewide benchmark targets for Reading with 93% proficiency but narrowly missed the target on Math with 80% proficiency.**

**Objective 3 - Student Academic Growth:** 75% of INSPIRE students will demonstrate a year of academic growth on an annual basis, as measured by the internal Longitudinal Evaluation of Academic Progress (LEAP) pre- and post-test.

**Background:** The LEAP program consists of two parts, reading and mathematics. Students are considered to have made satisfactory gains if they increase their pre-assessment score by 10 percent and/or if they score a minimum of 75% on the post-assessment.

**Results:** INSPIRE **met this goal** in 2011-12. The average post-test scores on LEAP Reading across all grade levels was well over the 75% minimum, with the overall Reading score at 88% and overall Math scores at 81%.

Grade	Reading Satisfactory Progress %
1	95.5
2	95.5
3	92.3
4	81.3
5	83.9
6	88.6
7	88.0
8	83.3
<b>Overall</b>	<b>87.7</b>

Grade	Math Satisfactory Progress %
K	95.8
1	91.3
2	100.0
3	72.0
4	78.1
5	78.8
6	73.5
7	74.0
8	80.9
<b>Overall</b>	<b>81.2</b>

**Objective 4 – Parent Satisfaction:** INSPIRE will achieve an overall Parent Satisfaction score of at least 85% or above with a combined grade of A and B based on a third-party, independent Parent Satisfaction Survey.

**Background:** Each year, INSPIRE parents participate in a comprehensive Parent Satisfaction Survey administered over the Internet by an independent research firm.

**Results:** INSPIRE **met this goal** in 2011-12. A total of 87.5% gave the school a grade of A or B. See parent satisfaction survey in section 10.1: Parental Satisfaction Survey Data.

Parent Grades for INSPIRE	
A	55.8%
B	31.7%
A +B	87.5%
C	9.8%
D	2.7%

**Objective 5-- Teacher Quality:** Each year, 100% of INSPIRE’s teachers will be highly qualified, with annual teacher attrition of less than 6%; the school will score at least 90% on parent satisfaction with teachers on the annual parent satisfaction survey.

**Background:** Under No Child Left Behind and per Connections Academy internal standards, all teachers in core subjects should meet the definition of Highly Qualified as defined by the state and federal governments. Retaining qualified and effective staff, particularly during the course of the school year, is seen as critical to student success. Parent satisfaction regarding the teaching staff is gauged using the same annual independent Parent Satisfaction survey discussed under Objective 4.

**Results:** INSPIRE **met this goal** in 2011-12. The school ended the year with 17 FTE INSPIRE teachers on staff, all of whom were Highly Qualified. No teachers left for other jobs due to dissatisfaction with their employment at INSPIRE. On the Parent Satisfaction Survey, 97% of INSPIRE parents said they were satisfied or very satisfied with the helpfulness of their child’s teacher.

**Objective 6– Longitudinal Student Gains:** Students who have attended INSPIRE for three or more years score a minimum of 10% higher on ISAT than their grade-level peers who are in their first year at INSPIRE.

**Background:** In addition to using the LEAP test to focus on student academic growth within the school year, INSPIRE wants to document the long-term educational benefits of its program for students who persist with the program over several years.

**Results:** INSPIRE **partially met this goal** 2011-12. Students who have attended INSPIRE for three or more years did score higher than their first year peers, but not by a margin of 10%. In Math, students enrolled for three or more years scored 8% higher compared to students in their first year at INSPIRE. In Reading, where the composite scores exceeded the statewide benchmarks, students enrolled for three or more years scored 1% higher compared to students enrolled in their first year. The composite scores were 91% for returning students and 90% for new students. Based upon the 8% higher in math and the 1% higher in reading for students enrolled for more than three years still demonstrates that INSPIRE is making significant academic progress over time.

**Student achievement data**

**Standardized test data, including growth analysis in comparison to previous years of operation and comparison to other area schools and statewide results**

In 2009-10, Idaho changed the definition of “Proficiency” on the ISAT to include all students who were Advanced, all students who were Proficient, and half of the students at the Basic level. Therefore, INSPIRE’s longitudinal performance was calculated accordingly.

For Reading, the percentage of ISAT students achieving Proficiency for the last three years was 92% in 2009-10, 89% in 2010-11, and 91% in 2011-12. The 2011-12 value, in addition to improving slightly from the previous year, was also within two percentage points of the Idaho statewide value of 93% Proficiency.

In Math, the percentage of ISAT students achieving Proficiency for the last three years was 87% in 2009-10, 82% in 2010-11, and 80% in 2011-12. Although this overall value for 2011-12 represents a decline in performance from 2010-11 and trails the Idaho Statewide of 87%, students that returned to INSPIRE from the previous year (approximately 43% of tested students), achieved a level of 85% Proficiency for 2011-12.

For Language Arts, the percentage of students achieving Proficiency for the last three years was 83% in 2009-10, 83% in 2010-11, and 80% in 2011-12. Although the results from 2011-12 decline from the previous year, this value was within four percentage points of the Idaho statewide Proficiency level of 84% and exceeded the AYP Benchmark performance goal of 75% for 2011-12.

For Science, the percentage of students achieving Proficiency for the last three years was 84% in 2009-10, 71% in 2010-11, and 76% in 2011-2012. This was within one percentage point of the statewide value for Science Proficiency.

2011-12 Adequate Yearly Progress Report					
INSPIRE Virtual Charter #457 - INSPIRE Virtual Charter School (0578)					
Was AYP met?	School Improvement Status	Reading Goal	Math Goal	3 <sup>rd</sup> Indicator Goal	
No	School Improvement Yr 1	Met AYP	School Improvement Yr 1	Met AYP	
Targets Missed: All Students: Math Proficiency Economically Disadvantaged: Math Proficiency White: Math Proficiency					
	ISAT Reading		ISAT Math		3 <sup>rd</sup> Indicator
Grades 3, 4, 5, 6,7, 8,10	% Tested	% Proficient	% Tested	% Proficient	Language Usage
	Goal: 95.0%	Goal: 85.6%	Goal: 95.0%	Goal: 83.0%	Goal: 75.1%
All Students	100%	91.8%	99.7%	80.3%	80.3%
African American	-	-	-	-	
Asian	-	-	-	-	
American Indian	-	-	-	-	
Hispanic	100%	-	100%	-	
Native Hawaiian/Pacific Islander	-	-	-	-	
White	100%	92.4%	99.6%	80%	
Limited English Proficiency	-	-	-	-	
Economically Disadvantaged	100%	88.3%	100%	77.1%	
Students with Disabilities	100%	-	100%	-	
Source: <a href="http://apps.sde.idaho.gov/AYP/Results/AYPIndex?SchoolYearId=9&amp;DataPlanId=7&amp;SDESchoolCode=0578&amp;Scope=School&amp;p=0">http://apps.sde.idaho.gov/AYP/Results/AYPIndex?SchoolYearId=9&amp;DataPlanId=7&amp;SDESchoolCode=0578&amp;Scope=School&amp;p=0</a>					

**Five-Star Rating**

This year, Idaho also reported a proposed accountability system for public schools across the state. The new accountability system – known as Idaho’s Five-Star Rating System – is intended to more accurately measure and recognize the academic performance in Idaho’s schools. Under the Five-Star Rating System, the state uses multiple measures, including academic growth, graduation rates and indicators of success in college and the workforce.

Under the Five-Star System, schools offering grade 12 will be measured on the following factors:

- Academic Growth: The state will measure how much progress students made over the past school year.
- Academic Proficiency: The state will measure how many students have reached grade-level or higher in each subject area on the ISAT.
- Postsecondary and Career Readiness Metrics: The state will measure a school’s graduation rate, the number of students enrolled in and successfully completing advanced courses, and student scores on college entrance exams, such as the SAT, ACT, ACCUPLACER, or COMPASS. The state currently pays for all students to take the SAT or ACCUPLACER.
- Participation: Schools must demonstrate that at least 95% of students in the schools were tested.

**Star Rating Results**

INSPIRE received 3 out of 5 stars in the new Star Rating System. According to the State Department of Education, 3 stars mean that the school is doing a good job for students. INSPIRE recognizes that it has areas of improvement and will develop an improvement plan for math, language arts, and post secondary. For all academic areas, INSPIRE is aggressively seeking ways to track student weaknesses to support improvements in the subject areas for the 2012-13 school year.

2011 - 2012 Star Rating Results INSPIRE VIRTUAL CHARTER (457) / INSPIRE VIRTUAL CHARTER SCHOOL (0578)			
<b>OVERALL STAR RATING</b> 3 star 63 out of 100 points			
<b>ACHIEVEMENT</b>			
Content Area	Percent Proficient / Advanced	Points Earned	Points Eligible
ISAT Reading	88.6%	4	5
ISAT Math	70.1%	3	5
ISAT Language	71.2%	3	5
<i>** Calculated using average of last three years data</i>			
<b>Percentage of points:</b> 10 / 15 = 66.7%			
<b>Total points for this area:</b> 13 / 20			

<b>GROWTH TO ACHIEVEMENT</b>					
<b>Content Area</b>	<b>Median Student Growth Percentile (SGP)</b>	<b>Median Student Adequate Growth Percentile (AGP)</b>	<b>Made Adequate Growth?</b>	<b>Points Earned</b>	<b>Points Eligible</b>
Reading	53.5	10.0	Yes	4	5
Math	45.0	30.0	Yes	3	5
Language	50.0	24.0	Yes	3	5
<b>Percentage of points:</b> 10 / 15 = 66.7%					
<b>Total points for this area:</b> 20 / 30					
<b>GROWTH TO ACHIEVEMENT - AT RISK SUBGROUP</b>					
<b>Content Area</b>	<b>Median Student Growth Percentile (SGP)</b>	<b>Median Student Adequate Growth Percentile (AGP)</b>	<b>Made Adequate Growth?</b>	<b>Points Earned</b>	<b>Points Eligible</b>
Reading	50.0	13.0	Yes	12	20
Math	43.0	35.0	Yes	12	20
Language	49.0	33.0	Yes	12	20
<b>Percentage of points:</b> 36 / 60 = 60.0%					
<b>Total points for this area:</b> 12 / 20					
<b>POST SECONDARY</b>					
<b>Content Area</b>			<b>Points Earned</b>		<b>Points Eligible</b>
Graduation			6		10
Advanced Opportunity			3		5
College Entrance Placement			3		5
<b>Percentage of points:</b> 12 / 20 = 60.0%					
<b>Total points for this area:</b> 18 / 30					
<b>PARTICIPATION</b>					
Was participation met? Yes					

**Additional measures of student achievement unique to the school**

In addition to the ISAT and other state standardized tests, INSPIRE utilizes a proprietary pre- and post-test known as Longitudinal Evaluation of Academic Progress™ (LEAP). Each year, INSPIRE’s goal is that its students will demonstrate a year of academic growth as measured by LEAP.

**LEAP Reading and Math Summary 2011-12:**

Connections Academy measures gains in student achievement by utilizing a pre-test/post-test model requiring students to take our Longitudinal Evaluation of Academic Progress™ (LEAP). The LEAP program consists of two parts, reading and mathematics. To satisfy this testing requirement, a Connections Academy reading assessment is administered to all students in grades 1-8 and a Connections Academy math assessment is administered to all students in grades K-8.

Reading

The table below gives the average LEAP Reading pretest and posttest score. Only students that took both the pretest and posttest LEAP Reading assessments were included in the calculations.

Grade	Average Reading Pretest Score	Average Reading Posttest Score
1	74.5%	90.1%
2	83.5%	91.0%
3	82.4%	90.0%
4	80.6%	82.8%
5	80.3%	82.8%
6	86.8%	86.4%
7	84.0%	85.3%
8	80.7%	83.0%

*Reading Satisfactory Progress*

Students receive a score of percent correct on the pretest and posttest LEAP reading assessment. Students have made satisfactory gains if they score a minimum of 75% on the posttest assessment and/or if they increase their score from the pretest to the posttest by 10 percent.

The percentage of students making reading satisfactory progress in each grade as well as overall is presented in the table below. Only students that took both the reading pretest and posttest assessments were included in the analysis.

Grade	Reading Satisfactory Progress %
1	95.5%
2	95.5%
3	92.3%
4	81.3%
5	83.9%
6	88.6%
7	88.0%
8	83.3%
<b>Overall</b>	<b>87.7%</b>

Math

The table below gives the average LEAP Math pretest and posttest score. Only students that took both the pretest and posttest LEAP Math assessments were included in the calculations.

Grade	Average Math Pretest Score	Average Math Posttest Score
K	78.7%	92.8%
1	72.3%	87.3%
2	66.3%	87.5%
3	68.1%	76.2%
4	66.5%	75.9%
5	65.3%	77.2%
6	63.7%	71.1%
7	59.9%	67.8%
8	60.5%	68.8%

*Math Satisfactory Progress*

Students receive a score of percent correct on the pretest and posttest LEAP math assessment. Students have made satisfactory gains if they score a minimum of 75% on the posttest assessment and/or if they increase their score from the pretest to the posttest by 10 percent.

The percentage of students making math satisfactory progress in each grade as well as overall is presented in the table below. Only students that took both the math pretest and posttest assessments were included in the analysis.

Grade	Math Satisfactory Progress %
K	95.8%
1	91.3%
2	100.0%
3	72.0%
4	78.1%
5	78.8%
6	73.5%
7	74.0%
8	80.9%
<b>Overall</b>	<b>81.2%</b>

4 Year IRI Comparison

YEAR/Grade/Assessment	IRI-Percent of Students At or Near Benchmark (Grade Level)		
	Fall	Winter	Spring
<b>2008-2009</b>			
K	94	77	100
1	100	74	73
2	83	86	59
3	94	86	100
<b>2009-2010</b>	Fall	Winter	Spring
K	100	86	86
1	85	78	N/A*
2	75	79	85
3	78	79	72
<b>2010-2011</b>	Fall	Winter	Spring
K	93	N/A**	64
1	88	N/A**	76
2	82	N/A**	74
3	93	N/A**	89
<b>2011-2012</b>	Fall	Winter	Spring
K	91	N/A**	80
1	73	N/A**	65
2	89	N/A**	76
3	90	N/A**	74

\*Only groups of 10 or more students reported.

\*\*No Winter IRI administered in 2010-2011 and 2011-2012.

4 Year ISAT Comparison

<b>YEAR/Subgroup/Assessment</b>	<b>ISAT</b>		
<b>2008-2009</b> AYP Met	ISAT Reading	ISAT Math	3 <sup>rd</sup> Indicator- Language
All Students	89.6% Met	77.9%-Met	73.2%-Met
White	90.4%-Met	78.7%-Met	
Economically Disadvantaged	86.6%-Met	70.0%-Met	
<b>2009-2010</b> AYP Met	ISAT Reading	ISAT Math	3 <sup>rd</sup> Indicator- Language
All Students	92.5% Met	88.3%-Met	83.6%-Met
White	92.4%-Met	88.4%-Met	
Economically Disadvantaged	88.5%-Met	82.5%-Met	
<b>2010-2011</b> AYP Not Met Alert	ISAT Reading	ISAT Math	3 <sup>rd</sup> Indicator- Language
All Students	89.1% Met	83.9%-Met	84.7%-Met
White	89.6%-Met	84.8%-Met	
Economically Disadvantaged	83.6%-Not Met	77.9%- Not Met	
<b>2011-2012</b> AYP Not Met School Improvement-Year 1	ISAT Reading	ISAT Math	3 <sup>rd</sup> Indicator- Language
All Students	91.8% Met	80.3%- Not Met	80.3%-Met
White	92.4%-Met	80.3%-Not Met	
Economically Disadvantaged	88.3%-Not Met	77.1%- Not Met	

Recommendations from PCSC

**PCSC staff recommends that the INSPIRE board and administrators continue to develop and implement strategies to improve students' academic outcomes.**

Improved Academic Outcomes are being addressed in our school goals, school improvement plan in math, and concurrently within our PLC's (grade level and horizontal). Within these discussions our aim is to increase overall math achievement, reading achievement K-3, and maintain the achievement levels in reading Grades 4, 5, 6, 7,8, and 10.

**Academic Outcomes:**

**School Goal 1**

**INSPIRE will increase ISAT Math proficiency for Grades 3,4,5,6,7,8 and 10 for state targets (all students, white students, economically disadvantaged) in 2012-13 as compared to 2011-12 by 5%.**

State Goal is 83% proficiency

2011-12

All Students 80.3%

White 80%

Econ Disad 77.1%

How we'll get there:

- Culture shift toward PLC, SST, collaboration toward targeted intervention and progress monitoring for all struggling math students K-12.
- Follow RTI process within PLC's and SST to identify needs before testing window begins. All students identified as struggling or at risk, are progress monitored.
- Continued test data analysis that drives instruction and learning-teachers must own their data, and share that data. Data will be used by PLC and SST to assess student needs and intervention strategies.
- Administration/leadership must provide adequate time for high quality PLC's-at least two hours every two weeks. PLC's must be vision and goal driven, with results to show for every session, from which a firm foundation and successful intervention process will grow. Everything tracked in IA.
- SST must be timely to support PLC's-meet on same day. SST Must be vision and goal driven, and tracked in IA.
- Proctor test question format within each math live lesson, focusing upon "story problems".
- Teacher training, math screening students at year's beginning, and tracking student progress via Aimsweb.
- Grouping by ability level of need.

**Benchmarking Metrics-Per PLC Meetings:**

**High School PLC** (Grades 9-12)-ISAT, Assessment Objective Performance Report, LL Attendance Data, Grade Book / placement data

**Middle School PLC** (Grades 6-8)-Fall LEAP, Winter LEAP, ISAT, Student Intervention Determination data

**Elementary School PLC** (Grades K-5)-Fall LEAP, Winter LEAP, ISAT data, aimsweb assessment/benchmark data, study island benchmarking, Assessment Objective Performance Report, LL attendance data

**School Goal 2**

**INSPIRE will maintain or exceed state ISAT Reading Proficiency Benchmark for Grades 4,5,6,7,8 state targets (all students, white students, economically disadvantaged) in 2012-13.**

State Goal is 85.6% proficiency

2011-12

All Students 91.8%

Econ Disad 88.3%

How we'll maintain:

- Culture shift toward PLC, SST, collaboration toward targeted intervention and progress monitoring for all struggling reading students 4-8.
- Follow RTI process within PLC's and SST to identify needs before testing window begins. All students identified as struggling or at risk, are progress monitored.
- Continued test data analysis that drives instruction and learning-teachers must own their data, and share that data. Data will be used by PLC and SST to assess student needs and intervention strategies.
- Administration/leadership must provide adequate time for high quality PLC's-at least two hours every two weeks. PLC's must be vision and goal driven, with results to show for every session, from which a firm foundation and successful intervention process will grow. Everything tracked in IA.
- SST must be timely to support PLC's-meet on same day. SST Must be vision and goal driven, and tracked in IA.
- Teacher training and tracking student progress via Aimsweb.
- Grouping by ability level of need.

**Benchmarking Metrics-Per PLC Meetings:**

**Middle School PLC** (Grades 6-8)-Fall LEAP, Winter LEAP, ISAT, Student Intervention Determination data

**Elementary School PLC** (Grades K-5)-Fall LEAP, Winter LEAP, IRI Score data (Fall, Winter, Spring-previous year) ISAT data, Aimsweb assessment/benchmark data, study island benchmarking, Assessment Objective Performance Report, LL attendance data

**School Goal 3**

**INSPIRE students K-3 will show 5% point growth on the Idaho Reading Indicator Reading Proficiency Exam from the Fall Test to the Spring Test.**

How we'll get there:

We will use the following growth model for proficiency Grades K-3

Growth model

- Growth is based on at least 30 weeks worth of documented instruction.
- In Kindergarten, the mean rate of improvement is 0.83 Letter Name Fluency (LNF) & Letter Sound Fluency (LSF) per week.
- In 1st grade, the mean rate of improvement is 1.31 words correct per minute (wcpm) per week.
- In 2nd grade, the mean rate of improvement is 1.17 wcpm per week.
- In 3rd grade, the mean rate of improvement is 1.0 wcpm per week.
- Using the growth model, the 2010-2011 school year saw a proficiency rate of 59%.
- Using the growth model, the 2011-2012 school year saw a proficiency rate of 63%.
- In addition, Aimsweb suggests a growth expectation of 5% per year.
- Goal for 2012-2013 is proficiency rate of 68%.

**Benchmarking Metrics-Per PLC Meetings:**

**Elementary School PLC** (Grades K-5)-Fall LEAP, Winter LEAP, IRI Score data (Fall, Winter, Spring-previous year) ISAT data, Aimsweb assessment/benchmark data, study island benchmarking, Assessment Objective Performance Report, LL attendance data

- PCSC staff recommends that the board consider amending the charter to include MSES that are aligned with the ID Five-Star Rating System.

We will be meeting within our PLC's and with our board to begin the amendment process of our MSES and align our MSES with the Five-Star Rating System over the summer as we plan for a new school year.

April 11, 2013

# PARENT SATISFACTION SURVEY 2011/2012 EXECUTIVE BOARD SUMMARY

INSPIRE, THE IDAHO CONNECTIONS ACADEMY

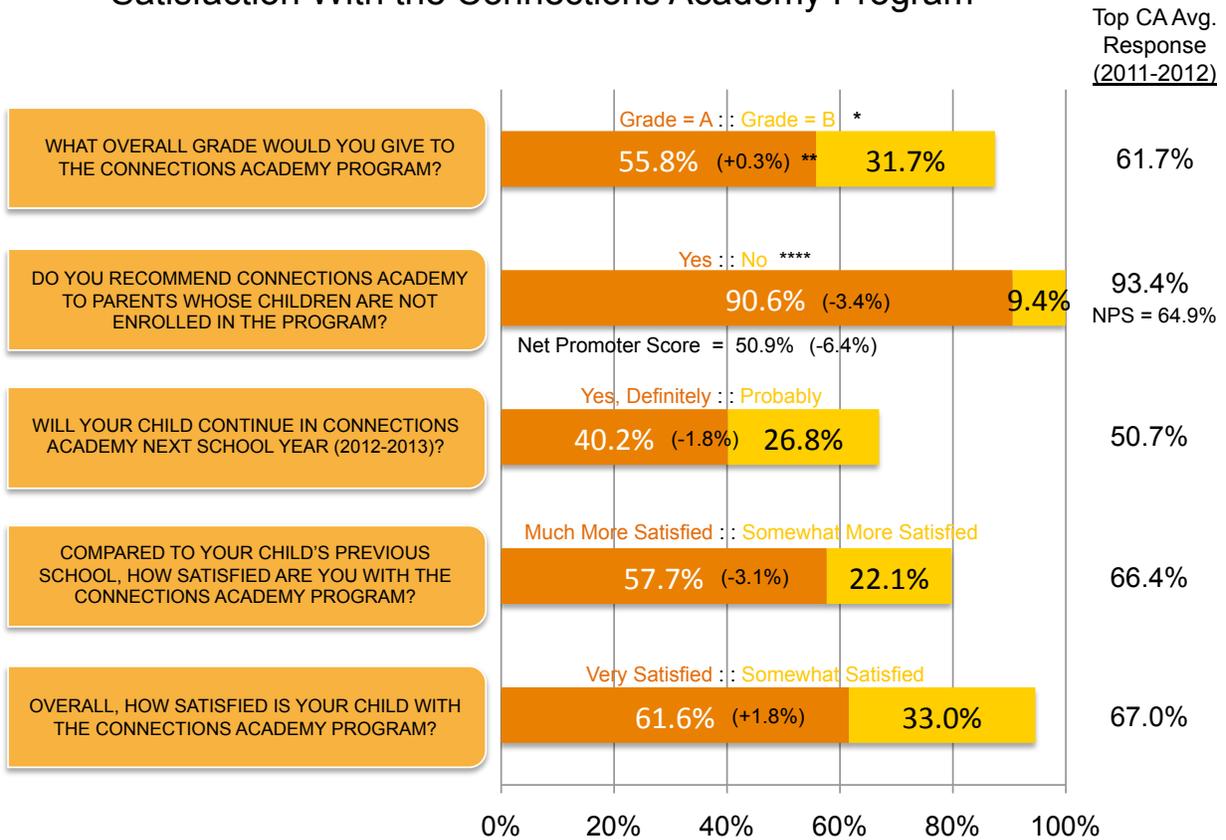


LET'S GROW.

## INSPIRE, the Idaho Connections Academy Parent Satisfaction Survey 2011 - 2012 Executive Summary

Satisfaction with the INSPIRE program remains high, but is below the Connections Academy average. In addition, several key metrics experienced a decline from last year, including the Net Promoter Score which measures parent loyalty. However, looking at the top two results combined, an impressive 94.6% of parents responded that their child is satisfied with the program. (See addendum at end of this section.)

### Satisfaction With the Connections Academy Program



\* First two response options.

\*\* Percentage point change from 10 -11 to 11-12, e.g., 20.0% to 21.5% = +1.5%.

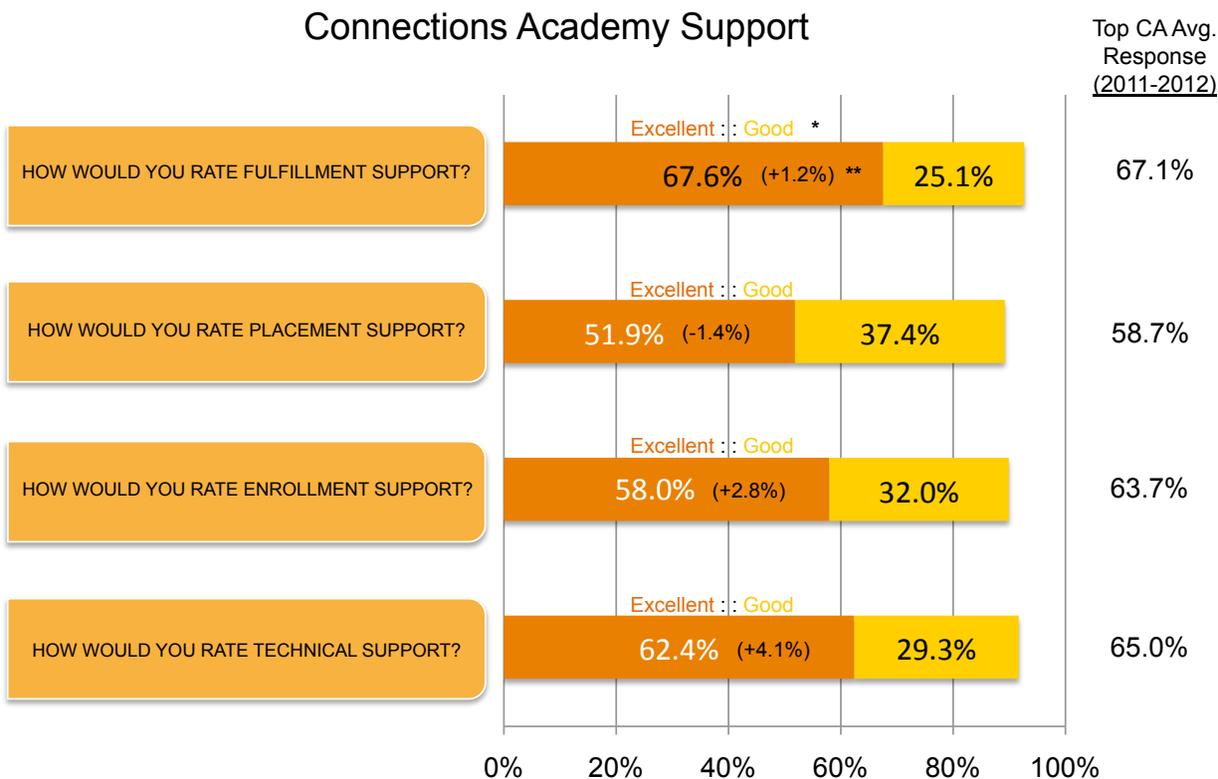
\*\*\* White figures indicate a top score lower than the Connections Academy average.

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



## INSPIRE, the Idaho Connections Academy Parent Satisfaction Survey 2011 - 2012 Executive Summary

Top score parent satisfaction with three areas of Connections Academy support improved slightly compared to last year. While top score satisfaction is below the Connections Academy average for three areas, when the top two responses are combined, INSPIRE's results are similar to the average.



\* First two response options.

\*\* Percentage point change from 10 -11 to 11-12, e.g., 20.0% to 21.5% = +1.5%.

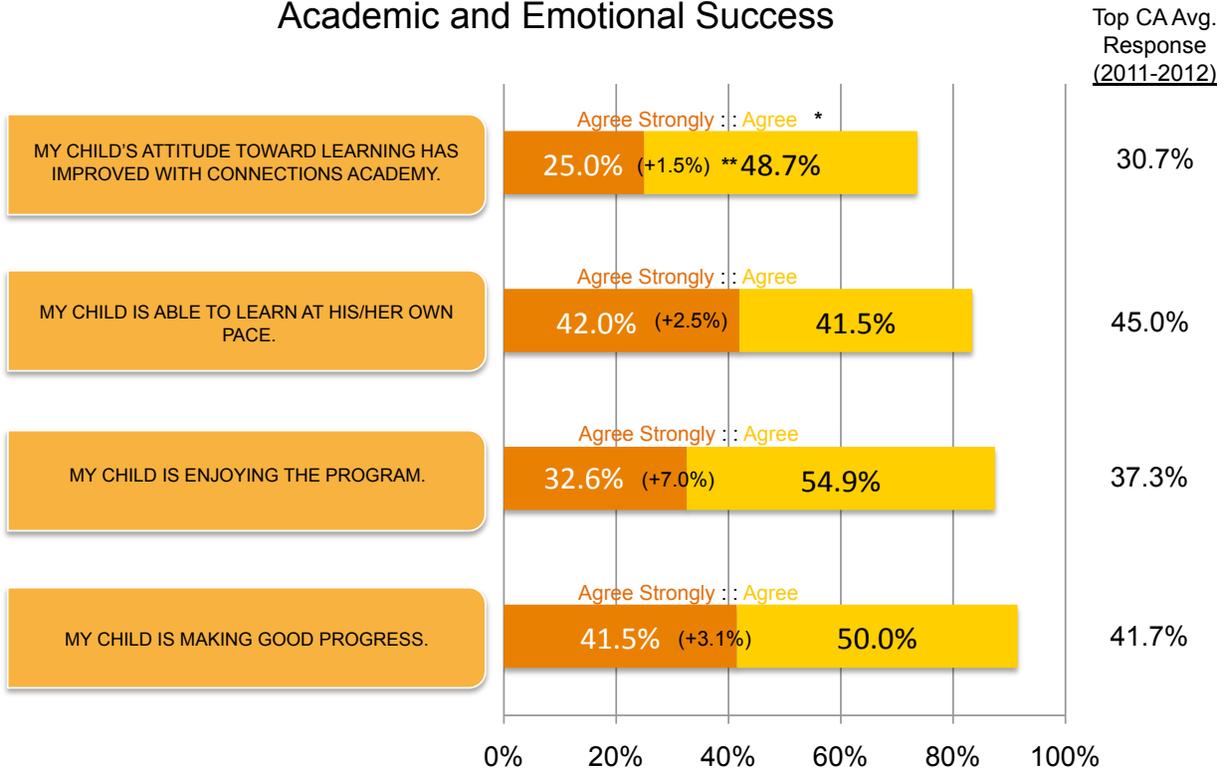
\*\*\* White figures indicate a top score lower than the Connections Academy average.



## INSPIRE, the Idaho Connections Academy Parent Satisfaction Survey 2011 - 2012 Executive Summary

Parents' satisfaction with the academic and emotional success of their children at INSPIRE exceeded the results from the previous year, particularly in relation to enjoyment of the program. However, these scores are still below the average results for all Connections Academy schools.

### Academic and Emotional Success



\* First two response options.

\*\* Percentage point change from 10 -11 to 11-12, e.g., 20.0% to 21.5% = +1.5%.

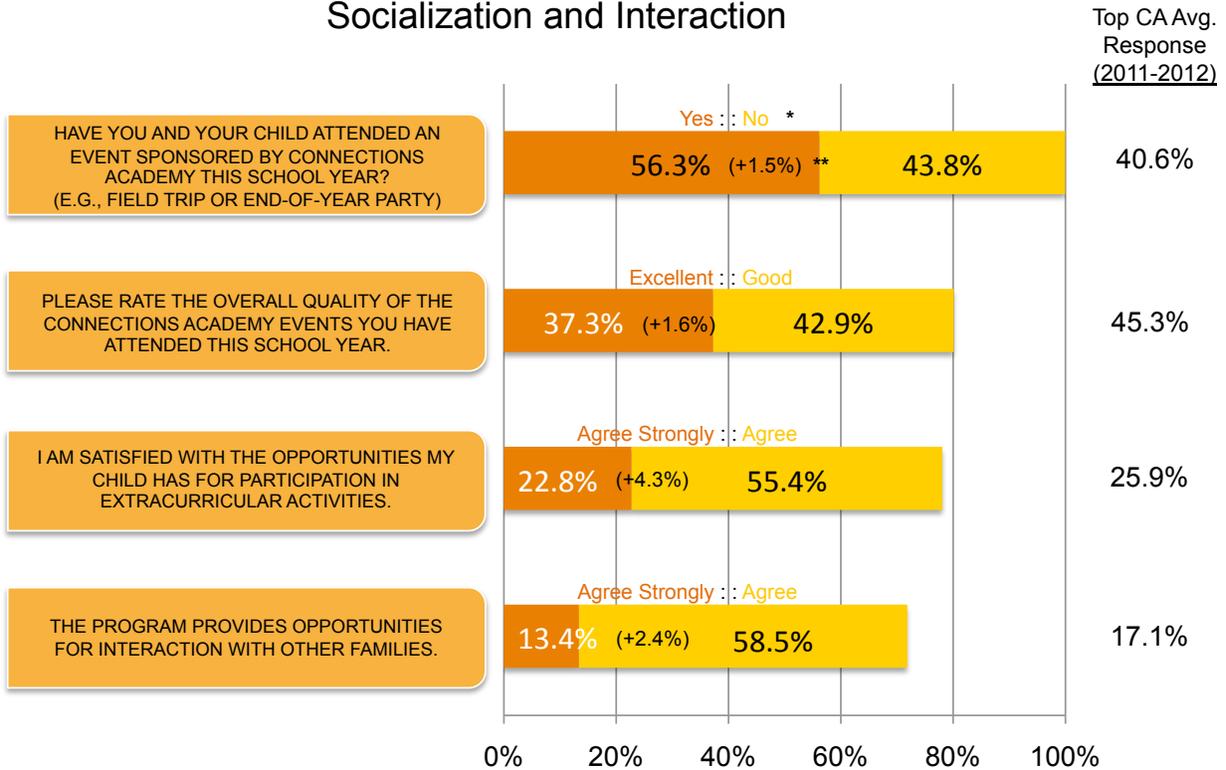
\*\*\* White figures indicate a top score lower than the Connections Academy average.



## INSPIRE, the Idaho Connections Academy Parent Satisfaction Survey 2011 - 2012 Executive Summary

Participation at INSPIRE sponsored events remains high, and significantly above the Connections Academy results overall. Satisfaction with the quality and variety of these events improved from the year before, with results comparable to the average across all Connections Academy schools.

### Socialization and Interaction



\* First two response options.

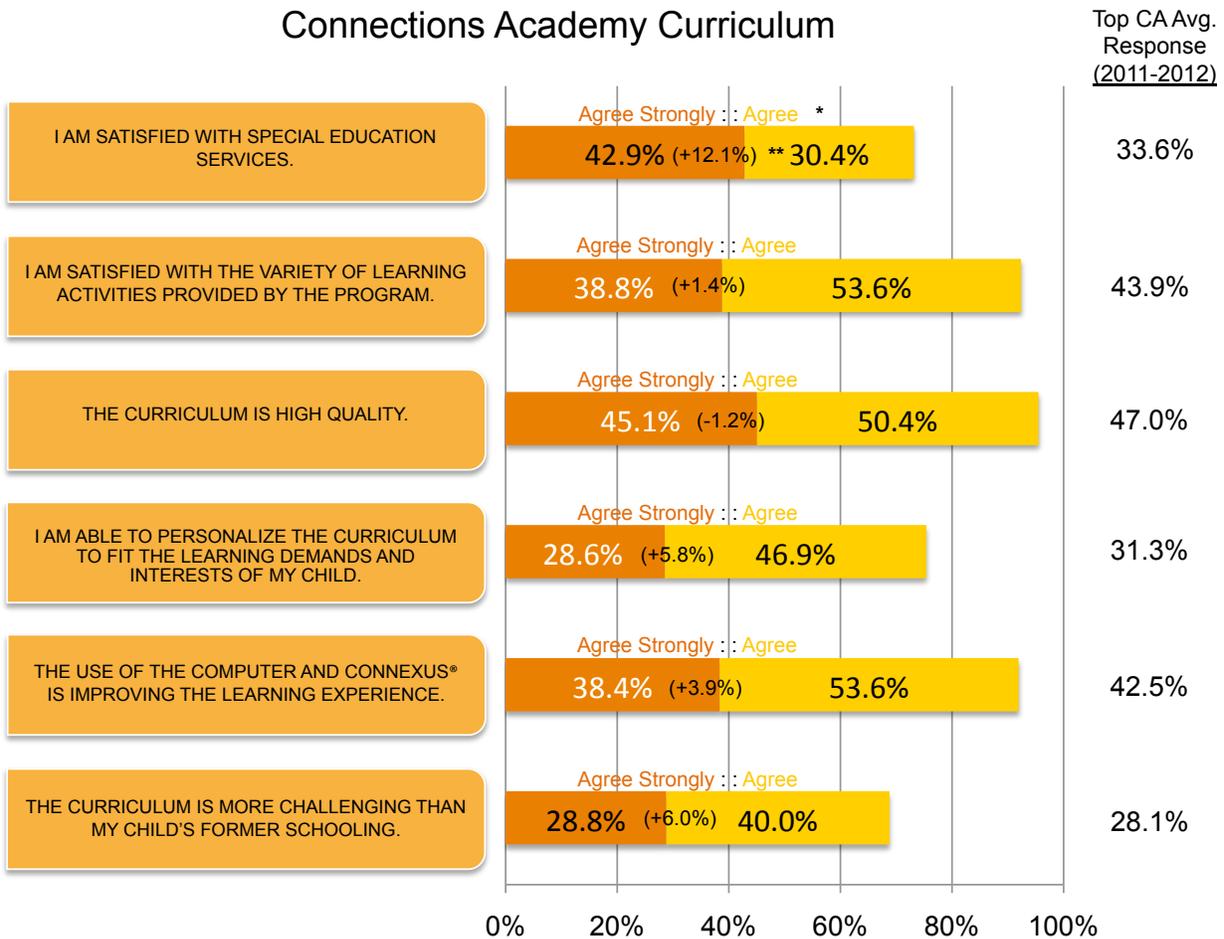
\*\* Percentage point change from 10 -11 to 11-12, e.g., 20.0% to 21.5% = +1.5%.

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



## INSPIRE, the Idaho Connections Academy Parent Satisfaction Survey 2011 - 2012 Executive Summary

INSPIRE parents' satisfaction with the curriculum improved from the previous year in five of the six metrics. While some of the metrics remain below the Connections Academy average, the differences are relatively small. An impressive 95.5% of parents agreed that the curriculum is high quality.



\* First two response options.

\*\* Percentage point change from 10 -11 to 11-12, e.g., 20.0% to 21.5% = +1.5%.

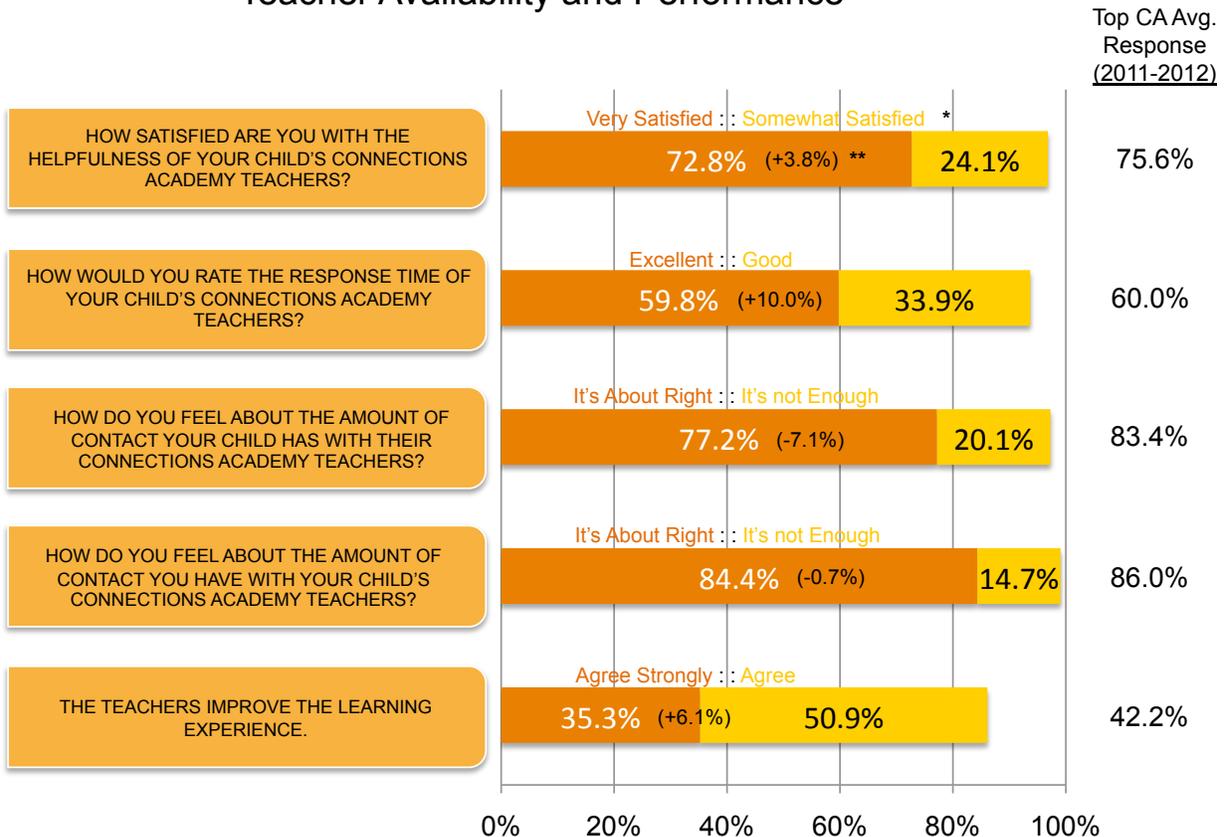
\*\*\* White figures indicate a top score lower than the Connections Academy average.



## INSPIRE, the Idaho Connections Academy Parent Satisfaction Survey 2011 - 2012 Executive Summary

Improvement was seen in the metrics regarding teacher helpfulness, response time and improving the learning experience. Of particular note, when the top two results are examined, an outstanding 96.9% of INSPIRE parents were satisfied with the helpfulness of the teachers.

### Teacher Availability and Performance



\* First two response options.

\*\* Percentage point change from 10 -11 to 11-12, e.g., 20.0% to 21.5% = +1.5%.

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



## Ratings by Years at Connections Academy Overview

As seen in the past, parents' level of satisfaction with the different areas of Connections Academy vary depending upon how long they have had a child enrolled in the program. The following highlight some of the more notable observations related to student tenure for Connections Academy as a whole:

- Parents of returning students are more likely to be satisfied with the Connections Academy program, grade it highly, and recommend it to a friend. Second year parents are the most likely to be satisfied with the program overall across a variety of metrics. Additionally, the longer a family remains with Connections Academy, the more likely they are to return the following year.
- Similarly, parents of longer tenured students also gave higher ratings for academic and emotional success measures. The exception is that when the top two responses are considered, new and returning families have similar feelings regarding their child being able to learn at his/her own pace.
- First-year students are significantly less likely to have attended a Connections Academy sponsored event, and also less likely to be satisfied with the quality of the events. However, tenure has less of an impact on satisfaction with opportunities for socialization and interaction.
- Continuing the theme, returning families are more likely to be satisfied with all aspects of the curriculum when looking at the top response. However, when the top two responses are combined, there is relatively little variation between tenures when looking at curriculum related metrics.
- Parent feedback about teacher availability and performance is fairly consistent across all tenures.

INSPIRE, the Idaho Connections Academy's ratings by years at the school for all twenty-eight measures of satisfaction reported in the Executive Summary are reflected on the pages that follow.



## Ratings by Grade Range Overview

Parents also show varying levels of satisfaction based on their children's grade level. A few of the more interesting points related to student grade range for Connections Academy as a whole are as follows:

- Parent satisfaction for the Connections Academy program as a whole is impressively high. This is particularly visible in the parents' ratings on the question of recommending the school to others. However, overall program satisfaction is higher among parents of students in grades K-5 than those in grades 6-12.
- Parent satisfaction with metrics related to Connections Academy support and to the academic and emotional success of their children generally falls as students reach higher grades.
- Younger students are notably more likely to attend school sponsored events, and also to be more satisfied with the quality of these events. Additionally, parents of younger students are more likely than parents of students in higher grades to be satisfied with opportunities for socialization and interaction.
- When looking at measures of curriculum satisfaction, top score satisfaction does decline as students advance in grade. However, when the top two responses are considered, agreement that the curriculum is high quality is similar across all grade levels.
- Following this trend, parents of younger children gave higher top score satisfaction for questions regarding teacher availability and performance. When looking at the sum of the top two responses, however, results were remarkably high and similar across grade ranges. The one exception is that parents of elementary school students were more satisfied with teacher response time.

INSPIRE, the Idaho Connections Academy's ratings for all twenty-eight measures of satisfaction that were reported in the Executive Summary are reflected on the pages that follow.

Note: The survey counts (n= ) for "Total" in the following charts represent the number of families responding to the survey and are the same as the counts for the other sections of this report. However, the sum of the grade level counts do not equal the "Total" as families with more than one child are represented in each grade level in which their child is enrolled.



Inspire Connections Academy Submitted: March 11, 2013	Proposed (Board Approved Budget for Fiscal Year)	Actual (Through Most Recent Month End)	Projected (Anticipated Year- End Numbers)	Percentage Used (Actual / Proposed)	Notes	State Comparison (Anticipated Year End Numbers) This column for state use only.	Difference Between State and School's Projected
<b>REVENUE</b>							
Salary Apportionment	\$1,733,680.70	\$1,107,522.91	\$1,703,881.40	63.88%			
Benefit Apportionment	\$149,268.17	\$95,356.61	\$146,702.48	63.88%			
Entitlement	\$729,623.52	\$466,103.57	\$717,082.41	63.88%	Include note detailing enrollment on which proposed budget is based, as well as actual enrollment		
State Transportation	\$304,629.00	209,125.74	\$321,731.90	68.65%			
Lottery				#DIV/0!			
Other State Funds (Specify)	\$19,000.00	\$675.00	\$13,146.02	3.55%	Categorical Funding		
Special Ed - Regular	\$15,845.00	\$10,155.04	\$15,623.14	64.09%			
Special Ed - ARRA				#DIV/0!			
Title I	\$125,651.00	\$74,871.19	\$125,438.00	59.59%			
Federal Title I Funds : ARRA				#DIV/0!			
Medicaid Reimbursement				#DIV/0!			
Title IIA	\$22,891.00	\$4,095.02	\$26,974.60	17.89%			
Local Revenue (Specify)				#DIV/0!			
Federal Startup Grant				#DIV/0!			
Other Grants (Specify)	\$97,030.00	\$40,959.88	\$97,077.00	42.21%	IDEA		
Fundraising				#DIV/0!			
Interest Earned	\$240.00	\$697.43	\$0.00	290.60%	Interest Income		
Other (Specify)	\$11,385.00	\$8,452.04	\$11,385.00	74.24%	E-Rate		
Other (Specify)	\$0.00	\$28,167.34	\$28,167.34	#DIV/0!	Pay for performance funding and misc revenue		
<b>TOTAL REVENUE</b>	<b>\$3,209,243.39</b>	<b>\$2,046,181.78</b>	<b>\$3,207,209.29</b>	<b>63.76%</b>			<b>\$0.00</b>
<b>EXPENDITURES</b>							
<b>100 Salaries</b>							
Teachers	\$552,046.00	330,263.09	\$493,726.23	59.83%			
Special Education				#DIV/0!			
Instructional Aides				#DIV/0!			
Classified/Office				#DIV/0!			
Administration	\$278,214.00	192,991.55	\$381,113.65	69.37%			
Maintenance				#DIV/0!			
Other (Specify)				#DIV/0!			
Other (Specify)				#DIV/0!			
<b>Total Salaries</b>	<b>\$830,260.00</b>	<b>\$523,254.64</b>	<b>\$874,839.88</b>	<b>63.02%</b>			
<b>200 Employee Benefits</b>							
PERSI/FICA/Benefits	\$359,414.00	207,874.78	405,995.68	57.84%			
Other (Specify)				#DIV/0!			
<b>Total Benefits</b>	<b>\$359,414.00</b>	<b>\$207,874.78</b>	<b>\$405,995.68</b>	<b>57.84%</b>			
<b>300 Purchased Services</b>							
Management Services	\$228,307.00	165,657.34	183,900.89	72.56%			
Staff Dev/Title IIA	\$69,456.00	56,553.32	60,475.07	81.42%			
Legal Pub/Advertising	\$0.00	\$0.00	\$0.00	#DIV/0!			
Legal Services	\$4,000.00	\$4,093.22	\$5,093.22	#REF!			
Special Education	\$141,763.00	57,959.36	\$140,820.19	40.88%			
Liability & Property Ins	\$5,500.00	993.00	5,500.00	18.05%			
Substitute Teachers	\$2,000.00	-	-	0.00%			
Board Expenses	\$3,000.00	\$374.29	\$1,874.29	12.48%			
Computer Services	\$301,163.94	224,192.52	287,119.13	74.44%			
Transportation	\$358,387.06	\$246,030.29	\$378,508.12	68.65%			
Travel	\$24,000.00	\$22,503.07	30,503.07	93.76%			
Other (Specify)	\$32,400.00	\$15,845.98	\$32,400.00	48.91%	Team Building, Staff Recruiting, Testing Expenses		
Other (Specify)	\$26,488.00	\$13,891.26	\$22,360.27	52.44%	Financial Audit, Banking Fees, Student Activities, Graduation, Other Curriculum, Misc Expense		
<b>Total Services</b>	<b>\$1,196,465.00</b>	<b>\$808,093.65</b>	<b>\$1,148,554.25</b>	<b>67.54%</b>			<b>\$0.00</b>
<b>Facilities</b>							
Building Lease	\$36,250.00	\$18,204.28	\$28,496.68	#REF!			

Land Lease				#DIV/0!		
Modular Lease				#DIV/0!		
Utilities, Phones, Lndscp	\$25,900.00	\$15,335.86	\$24,281.45	0.00%		
Site Preparation				#DIV/0!		
Other (Specify)				#DIV/0!		
Other (Specify)				#DIV/0!		
<b>Total Facilities</b>	<b>\$62,150.00</b>	<b>\$33,540.14</b>	<b>\$52,778.13</b>	<b>53.97%</b>		<b>\$0.00</b>
<b>400 Supplies and Maintenance</b>						
Textbooks	\$400,937.00	290,702.00	357,553.00	72.51%		
School Supplies	\$75,280.00	34,372.84	\$80,588.52	45.66%		
Power School				#DIV/0!		
Custodial Supplies				#DIV/0!		
Other (Specify)	\$20,000.00	\$14,009.50	\$19,970.49	70.05%	Office Supplies, Postage, maintenance and repair	
Other (Specify)				#DIV/0!		
<b>Total Supplies</b>	<b>\$496,217.00</b>	<b>\$339,084.34</b>	<b>\$458,112.01</b>	<b>68.33%</b>		<b>\$0.00</b>
<b>500 Capital Objects</b>						
Furniture	\$0.00	\$0.00	\$0.00	#DIV/0!		
Technical AV Equipment	\$0.00	\$0.00	\$0.00	#DIV/0!		
Other (Specify)	\$0.00	\$5,877.30	\$5,877.30	#DIV/0!	Computers, Laptops, Tablets	
Other (Specify)				#DIV/0!		
Other (Specify)				#DIV/0!		
Other (Specify)				#DIV/0!		
<b>Total Capital Objects</b>	<b>\$0.00</b>	<b>\$5,877.30</b>	<b>\$5,877.30</b>	<b>#DIV/0!</b>		<b>\$0.00</b>
<b>Debt Service</b>						
Specify				#DIV/0!		
Specify				#DIV/0!		
Specify				#DIV/0!		
<b>Total Debt Service</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>#DIV/0!</b>		<b>\$0.00</b>
<b>Grant Purchases</b>						
Specify	\$125,651.00	\$74,871.19	\$125,438.00	59.59%	Title I-A	
Specify	\$22,891.00	\$4,095.02	\$26,974.60	17.89%	Title II-A	
Specify	\$97,030.00	\$40,959.88	\$97,077.00	42.21%	Title VI-B	
Specify	\$11,385.00	\$8,452.04	\$11,385.00	74.24%	E-Rate	
Specify				#DIV/0!		
<b>Total Grant Purchases</b>	<b>\$256,957.00</b>	<b>\$128,378.13</b>	<b>\$260,874.60</b>	<b>49.96%</b>		<b>\$0.00</b>
Reserve Fund				#DIV/0!		
Building Fund				#DIV/0!		
<b>Total Expenses</b>	<b>\$3,201,463.00</b>	<b>\$2,046,102.98</b>	<b>\$3,207,031.84</b>	<b>63.91%</b>		
Carryover from Previous FY	\$10,618.16	\$10,618.16	\$10,618.16	100.00%		\$0.00
<b>Reserve/(Deficit)</b>	<b>\$18,398.55</b>	<b>\$10,696.96</b>	<b>\$10,795.61</b>	<b>58.14%</b>		

Inspire Connections Academy Submitted: March 11, 2013	Proposed Budget	Notes	Difference from "Current Fiscal Year"	
<b>REVENUE</b>				
Local Revenue	\$0.00		\$0.00	reflects projected from "current FY"
<b>State Revenue</b>				
Entitlement	\$824,644.78	Includes 15% increase over current year's projected year-end numbers	\$824,644.14	reflects State actual from "current FY"
<b>Wages</b>				
Administration	\$712,020.09	Includes 15% increase over current year's projected year-end numbers		
Teachers	\$1,247,443.52	Includes 15% increase over current year's projected year-end numbers		
Classified				reflects all salaries compared to State
Medicaid			\$1,959,462.97	actual from "current FY"
Benefit	\$168,707.85		\$0.00	reflects projected from "current FY"
Transportation	\$369,991.69	Includes 15% increase over current year's projected year-end numbers	\$369,991.00	reflects State actual from "current FY"
<b>Federal Revenue</b>				
Title I	\$168,581.95		#DIV/0!	reflects State actual from "current FY"
Special Ed	\$111,584.50		#DIV/0!	reflects State actual from "current FY"
Title II	\$30,711.90		\$30,711.72	reflects State actual from "current FY"
Startup Grant	\$0.00		#DIV/0!	reflects State actual from "current FY"
Other Sources (Specify)	\$15,117.92	Categorical Funding (SED, IRI, TPI, ISAT, Dist. 457)		
Other Sources (Specify)	\$13,092.75	E-Rate		
Other Sources (Specify)				
<b>Total Revenue before holdback</b>	<b>\$3,661,896.94</b>		#DIV/0!	
<b>PROPOSED HOLDBACK</b>		Holdbacks should be estimated at a minimum of 5% - 5.5% for FY 2011.		
Teacher Salaries				
Classified Salaries				
Admin Salaries				
Benefits				
Entitlement				
Transportation				
<b>Total Holdback</b>	<b>\$0.00</b>		\$0.00	there were no holdbacks last year
<b>Total Revenue after holdback</b>	<b>\$3,661,896.94</b>		<b>\$3,661,896.30</b>	reflects State actual from "current FY"
<b>EXPENDITURES</b>				
<b>100 Salaries</b>				
Teachers	\$537,285.16		43,558.93	reflects projected from "current FY"
Admin	\$413,280.70		32,167.05	reflects projected from "current FY"
Classified	\$0.00		0.00	reflects projected from "current FY"
Special education	\$0.00			
Other (Specify)				
Other (Specify)				
<b>Total Salaries</b>	<b>\$950,565.86</b>		<b>75,725.98</b>	
<b>200 Benefits</b>				
Benefit Dollars	\$171,101.86			
PERSI/Payroll taxes	\$184,314.72			
Other (Specify)				
<b>Total Benefits</b>	<b>\$355,416.58</b>		<b>(\$50,579.10)</b>	reflects projected from "current FY"
<b>300 Purchased Services</b>				
Transportation	\$435,284.34		\$56,776.22	reflects projected from "current FY"
Special Education	\$161,943.21		\$21,123.03	reflects projected from "current FY"
Proctor costs	\$46,000.00			
Legal	\$6,325.00		\$1,231.78	reflects projected from "current FY"
Insurance	\$5,500.00		\$0.00	reflects projected from "current FY"
Copier Lease	\$4,370.00		\$4,370.00	
Printer Lease	\$0.00		\$0.00	
Facility Lease	\$29,351.58		\$29,351.58	reflects projected from "current FY"
Utilities	20,983.28		(\$3,298.17)	reflects projected from "current FY"
Professional Development	77,689.08		\$17,214.01	reflects projected from "current FY"
Technology	226,809.91		(\$60,309.22)	reflects projected from "current FY"

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UPCOMING FISCAL YEAR BUDGET COMPARISON

Management Services	310,150.89		\$126,250.00	reflects projected from "current FY"
Legal Publications/Advertising	\$0.00		\$0.00	reflects projected from "current FY"
Substitute Teachers	-		\$0.00	reflects projected from "current FY"
Board Expenses	1,874.29		\$0.00	reflects projected from "current FY"
Other (Specify)				
Other (Specify)				
<b>Total Purchased Services</b>	<b>\$1,326,281.58</b>		<b>\$192,709.23</b>	
<b>Supplies &amp; Materials</b>				
Teacher/Classroom	80,588.52		\$0.00	reflects projected from "current FY"
Office	\$21,000.00		\$21,000.00	Not in 2010 budget.
Janitorial	\$0.00		\$0.00	reflects projected from "current FY"
Textbooks	\$587,710.95		\$230,157.95	reflects projected from "current FY"
Other (Specify)	\$29,787.62	Office Supplies, Postage		
Other (Specify)				
<b>Total Supplies &amp; Materials</b>	<b>\$719,087.09</b>		<b>\$251,157.95</b>	
<b>Grant Expenditures</b>				
Specify	\$168,581.95	Title I (Salary and Benefits)		
Specify	\$30,711.90	Title II (Salary and Benefits)		
Specify	\$111,584.50	IDEA (50% salary and benefits, 50% purchased services)		
<b>Total Grant Expenditures</b>	<b>\$310,878.35</b>			
<b>Capital Outlay</b>			\$0.00	
Total Capital Outlay	\$0.00		\$0.00	
<b>Debt Retirement</b>			\$0.00	
Total Debt Retirement	\$0.00		\$0.00	
<b>Insurance &amp; Judgements</b>			\$0.00	
Total Insurance & Judgements	\$0.00		\$0.00	
<b>Transfers</b>			\$0.00	
Total Transfers	\$0.00		\$0.00	
<b>Contingency Reserve</b>	\$0.00			
<b>Building Fund</b>	\$0.00			
<b>Total Expenditures</b>	<b>\$3,662,229.46</b>		<b>\$469,014.06</b>	
Carryover from Previous FY	\$10,795.61	Reflects projected reserve/(deficit) from "current year" worksheet		
Reserve/(Deficit)	\$10,463.09			