

RENEWAL RECOMMENDATION

It is recommended that the charter of iSucceed Virtual High School (iSVHS) be renewed for a five (5) year term, provided that iSVHS agrees to comply with certain conditions outlined below. The failure to fulfill these conditions could result in further proceedings by the Commission.

Recommended conditions:

1. By June 30, 2020, iSVHS's ISAT math proficiency rate will be at least twenty percent (20%). This condition is based upon a rate of increase sufficient to promote the school's ability to meet or exceed the state's average math proficiency rate by the end of the next performance certificate term (June 30, 2022). Proficiency rates will be based upon the appealed data set. References to the ISAT shall apply to any other statewide assessment selected to replace the ISAT by SBAC in the event of state-level requirement changes.
2. While iSVHS increases math proficiency, iSVHS will maintain ISAT ELA and ISAT science proficiency rates comparable to, or better than, the state averages. Proficiency rates will be based upon the appealed data set. References to the ISAT shall apply to any other statewide assessment selected to replace the ISAT by SBAC in the event of state-level requirement changes.
3. iSVHS's 2019 five (5) year cohort graduation rate will be at least thirty percent (30%). Five (5) year cohort graduation rate data for 2019 will be available in early 2020. This condition is based upon a rate of increase sufficient to promote the school's ability to achieve a graduation rate of at least forty-eight percent (48%) by the end of the next performance certificate term. Forty-eight percent (48%) is the 2014 median five (5) year cohort graduation rate for Idaho alternative schools. Although iSVHS is not an alternative school, the Commission recognizes that its student population faces similar challenges.

Regardless of whether or not iSVHS agrees to fulfill the specific condition above, iSVHS remains responsible for meeting the terms and conditions contained in its signed Performance Certificate effective July 1, 2017, through June 30, 2022, which will incorporate the performance framework adopted by the Commission in 2017.

School Overview

SUMMARY

iSucceed Virtual Charter High School (iSVHS) is a statewide virtual high school whose corporate office is located in Meridian, Idaho. The charter states that the school will provide an option through which migrant and at-risk students, as well as other students for whom traditional classrooms are a poor fit, can obtain high school diplomas. Supported by mentors who monitor individual progress, students are to progress through Individual Student Learning Plans and demonstrate mastery of state-mandated content. Academically struggling students should receive additional assessments and support, including curriculum modification and one-on-one instruction. The school initially contracted with Insight Schools for management and learning platform services. In 2010, Insight was acquired by Kaplan, which was then acquired by K12. In 2012, the board replaced K12 with American Virtual Academy (AVA). In 2015, the board established a new service contract with AVA dba Flipswitch. Flipswitch is a management company and curriculum provider.

The charter includes the following commitments:

- 70% of students continuously enrolled for three or more years will achieve proficiency on the ISAT.
- The average course completion rate will increase year over year, stabilizing at 80% or higher.
- Within two years, the school will achieve a student retention rate of 65% or higher.
- The school's graduation rate will increase year over year, stabilizing at 85% or higher.
- The school will bring dropout-prone students back into the public school system and enable them to graduate proficient in reading and math, as assessed by the ISAT.

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

The petition for iSVHS was approved by the PCSC in November 2007, contingent upon finalization of the management contract. Petition approval became final in January 2008, and iSVHS opened in fall 2008.

MISSION

To engage and motivate all students in a quality personalized education that promotes individual success and lifelong learning.

LEADERSHIP

Name	Title	Term
Dionicio Pena	Chairman	07/15 - 07/18
CD Breshears	Director	07/16 - 07/18
Kathy Uker	Director	07/15 - 07/17
Tina McDonald	Director	07/16 - 07/19
Amanda Leader	Director	07/16 - 07/19
Kathleen Allison	Administrator	N/A

Academic Performance Summary

iSVHS has consistently achieved ISAT math proficiency rates that are significantly lower than the state average. In recent years, iSVHS’s ELA proficiency rates have been comparable to or higher than the state’s. Both 4-year and 5-year cohort graduation rates are extremely low.

In all demographic categories for which the SDE collects data (non-white, LEP, special needs, and FRL), iSVHS’s student population is significantly less diverse than the state as a whole.

DURING CURRENT PERFORMANCE CERTIFICATE TERM

Year	Academic & Mission-Specific Accountability Rating
2013-14*	Remediation
2014-15**	Critical
2015-16**	Critical

The school’s annual performance reports, provided in Exhibits G1, G2, and G3, include details regarding proficiency rates, graduation rate, and outcome comparisons with surrounding districts and the state.

*The 2013-14 annual report used 2012-13 academic data, which was the most recent available.

**2014-16 academic results reflect use of the ISAT by SBAC. The framework was designed based on the Star Rating System and former ISAT.

KEY DESIGN ELEMENTS

Element	Evident?
Provide a virtual setting that allows for flexibility and individualized scheduling	Yes
Identify individual student needs and provide the appropriate interventions and enrichment opportunities for all students	Partial
Provide Advisory Teachers for all students, who will support them throughout their high school career	Yes
Foster parental involvement through a variety of opportunities to serve the school and its students	No
Provide extra-curricular activities and offer opportunities for students to participate in non-academic endeavors	Partial
Equip students with 21 st Century Learning Skills and foster a technologically literate approach to learning that is both engaging and practical for use in the school setting as well as the real world	Partial

Operational Performance Summary

iSVHS’s operational performance has been strong throughout the performance certificate term, with the exceptions of relatively high administrative turnover and a history of declining enrollment.

DURING CURRENT PERFORMANCE CERTIFICATE TERM

Year	Operational Accountability Rating
2013-14	Honor
2014-15	Honor
2015-16	Good Standing

The school’s annual performance reports, provided in Exhibits G1, G2, and G3, contain details including the nature of any operational shortcomings and contextual information, when applicable.

ENROLLMENT HISTORY

Year of Operation	Anticipated Enrollment (in charter)	Worst-Cast Enrollment (in petition)	Actual Enrollment
1 (2008-09)	200		337
2 (2009-10)	400		748
3 (2010-11)	600		888
4 (2011-12)			529
5 (2012-13)			376
6 (2013-14)			398
7 (2014-15)			292
8 (2015-16)			449
9 (2016-17)			455

BOARD AND ADMINISTRATIVE TURNOVER

iSVHS has had three administrators during its nine years of operation. The current administrator has been with the school since 2015. Board membership has remained stable.

Financial Performance Summary

iSVHS’s financial performance has been unstable in recent years, concurrent with substantially decreasing enrollment. iSVHS’s current management contract includes a debt-protection clause, which is reflected in the most recent accountability rating. It is unclear whether the management contract will be extended beyond the current academic year.

DURING CURRENT PERFORMANCE CERTIFICATE TERM

Year	Financial Accountability Rating
2013-14	Remediation
2014-15	Critical
2015-16	Honor

The school’s annual performance reports, provided in Exhibits G1, G2, and G3, include details regarding outcomes on specific, industry-based near-term and long-term financial measures.

Renewal Process

iSUCCEED VIRTUAL HIGH SCHOOL

EVENT	DATE	NOTES
Performance Certificate Executed by School and Authorizer	12/12/13	Certificate execution was preceded by a series of meetings with school leadership, during which certificate and framework terms were discussed and customized.
2013-14 Annual Report Issued to School	3/2015	A draft of the report was initially issued in January 2014; the school did not provide a response.
2014-15 Annual Report Issued to School	1/2016	A draft of the report was initially issued in December 2015; the school did provide a response.
Renewal Process Orientation Meeting	3/10/16	PCSC staff met with school leadership (all school board members and administrators were invited) to discuss the renewal process and highlight any significant concerns/issues.
Renewal Process Follow-up Letter Provided to School	3/10/16	This letter summarized material covered during renewal process orientation meeting
Renewal Guidance & Application Provided to School	5/17/16	The statutory deadline for issuance of renewal guidance and applications is November 15.
PCSC Pre-Renewal Letter Provided to School	6/9/16	This letter reminded schools of the renewal process, data submission opportunities, and performance expectations.
Auxiliary Data Submission Opportunity (optional)	7/15/16	The school did provide auxiliary performance data.
Pre-Renewal Site Visit	10/3/16	An independent reviewer joined PCSC staff for a one-day site visit to the school.
2015-16 Annual Report Issued to School	11/15/16	No draft was issued due to timing of data availability. However, the school had opportunity to respond in its renewal application. The annual report summarized the school's performance record to date and provided notice of any weaknesses or concerns that may jeopardize the school's position in seeking renewal.
Renewal Application Received from School	12/15/16	The statutory deadline for renewal applications is December 15.



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ANNUAL PERFORMANCE REPORT

2015-2016

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Idaho Public Charter School Commission
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Boise, Idaho 83702

Phone: (208) 332-1561
chartercommission.idaho.gov

Alan Reed, Chairman
Tamara Baysinger, Director

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Introduction

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

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

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

The performance framework is comprised of four sections: Academic, Mission-Specific, Operational, and Financial. Each section contains a number of measures intended to evaluate the school's performance against specific criteria. The scorecard pages of the framework offer a summary of the school's scores and accountability designation ranging from Honor (high) to Critical (low).

Due to significant and ongoing changes to the state's school accountability system, many of the academic measures in the performance framework could not be scored this year. Data for all of the growth measures and most of the post-secondary readiness measures was unavailable. As a result, academic framework scores cannot reflect the intended scope of information.

Additionally, although ISAT Math and English Language Arts proficiency data was available, it was gathered using an assessment that the state adopted subsequent to the framework's development. It cannot be determined at this time whether or not the rating categories within each framework measure are appropriate in the context of the new assessment.

For these reasons, we have eliminated academic framework scores from this report and instead provided comparisons of the public charter schools' proficiency rates to those of the state as a whole, as well as to area schools that serve similar grade ranges. In some cases, comparisons cannot be provided because the data is masked per state law or statistical irrelevance.

To facilitate a clearer context for the academic results contained in this report, the demographic, enrollment, and school leadership data provided is from the 2015-16 school year. Updated enrollment and school leadership information is available upon request from the school or PCSC office.

Renewal-year schools have an opportunity to correct or clarify their framework outcomes in their renewal applications.

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

Additional information about how the performance framework was developed and how results may be interpreted is available on the PCSC's website: chartercommission.idaho.gov.

School Overview

Mission Statement	To engage and motivate all students in a quality personalized education that promotes individual success and lifelong learning.	
Key Design Elements	<ul style="list-style-type: none"> • Provide a virtual setting that allows for flexibility and individualized scheduling • Identify individual student needs and provide the appropriate interventions and enrichment opportunities for all students • Provide Advisory Teachers for all students, who will support them throughout their high school career • Foster parental involvement through a variety of opportunities to serve the school and its students • Provide extra-curricular activities and offer opportunities for students to participate in non-academic endeavors • Equip students with 21st Century Learning Skills and foster a technologically literate approach to learning that is both engaging and practical for use in the school setting as well as the real world. 	
School Contact Information	Address: 6148 N Discovery Way Suite 120 Boise, ID 83713	Phone: 208-375-3116
Surrounding District	State of Idaho	
Opening Year	2008	
Current Term	December 12, 2013 - June 30, 2017	
Grades Served	9-12	
Enrollment	Approved: Unlimited	Actual: 449

School Leadership (2015-2016)	Role
Dionicio Peña	Chairman
Renee Cummings	Vice-Chairman
Tony Tunison	Secretary/Treasurer
Kathy Uker	Director
Kelley Phipps	Director
Katie Allison	Administrator

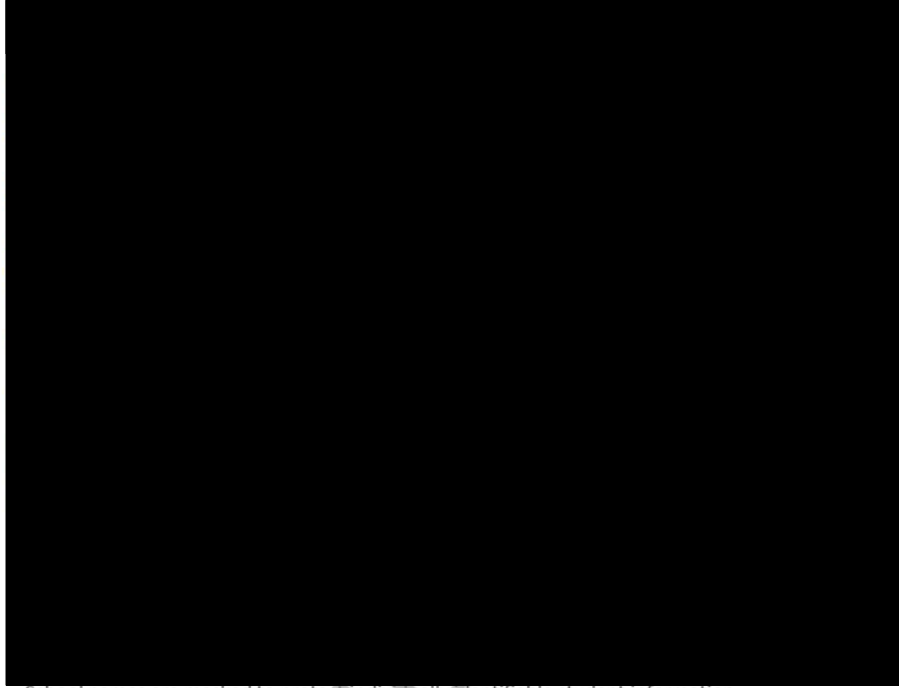
	School	Surrounding District	State
Non-White	19.96%	N/A	23.84%
Limited English Proficiency	0.00%	N/A	8.61%
Special Needs	3.99%	N/A	9.76%
Free & Reduced Lunch	42.13%*	N/A	47.27%

*The school reports that, due to enrollment changes throughout the year, iSVHS's FRL rate increased prior to the end of the 2015-16 school year.

Academic Measure	Result
Percentage of Students Meeting or Exceeding Proficiency in Math	█%
Percentage of Students Meeting or Exceeding Proficiency in English Language Arts	█%
Percentage of Students Meeting or Exceeding Proficiency in Science	█%
Graduation Rate (4-year cohort data from 2015)	19.00%*

* The school's 5-year cohort graduation rate, reflective of data from 2014, is 14%.

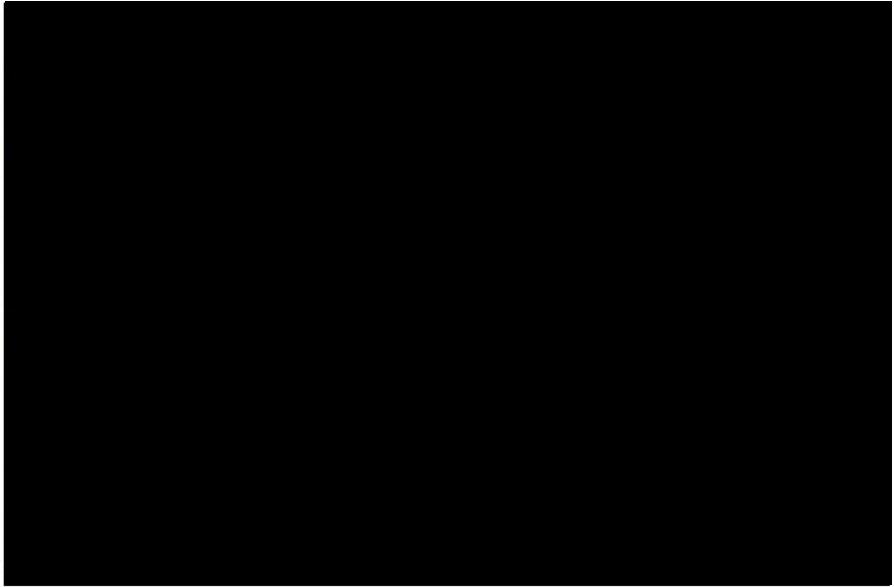
Virtual Schools Grades K-12
Math Percentage Proficient/Advanced



School names are masked to protect individually identifiable student information.

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Virtual Schools Grades K-12
ELA Percentage Proficient/Advanced



School names are masked to protect individually identifiable student information.

PUBLIC CHARTER SCHOOL COMMISSION - PERFORMANCE FRAMEWORK

Name of School: iSucceed Virtual High School Year Opened: 2008 Operating Term: 12/12/13 - 6/30/17 Date Executed: 12/12/2013

Introduction

Idaho's charter school legislation requires each public charter school authorizer to develop a Performance Framework on which the provisions of the Performance Certificate will be based. Performance Frameworks must clearly set forth the academic and operational performance indicators, measures, and metrics that will guide the authorizer's evaluations of each public charter school, and must contain the following:

- Indicators, measures, and metrics for student academic proficiency;
- Indicators, measures, and metrics for student academic growth;
- Indicators, measures, and metrics for college and career readiness (for high schools); and
- Indicators, measures, and metrics for board performance and stewardship, including compliance with all applicable laws, regulations and terms of the performance certificate.

The measurable performance targets contained within the framework must require, at a minimum, that each school meet applicable federal, state, and authorizer goals for student achievement. This Performance Framework was adopted by the Public Charter School Commission (PCSC) on August 30, 2013, and is intended for use with non-alternative public charter schools authorized by the PCSC.

Performance Framework Structure

The Performance Framework is divided into four sections: Academic, Mission-Specific, Operational, and Financial. The Academic and Mission-Specific sections comprise the primary indicators on which most renewal or non-renewal decisions will be based. The Operational and Financial sections contribute additional indicators that will, except in cases of egregious failure to meet standards, be considered secondary.

Academic:

A high percentage (60%) of a school's total score for the Academic & Mission Specific Accountability Designation reflects the school's performance on a set of academic measures. These measures are the same for all non-alternative schools. The "Meets Standard" rating for each measure is designed to align closely with state minimum standards as established in Idaho's ESEA waiver and Star Rating System.

Mission-Specific:

A significant portion (40%) of a school's total score for the Academic & Mission Specific Accountability Designation reflects the school's performance on a set of mission-specific measures. These measures may be academic or non-academic in nature, but must be objective and data-driven. The number and weighting of mission-specific measures should be established during one-on-one negotiations between the school and authorizer.

During their first Performance Certificate term only, schools authorized to open in or before Fall 2014 may choose to opt-out of the Mission-Specific section of the framework. Schools choosing to opt out of Mission-Specific measures for their first term agree that the weight of those measures will be placed instead on the Academic section, which then becomes the single, primary factor considered for purposes of renewal or non-renewal.

Operational:

Operational indicators comprise a secondary element for consideration during the renewal process. While each school will receive a score in the operational section, this score should not be used as the primary rationale for non-renewal unless the non-compliance with organizational expectations is severe or systemic. Particularly for a school whose academic performance meets or exceeds standards, poor results in this area are more likely to lead to a conditional renewal decision than to non-renewal.

Financial:

Financial indicators comprise a secondary element for consideration during the renewal process. While each school will receive a score in the financial section, this score should not be used as the primary rationale for non-renewal unless the school's financial state at the time of renewal is dire. Particularly for a school whose academic performance meets or exceeds standards, poor results in this area are more likely to lead to a conditional renewal decision than to non-renewal. The PCSC may also elect to renew a financially troubled school that is clearly providing a high quality education, but notify the SDE of the situation so that the payment schedule may be modified in order to safeguard taxpayer dollars.

Accountability Designations

Calculation of the percentage of eligible points earned for each school will guide the determination of that school's accountability designation: Honor, Good Standing, Remediation, or Critical. The accountability designation will, in turn, guide the PCSC's renewal or non-renewal decision-making. Measures for which a school lacks data due to factors such as grade configuration or small size will not contribute to that school's accountability designation. The PCSC will consider contextual factors affecting a school's accountability designation when making renewal or non-renewal decisions.

Honor:

Schools achieving at this level in all categories (academic, mission-specific, operational, and financial) are eligible for special recognition and will be recommended for renewal. Replication and expansion proposals are likely to succeed. The Framework places schools that earn 75-100% of the combined academic and mission-specific points possible in this accountability designation. It is possible for 5-star schools, high-range 4-star schools with solid mission-specific outcomes, and mid-range 4-star schools with strong mission-specific outcomes to receive an honor designation. Schools that fall into this point-percentage category but have poor operational and/or financial outcomes will not be eligible for an honor designation.

Good Standing:

Schools achieving at this level will be recommended for renewal; however, conditional renewal may be recommended if operational and/or financial outcomes are poor. Replication and expansion proposals will be considered. To be placed in this category, schools must receive the appropriate percentage of the combined academic and mission-specific points possible and have at least a 3-star rating. The Framework places schools that earn 55-74% of the combined academic and mission-specific points possible in this accountability designation. It is possible for 3-star or 4-star schools with solid mission-specific outcomes, or 5-star schools with poor mission-specific, financial, and/or operational outcomes to receive a good standing designation. Although 2-star schools with strong mission-specific outcomes could fall into this point-percentage range, they would not be eligible to receive a good standing designation due to their star ratings; the Framework is drafted thus in recognition of Idaho's statutory provision that the performance framework shall, at a minimum, require that each school meet applicable federal and state goals for student achievement.

Remediation:

Schools achieving at this level may be recommended for non-renewal or conditional renewal, particularly if operational and/or financial outcomes are poor. Replication and expansion proposals are unlikely to succeed. The Framework places schools that earn 31-54% of the combined academic and mission-specific points possible in this accountability designation. It is possible for 3-star schools with poor mission-specific outcomes, 2-star schools, or 1-star schools with strong mission-specific outcomes to receive a remediation designation.

Critical:

Schools achieving at this level face a strong likelihood of non-renewal, particularly if operational and/or financial outcomes are also poor. Replication and expansion proposals should not be considered. The Framework places schools that earn less than 30% of the combined academic and mission-specific points possible in this accountability designation. It is possible for 1-star schools or 2-star schools with poor mission-specific outcomes to receive a Critical designation.

ISVHS--- PERFORMANCE FRAMEWORK SCORING

ACADEMIC	Measure	Possible Elem / MS Points	% of Total Points	POINTS EARNED	Possible HS Points	% of Total Points	POINTS EARNED
State/Federal Accountability	1a				25	0%	0.00
	1b				25	0%	0.00
Proficiency	2a				75	0%	0.00
	2b				75	35%	26.25
	2c				75	35%	26.25
Growth	3a				100	0%	0.00
	3b				100	0%	0.00
	3c				100	0%	0.00
	3d				75	0%	0.00
	3e				75	0%	0.00
	3f				75	0%	0.00
	3g				100	0%	0.00
College & Career Readiness	4a				50	0%	0.00
	4b1 / 4b2				50	0%	0.00
	4c				50	24%	12.50
Total Possible Academic Points					1050	94%	
- Points from Non-Applicable					850		
Total Possible Academic Points for This School					200		
Total Academic Points Received							43.38
% of Possible Academic Points for This School							21.69%

MISSION-SPECIFIC	Measure	Possible Points	% of Total Points	POINTS EARNED	Possible Points	% of Total Points	POINTS EARNED
Reading Interventions	1				0	0%	0.00
English Language Arts Interventions	2				0	0%	0.00
Math Interventions	3				0	0%	0.00
Year-to-Year Retention	4				12.52	6%	10.01
Total Possible Mission-Specific Points					12.52	6%	
Total Mission-Specific Points Received							10.01
% of Possible Mission-Specific Points Received							79.95%

TOTAL POSSIBLE ACADEMIC & MISSION-SPECIFIC POINTS	212.52
TOTAL POINTS RECEIVED	53.39
% OF POSSIBLE ACADEMIC & MISSION-SPECIFIC POINTS	25.12%

OPERATIONAL	Measure	Points Possible	% of Total Points	Points Earned
Educational Program	1a	25	6%	0.00
	1b	25	6%	25.00
	1c	25	6%	25.00
	1d	25	6%	25.00
Financial Management & Oversight	2a	25	6%	25.00
	2b	25	6%	25.00
Governance & Reporting	3a	25	6%	25.00
	3b	25	6%	0.00
Students & Employees	4a	25	6%	25.00
	4b	25	6%	25.00
	4c	25	6%	25.00
School Environment	4d	25	6%	25.00
	5a	25	6%	25.00
	5b	25	6%	25.00
Additional Obligations	5c	25	6%	25.00
	6a	25	6%	25.00
TOTAL OPERATIONAL POINTS		400	100%	350.00
% OF POSSIBLE OPERATIONAL POINTS				87.50%

FINANCIAL	Measure	Points Possible	% of Total Points	Points Earned
Near-Term Measures	1a	50	13%	50.00
	1b	50	13%	50.00
	1c	50	13%	30.00
Sustainability Measures	1d	50	13%	50.00
	2a	50	13%	50.00
	2b	50	13%	50.00
	2c	50	13%	50.00
	2d	50	13%	50.00
TOTAL FINANCIAL POINTS		400	100%	380.00
% OF POSSIBLE FINANCIAL POINTS				95.00%

The financial measures included here are based on industry standards. They are not intended to reflect the nuances of a school's financial status. A low score on any single measure indicates only the possibility of a problem. In many cases, contextual information that alleviates concern is provided in the notes that accompany individual measures. Please see the financial section of this framework for additional detail.

ISVHS--- PERFORMANCE FRAMEWORK SCORING

ACCOUNTABILITY DESIGNATION	Academic & Mission-Specific		Operational		Financial	
	Range	% of Points Possible Earned	Range	% of Points Possible Earned	Range	% of Points Possible Earned
<p>Honor Schools achieving at this level in all categories are eligible for special recognition and will be recommended for renewal. Replication and expansion proposals are likely to succeed.</p>	75% - 100% of points possible		90% - 100% of points possible		85% - 100% of points possible	95.00%
<p>Good Standing Schools achieving at this level in Academic & Mission-Specific will be recommended for renewal; however, conditional renewal may be recommended if Operational and/or Financial outcomes are poor. Replication and expansion proposals will be considered. To be placed in this category for Academic & Mission-Specific, schools must receive the appropriate percentage of points and have at least a Three Star Rating.</p>	55% - 74% of points possible		80% - 89% of points possible	87.50%	65% - 84% of points possible	
<p>Remediation Schools achieving at this level in Academic & Mission-Specific may be recommended for non-renewal or conditional renewal, particularly if Operational and/or Financial outcomes are also poor. Replication and expansion proposals are unlikely to succeed.</p>	31% - 54% of points possible		61% - 79% of points possible		46% - 64% of points possible	
<p>Critical Schools achieving at this level in Academic & Mission-Specific level face a strong likelihood of non-renewal, particularly if Operational and/or Financial outcomes are also poor. Replication and expansion proposals should not be considered.</p>	0% - 30% of points possible	25.12%	0% - 60% of points possible		0% - 45% of points possible	

INDICATOR 1: STATE AND FEDERAL ACCOUNTABILITY							
Measure 1a Overall Star Rating	Is the school meeting acceptable standards according to existing state grading or rating systems? Exceeds Standard: School received five stars on the Star Rating System Meets Standard: School received three or four stars on the Star Rating System Does Not Meet Standard: School received two stars on the Star Rating System Falls Far Below Standard: School received one star on the Star Rating System	Result (Stars)	Points Possible				
		5	25				
		4	20				
		3	15				
		2	0				
Notes		1	0	0			
Measure 1b State Designations	Is the school meeting state designation expectations as set forth by state and federal accountability systems? Exceeds Standard: School was identified as a "Reward" school. Meets Standard: School does not have a designation. Does Not Meet Standard: School was identified as a "Focus" school. Falls Far Below Standard: School was identified as a "Priority" school.	Result	Points Possible				
		Reward	25				
		None	15				
		Focus	0				
		Priority	0				
Notes					0		
INDICATOR 2: STUDENT ACADEMIC PROFICIENCY							
Measure 2a ISAT / SBA % Proficiency Reading	Are students achieving reading proficiency on state examinations? Exceeds Standard: 90% or more of students met or exceeded proficiency. Meets Standard: Between 65-89% of students met or exceeded proficiency. Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency. Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
			57-75	19	90-100	11	0
			38-56	19	65-89	25	0
			20-37	18	41-64	24	0
			0-19	19	1-40	40	0
Notes					0		
Measure 2b ISAT / SBA % Proficiency Math	Are students achieving math proficiency on state examinations? Exceeds Standard: 90% or more of students met or exceeded proficiency. Meets Standard: Between 65-89% of students met or exceeded proficiency. Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency. Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
			57-75	19	90-100	11	0
			38-56	19	65-89	25	0
			20-37	18	41-64	24	0
			0-19	19	1-40	40	0
Notes					0		
Measure 2c ISAT / SBA % Proficiency Language Arts	Are students achieving language proficiency on state examinations? Exceeds Standard: 90% or more of students met or exceeded proficiency. Meets Standard: Between 65-89% of students met or exceeded proficiency. Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency. Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
			57-75	19	90-100	11	0
			38-56	19	65-89	25	0
			20-37	18	41-64	24	0
			0-19	19	1-40	40	0
Notes					0		

INDICATOR 3: STUDENT ACADEMIC GROWTH							
Measure 3a Criterion-Referenced Growth in Reading Notes	Are students making adequate annual academic growth to achieve proficiency in reading with 3 years or by 10th grade?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: At least 85% of students are making adequate academic growth.		76-100	25	85-100	16	0
	Meets Standard: Between 70-84% of students are making adequate academic growth.		51-75	25	70-84	15	0
	Does Not Meet Standard: Between 50-69% of students are making adequate academic growth.		26-50	25	50-69	20	0
	Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth.		0-25	25	1-49	49	0
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Measure 3b Criterion-Referenced Growth in Math Notes	Are students making adequate annual academic growth to achieve math proficiency within 3 years or by 10th grade?	Result (Percentage)	Points Possible	Points possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: At least 85% of students are making adequate academic growth.		76-100	25	85-100	16	0
	Meets Standard: Between 70-84% of students are making adequate academic growth.		51-75	25	70-84	15	0
	Does Not Meet Standard: Between 50-69% of students are making adequate academic growth.		26-50	25	50-69	20	0
	Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth.		0-25	25	1-49	49	0
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Measure 3c Criterion-Referenced Growth in Language Notes	Are students making adequate annual academic growth to achieve language proficiency within 3 years or by 10th grade?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: At least 85% of students are making adequate academic growth.		76-100	25	85-100	16	0
	Meets Standard: Between 70-84% of students are making adequate academic growth.		51-75	25	70-84	15	0
	Does Not Meet Standard: Between 50-69% of students are making adequate academic growth.		26-50	25	50-69	20	0
	Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth.		0-25	25	1-49	49	0
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Measure 3d Norm-Referenced Growth in Reading Notes	Are students making expected annual academic growth in reading compared to their academic peers?	Result (Percentile)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: The school's Median SGP in reading falls between the 66 th and 99 th percentile.		57-75	19	66-99	34	0
	Meets Standard: The school's Median SGP in reading falls between the 43 rd and 65 th percentile.		38-56	19	43-65	23	0
	Does Not Meet Standard: The school's Median SGP in reading falls between the 30 th and 42 th percentile.		20-37	18	30-42	13	0
	Falls Far Below Standard: The school's Median SGP in reading falls below the 30 th percentile.		0-19	19	1-29	29	0
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Measure 3e Norm-Referenced Growth in Math Notes	Are students making expected annual academic growth in math compared to their academic peers?	Result (Percentile)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: The school's Median SGP in math falls between the 66 th and 99 th percentile.		57-75	19	66-99	34	0
	Meets Standard: The school's Median SGP in math falls between the 43 rd and 65 th percentile.		38-56	19	43-65	23	0
	Does Not Meet Standard: The school's Median SGP in math falls between the 30 th and 42 th percentile.		20-37	18	30-42	13	0
	Falls Far Below Standard: The school's Median SGP in math falls below the 30 th percentile.		0-19	19	1-29	29	0
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ISVHS --- ACADEMIC FRAMEWORK

Measure 3f Norm-Referenced Growth in Language	Are students making expected annual academic growth in language compared to their academic peers?	Result (Percentile)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: The school's Median SGP in language arts falls between the 66 th and 99 th percentile.		57-75	19	66-99	34	0
	Meets Standard: The school's Median SGP in language arts falls between the 43 rd and 65 th percentile.		38-56	19	43-65	23	0
	Does Not Meet Standard: The school's Median SGP in language arts falls between the 30 th and 42 th percentile.		20-37	18	30-42	13	0
	Falls Far Below Standard: The school's Median SGP in language arts falls below the 30 th percentile.		0-19	19	1-29	29	0
Notes							<u>0</u>
Measure 3g Subgroup Growth Combined Subjects	Is the school increasing subgroup academic performance over time?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: School earned at least 70% of possible points in SRS Accountability Area 3.		76-100	25	70-100	31	0
	Meets Standard: School earned 45-69% of possible points in SRS Accountability Area 3.		51-75	25	45-69	25	0
	Does Not Meet Standard: School earned 30-44% of possible points in SRS Accountability Area 3.		26-50	25	30-44	15	0
	Falls Far Below Standard: School earned fewer than 30% of possible points in SRS Accountability Area 3.		0-25	25	1-29	29	0
Notes							<u>0</u>

INDICATOR 4: COLLEGE AND CAREER READINESS							
Measure 4a Advanced Opportunity Coursework	Are students participating successfully in advance opportunity coursework?	Result	Points Possible			Points Earned	
	Exceeds Standard: School earned 5 points in SRS Post-Secondary Content Area: Advanced Opportunity	5	50				
	Meets Standard: School earned 3-4 points in SRS Post-Secondary Content Area: Advanced Opportunity	3-4	30				
	Does Not Meet Standard: School earned 2 points in SRS Post-Secondary Content Area: Advanced Opportunity	2	10				
	Falls Far Below Standard: School earned 1 or fewer points in SRS Post-Secondary Content Area: Adv Oppty	1	0				
Notes						0	
Measure 4b1 College Entrance Exam Results	Does students' performance on college entrance exams reflect college readiness?	Result	Points Possible			Points Earned	
	Exceeds Standard: Effective in 2013-14, at least 35% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	5	50				
	Meets Standard: Effective in 2013-14, between 25-34% of students met or exceeded the college readiness benchmark on an entrance or placement exam.)	3-4	30				
	Does Not Meet Standard: Effective in 2013-14, between 20-24% of students met or exceeded the college readiness benchmark on an entrance or placement exam.)	2	10				
	Falls Far Below Standard: Effective in 2013-14, fewer than 20% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	1	0				
Notes						0	
Measure 4b2 College Entrance Exam Results	Does students' performance on college entrance exams reflect college readiness?	Result	Points Possible			Points Earned	
	Exceeds Standard: Effective in 2014-15 and thereafter, at least 45% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	5	50				
	Meets Standard: Effective in 2014-15 and thereafter, between 35-44% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	3-4	30				
	Does Not Meet Standard: Effective in 2014-15 and thereafter, between 30-34% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	2	10				
	Falls Far Below Standard: Effective in 2014-15 and thereafter, fewer than 30% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	1	0				
Notes						0	
Measure 4c Graduation Rate	Are students graduating from high school?	Result (Percentage)	Possible Overall	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: At least 90% of students graduated from high school.		39-50	12	90-100	11	0
	Meets Standard: 81-89% of students graduated from high school.		26-38	13	81-89	9	0
	Does Not Meet Standard: 71%-80% of students graduated from high school.		14-25	12	71-80	10	0
	Falls Far Below Standard: Fewer than 70% of students graduated from high school.						
			19.00	0-13	13	1-70	70
Notes	Due to the timing of data availability, the graduation rate is reflective of data for the 2014-15 school year. ISVHS's 5-year cohort graduation rate, reflective of data from the 2013-14 school year, is 14%.						4

iSVHS --- MISSION-SPECIFIC FRAMEWORK

MISSION-SPECIFIC GOALS				
Measure 1	Is the school addressing the academic needs of 9th - 11th grade students who struggle in Reading?	Result	Points Possible	Points Earned
			200	
			160	
			80	
			0	
				0.00
Notes	Due to state-level standardized assessment changes, no result can be calculated for the 2015-16 school year.			
Measure 2	Is the school addressing the academic needs of 9th - 11th grade students who struggle in English Language Arts?	Result	Points Possible	Points Earned
			200	
			160	
			80	
			0	
				0.00
Notes	Due to state-level standardized assessment changes, no result can be calculated for the 2015-16 school year.			

iSVHS --- MISSION-SPECIFIC FRAMEWORK

		Result	Points Possible	Points Earned	
Measure 3	Is the school addressing the academic needs of 9th - 11th grade students who struggle in Math?				
		Exceeds Standard: 85% or more of students who were identified as needing support in Math and completed at least 8 units in the Math Intervention course made adequate growth in Math on the Smarter Balanced Assessment.	200		
		Meets Standard: 65% to 84% of students who were identified as needing support in Math and completed at least 8 units in the Math Intervention course made adequate growth in Math on the Smarter Balanced Assessment.	160		
		Does Not Meet Standard: 50% to 64% of students who were identified as needing support in Math and completed at least 8 units in the Math Intervention course made adequate growth in Math on the Smarter Balanced Assessment.	80		
		Falls Far Below Standard: Less than 50% of students who were identified as needing support in Math and completed at least 8 units in the Math Intervention course made adequate growth in Math on the Smarter Balanced Assessment.	0		
				0.00	
Notes	Due to state-level standardized assessment changes, no result can be calculated for the 2015-16 school year.				
Measure 4	Is the school successfully retaining enrolled students?				
		Exceeds Standard: iSVHS's year-to-year retention rate was 66% or higher.	100		
		Meets Standard: iSVHS's year-to-year retention rate was between 45% and 65%.	54.00%	80	80
		Does Not Meet Standard: iSVHS's year-to-year retention rate was between 30% and 45%.	40		
		Falls Far Below Standard: iSVHS's year-to-year retention rate was less than 30%	0		
				80.00	
Notes	Year-to-year retention rate = the % of students who were enrolled at the end of one school year who are enrolled by the 56th calendar day of the following school year.				

INDICATOR 1: EDUCATIONAL PROGRAM			
Measure 1a Implementation of Educational Program	Is the school implementing the material terms of the educational program as defined in the performance certificate?	Result	Points Possible
	Meets Standard: The school implements the material terms of the mission, vision, and educational program in all material respects and the implementation of the educational program reflects the essential elements outlined in the performance certificate, or the school has gained approval for a charter modification to the material terms.		25
	Does Not Meet Standard: School has deviated from the material terms of the mission, vision, and essential elements of the educational program as described in the performance certificate, without approval for a charter modification, such that the program provided differs substantially from the program described in the charter and performance certificate.	See note	0
			0.00
Notes	The school's academic outcomes and demographics do not reflect the description of the school provided in the approved charter and performance certificate. Although iSVHS does provide an alternative to the traditional school system, it does not serve a substantial Hispanic/migrant population. Proficiency and graduation rates are low despite the commitment to tailoring education for difficult subpopulations and offering a different route to a high school diploma.		
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Measure 1b Education Requirements	Is the school complying with applicable education requirements?	Result	Points Possible
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to education requirements, including but not limited to: Instructional time requirements, graduation and promotion requirements, content standards including the Common Core State Standards, the Idaho State Standards, State assessments, and implementation of mandated programming related to state or federal funding.	No instances of non-compliance documented	25
	Meets Standard: The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the education requirements; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15
	Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to education requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0
			25.00
Notes			
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Measure 1c Students with Disabilities	Is the school protecting the rights of students with disabilities?	Result	Points Possible
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability, including but not limited to: Equitable access and opportunity to enroll; identification and referral; appropriate development and implementation of IEPs and Section 504 plans; operational compliance, including provision of services in the LRE and appropriate inclusion in the school's academic program, assessments, and extracurricular activities; discipline, including due process protections, manifestation determinations, and behavioral intervention plans; access to the school's facility and program; appropriate use of all available, applicable funding.	No instances of non-compliance documented	25
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15
	Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0
			0.00
			25.00

iSVHS --- OPERATIONAL FRAMEWORK

Notes



		Result	Points Possible	Points Earned
Measure 1d English Language Learners	Is the school protecting the rights of English Language Learner (ELL) students?			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to requirements regarding ELLs, including but not limited to: Equitable access and opportunity to enroll; required policies related to the service of ELL students; compliance with native language communication requirements; proper steps for identification of students in need of ELL services; appropriate and equitable delivery of services to identified students; appropriate accommodations on assessments; exiting of students from ELL services; and ongoing monitoring of exited students. Matters of non-compliance, if any, are minor and quickly remedied, with documentation, by the governing board.	No instances of non-compliance documented	25	25.00
	Meets Standard: The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of ELL students; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to requirements regarding ELLs; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				25.00
Notes				
INDICATOR 2: FINANCIAL MANAGEMENT AND OVERSIGHT				
Measure 2a Financial Reporting and Compliance	Is the school meeting financial reporting and compliance requirements?			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements, including but not limited to: Complete and on-time submission of financial reports including annual budget, revised budgets (if applicable), periodic financial reports as required by the PCSC, and any reporting requirements if the board contracts with and Education Service Provider; on-time submission and completion of the annual independent audit and corrective action plans (if applicable); and all reporting requirements related to the use of public funds.	No instances of non-compliance documented	25	25.00
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to financial reporting requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				25.00
Notes				
Measure 2b GAAP	Is the school following Generally Accepted Accounting Principles (GAAP)?			
	Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit, including but not limited to: An unqualified audit opinion; an audit devoid of significant findings and conditions, material weaknesses, or significant internal control weaknesses; and an audit that does not include a going concern disclosure in the notes or an explanatory paragraph within the audit report.	No instances of non-compliance documented	25	25.00
	Does Not Meet Standard: The school exhibits failure to comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audits; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				25.00
Notes				

ISVHS --- OPERATIONAL FRAMEWORK

GOVERNANCE AND REPORTING		Result	Points Possible	Points Earned
Measure 3a Governance Requirements	Is the school complying with governance requirements?			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to governance by its board, including but not limited to: board policies; board bylaws; state open meetings law; code of ethics; conflicts of interest; board composition; and compensation for attendance at meetings.	No instances of non-compliance documented	25	
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to governance by its board. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to governance by its board; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				0.00
Measure 3b Reporting Requirements	Is the school complying with reporting requirements?			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, and/or federal authorities, including but not limited to: accountability tracking; attendance and enrollment reporting; compliance and oversight; additional information requested by the authorizer.		25	
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, and/or federal authorities. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, and/or federal authorities; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.	See note	0	0.00
Notes	The school's mission-specific goal results, due October 1, 2015, were submitted on November 27, 2015.			0.00
INDICATOR 4: STUDENTS AND EMPLOYEES				
Measure 4a Student Rights	Is the school protecting the rights of all students?			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the rights of students, including but not limited to: policies and practices related to recruitment and enrollment; the collection and protection of student information; due process protections, privacy, civil rights, and student liberties requirements; conduct of discipline.	No instances of non-compliance documented	25	25.00
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the rights of students. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to the rights of students; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				25.00

		Result	Points Possible	Points Earned
Measure 4b Credentialing	Is the school meeting teacher and other staff credentialing requirements?			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to state and federal certification requirements.	No instances of non-compliance documented	25	25.00
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to state and federal certification requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to state and federal certification requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				<u>25.00</u>
Measure 4c Employee Rights	Is the school complying with laws regarding employee rights?			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to employment considerations, including those relating to the Family Medical Leave Act, the Americans with Disabilities Act, and employment contracts.	No instances of non-compliance documented	25	25.00
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to employment considerations or employee rights. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to employment considerations; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				<u>25.00</u>
Measure 4d Background Checks	Is the school completing required background checks?			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to background checks of all applicable individuals.	No instances of non-compliance documented	25	25.00
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to background checks of all applicable individuals. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to background checks of all applicable individuals; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				<u>25.00</u>

INDICATOR 5: SCHOOL ENVIRONMENT		Result	Points Possible	Points Earned
Measure 5a Facilities and Transportation	Is the school complying with facilities and transportation requirements?			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the school facilities, grounds, and transportation, including but not limited to: American's with Disabilities Act, fire inspections and related records, viable certificate of occupancy or other required building use authorization, documentation of requisite insurance coverage, and student transportation.	No instances of non-compliance documented	25	25.00
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to the school facilities, grounds, or transportation. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to the school facilities, grounds, and transportation; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				25.00
Measure 5b Health and Safety	Is the school complying with health and safety requirements?			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to safety and the provision of health-related services.	No instances of non-compliance documented	25	25.00
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to safety or the provision of health-related services. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to safety and the provision of health-related services; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				25.00
Measure 5c Information Handling	Is the school handling information appropriately?			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the handling of information, including but not limited to: maintaining the security of and providing access to student records under the Family Educational Rights and Privacy Act and other applicable authorities; accessing documents maintained by the school under the state's Freedom of Information law and other applicable authorities; Transferring of student records; proper and secure maintenance of testing materials.	No instances of non-compliance documented	25	25.00
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to the handling of information. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to the handling of information; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				25.00

iSVHS --- OPERATIONAL FRAMEWORK

ADDITIONAL OBLIGATIONS		Result	Points Possible	Points Earned
Measure 6a Additional Obligations	Is the school complying with all other obligations?			
	<p>Meets Standard: The school materially complies with all other material legal, statutory, regulatory, or contractual requirements contained in its charter contract that are not otherwise explicitly stated herein, including but not limited to requirements from the following sources: revisions to state charter law; and requirements of the State Department of Education. Matters of non-compliance, if any, are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with all other material legal, statutory, regulatory, or contractual requirements contained in its charter contract that are not otherwise explicitly stated herein; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>	<p>No instances of non-compliance documented</p>	<p>25</p>	<p>25.00</p>
			<p>0</p>	<p>25.00</p>
Notes				

ISVHS --- FINANCIAL FRAMEWORK

INDICATOR 1: NEAR-TERM MEASURES			
Measure 1a Current Ratio	Current Ratio: Current Assets divided by Current Liabilities	Result Current Ratio is:	Points Possible 50
	Meets Standard: Current Ratio is greater than or equal to 1.1 OR Current Ratio is between 1.0 and 1.1 and one-year trend is positive (current year ratio is higher than last year's). <i>Note: For schools in their first or second year of operation, the current ratio must be greater than or equal to 1.1.</i>	3.55	50.00
	Does Not Meet Standard: Current Ratio is between 0.9 and 1.0 or equals 1.0 OR Current Ratio is between 1.0 and 1.1 and one-year trend is negative.	10	0.00
	Falls Far Below Standard: Current ratio is less than or equal to 0.9.	0	0.00
Notes			50.00
Measure 1b Unrestricted Days Cash	Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses minus Depreciation Expense / 365)	Result No. of Days Cash:	Points Possible 50
	Meets Standard: 60 Days Cash OR Between 30 and 60 Days Cash and one-year trend is positive. <i>Note: Schools in their first or second year of operation must have a minimum of 30 Days Cash.</i>	46	50.00
	Does Note Meet Standard: Days Cash is between 15-30 days OR Days Cash is between 30-60 days and one-year trend is negative.	10	0.00
	Falls Far Below Standard: Fewer than 15 Days Cash.	0	0.00
Notes	Unrestricted days cash has improved from 5 days in FY15, to 46 days in FY16.		50.00
Measure 1c Enrollment Variance	Enrollment Variance: Actual Enrollment divided by Enrollment Projection in Charter School Board-Approved Budget	Result Variance is:	Points Possible 50
	Meets Standard: Enrollment Variance equals or exceeds 95 percent in the most recent year.	88.25%	30.00
	Does Not Meet Standard: Enrollment Variance is between 85-95 percent in the most recent year.	0	0.00
	Falls Far Below Standard: Enrollment Variance is less than 85 percent in the most recent year.	0	0.00
Notes			30.00
Measure 1d Default	Default	Result No default or delinquency noted in audit	Points Possible 50
	Meets Standard: School is not in default of loan covenant(s) and/or is not delinquent with debt service payments.		50.00
	Does Not Meet Standard: Not applicable	0	0.00
	Falls Far Below Standard: School is in default of loan covenant(s) and/or is delinquent with debt service payments.		0.00
Notes			50.00

INDICATOR 2: SUSTAINABILITY MEASURES																				
Measure 2a Total Margin and Aggregated 3-Year Total Margin	<p>Total Margin: Net Income divided by Total Revenue AND Aggregated Total Margin: Total 3-Year Net Income divided by Total 3-Year Revenues</p> <p>Meets Standard: Aggregated 3-year Total Margin is positive and the most recent year Total Margin is positive OR Aggregated 3-Year Total Margin is greater than -1.5 percent, the trend is positive for the last two years, and the most recent year Total Margin is positive. <i>Note: For schools in their first or second year of operation, the cumulative Total Margin must be positive.</i></p> <p>Does Not Meet Standard: Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard"</p> <p>Falls Far Below Standard: Aggregated 3-Year Total Margin is less than or equal to -1.5 percent OR The most recent year Total Margin is less than -10 percent.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td colspan="3">Aggregated 3-Year Totals:</td> </tr> <tr> <td>6.32%</td> <td>50</td> <td>50.00</td> </tr> <tr> <td></td> <td>10</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">50.00</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	Aggregated 3-Year Totals:			6.32%	50	50.00		10			0				50.00
Result	Points Possible	Points Earned																		
Aggregated 3-Year Totals:																				
6.32%	50	50.00																		
	10																			
	0																			
		50.00																		
Notes	Due to the Restatement of Pension Liability, as required by GASB 68, Net Position may be higher than expected. Changes in Net Position due to pension restatement that do not provide or require current financial resources have been removed from the Net Position calculation. This restatement had no material effect on the standard outcome.																			
Measure 2b Debt to Asset Ratio	<p>Debt to Asset Ratio: Total Liabilities divided by Total Assets</p> <p>Meets Standard: Debt to Asset Ratio is less than 0.9</p> <p>Does Not Meet Standard: Debt to Asset Ratio is between 0.9 and 1.0</p> <p>Falls Far Below Standard: Debt to Asset Ratio is greater than 1.0</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td colspan="3">Ratio is:</td> </tr> <tr> <td>0.25</td> <td>50</td> <td>50.00</td> </tr> <tr> <td></td> <td>30</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">50.00</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	Ratio is:			0.25	50	50.00		30			0				50.00
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0.25	50	50.00																		
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Measure 2c Cash Flow	<p>Cash Flow: Multi-Year Cash Flow = Year 3 Total Cash - Year 1 Total Cash AND One-Year Cash Flow = Year 2 Total Cash - Year 1 Total Cash</p> <p>Meets Standard (in one of two ways): Multi-Year Cumulative Cash Flow is positive and Cash Flow is positive each year OR Multi-Year Cumulative Cash Flow is positive, Cash Flow is positive in one of two years, and Cash Flow in the most recent year is positive. <i>Note: Schools in their first or second year of operation must have positive cash flow.</i></p> <p>Does Not Meet Standard: Multi-Year Cumulative Cash Flow is positive, but trend does not "Meet Standard"</p> <p>Falls Far Below Standard: Multi-Year Cumulative Cash Flow is negative</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td colspan="3">Multi-Year Cumulative is:</td> </tr> <tr> <td>\$ 20,802</td> <td>50</td> <td>50.00</td> </tr> <tr> <td></td> <td>30</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">50.00</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	Multi-Year Cumulative is:			\$ 20,802	50	50.00		30			0				50.00
Result	Points Possible	Points Earned																		
Multi-Year Cumulative is:																				
\$ 20,802	50	50.00																		
	30																			
	0																			
		50.00																		
Notes																				
Measure 2d Debt Service Coverage Ratio	<p>Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)</p> <p>Meets Standard: Debt Service Coverage Ratio is equal to or exceeds 1.1</p> <p>Does Not Meet Standard: Debt Service Coverage Ratio is less than 1.1</p> <p>Falls Far Below Standard: Not Applicable</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td colspan="3">Ratio is:</td> </tr> <tr> <td>10.97</td> <td>50</td> <td>50.00</td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">50.00</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	Ratio is:			10.97	50	50.00		0				50.00			
Result	Points Possible	Points Earned																		
Ratio is:																				
10.97	50	50.00																		
	0																			
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ISVHS --- LONGITUDINAL RESULTS

ACADEMIC	Measure	Possible Points	2013-14	2014-15	2015-16	2016-17	2017-18
			POINTS EARNED*	POINTS EARNED	POINTS EARNED	POINTS EARNED	POINTS EARNED
State/Federal Accountability	1a	25	0.00	0.00	0.00		
	1b	25	15.00	15.00	0.00		
Proficiency	2a	75	51.67	0.00	0.00		
	2b	75	36.25				
Growth	2c	75	37.23	27.93			
	3a	100	60.00	0.00	0.00		
	3b	100	45.79	0.00	0.00		
	3c	100	49.69	0.00	0.00		
	3d	75	26.62	0.00	0.00		
	3e	75	38.65	0.00	0.00		
	3f	75	37.00	0.00	0.00		
College & Career Readiness	3g	100	16.67	0.00	0.00		
	4a	50	10.00	0.00	0.00		
	4b1 / 4b2	50	10.00	0.00	0.00		
	4c	50	3.88	2.17	3.53		
Total Possible Academic Points Received		1050	438.43		43.38	0.00	0.00
% of Possible Academic Points for This School			41.76%		21.69%	0.00%	0.00%

*2013-14 academic results are based on 2012-13 ISAT. Subsequent outcomes are based on the ISAT by SBAC and should not be directly compared to 2013-14 data.

MISSION-SPECIFIC	Measure	Possible Points	2013-14	2014-15	2015-16	2016-17	2017-18
			POINTS EARNED	POINTS EARNED	POINTS EARNED	POINTS EARNED	POINTS EARNED
Reading Interventions	1	200	N/A	0	0		
English Language Arts Interventions	2	200	N/A	0	0		
Math Interventions	3	200	N/A	0	0		
Year-to-Year Retention	4	100	N/A	8.98	10.01		
Total Possible Mission-Specific Points Received		700	0.00	8.98	10.01	0.00	0.00
% of Possible Mission-Specific Points for This School			N/A	80.04%	79.95%	0.00%	0.00%

OPERATIONAL	Measure	Possible Points	2013-14	2014-15	2015-16	2016-17	2017-18
			POINTS EARNED	POINTS EARNED	POINTS EARNED	POINTS EARNED	POINTS EARNED
Educational Program	1a	25	25	25	0		
	1b	25	25	15	25		
	1c	25	25	25	25		
	1d	25	25	25	25		
Financial Management & Oversight	2a	25	25	25	25		
	2b	25	25	25	25		
Governance & Reporting	3a	25	25	25	25		
	3b	25	25	25	0		
Students & Employees	4a	25	25	0	25		
	4b	25	25	25	25		
	4c	25	25	25	25		
	4d	25	25	25	25		
School Environment	5a	25	25	25	25		
	5b	25	25	25	25		
	5c	25	25	25	25		
Additional Obligations	6a	25	25	25	25		
Total Possible Operational Points Received		400	400.00	365.00	350.00	0.00	0.00
% of Possible Operational Points for This School			100.00%	91.25%	87.50%	0.00%	0.00%

FINANCIAL	Measure	Possible Points	2013-14	2014-15	2015-16	2016-17	2017-18
			POINTS EARNED	POINTS EARNED	POINTS EARNED	POINTS EARNED	POINTS EARNED
Near-Term Measures	1a	50	50	0	50		
	1b	50	10	0	50		
	1c	50	30	0	30		
	1d	50	50	50	50		
Sustainability Measures	2a	50	0	0	50		
	2b	50	50	30	50		
	2c	50	0	0	50		
	2d	50	50	0	50		
Total Possible Financial Points Received		400	240.00	80.00	380.00	0.00	0.00
% of Possible Financial Points for This School			60.00%	20.00%	95.00%	0.00%	0.00%

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



“Performance-based accountability is the cornerstone of charter schools.”

Alison Consoletti, The Center for Education Reform



iSUCCEED VIRTUAL HIGH SCHOOL



ANNUAL PERFORMANCE REPORT

2014-2015

CONFIDENTIAL

Idaho Public Charter School Commission
304 North 8th Street, Room 242
Boise, Idaho 83702

Phone: (208) 332-1561
chartercommission.idaho.gov

Alan Reed, Chairman
Tamara Baysinger, Director

Distributed January 2016

Introduction

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

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

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

The performance framework is comprised of four sections: Academic, Mission-Specific, Operational, and Financial. Each section contains a number of measures intended to evaluate the school's performance against specific criteria. The scorecard pages of the framework offer a summary of the school's scores and accountability designation ranging from Honor (high) to Critical (low).

Due to significant and ongoing changes to the state's school accountability system, many of the academic measures in the performance framework could not be scored this year. Data for all of the growth measures and most of the post-secondary readiness measures was unavailable. As a result, academic framework scores cannot reflect the intended scope of information.

Additionally, although ISAT Math and English Language Arts proficiency data was available, it was gathered using an assessment that the state adopted subsequent to the framework's development. The cut scores used to establish proficiency remain under evaluation, and it cannot be determined at this time whether or not the rating categories within each framework measure are appropriate in the context of the new assessment.

For these reasons, we have eliminated academic framework scores from this report and instead provided comparisons of the public charter schools' proficiency rates to those of the state as a whole, as well as to area schools that serve similar grade ranges. In some cases, comparisons cannot be provided because the data is masked per state law or statistical irrelevance.

To facilitate a clearer context for the academic results contained in this report, the demographic, enrollment, and school leadership data provided is from the 2014-15 school year. Updated enrollment and school leadership information is available upon request from the school or PCSC office.

Schools had an opportunity to correct or clarify their framework outcomes prior to the publication of this report.

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

Additional information about how the performance framework was developed and how results may be interpreted is available on the PCSC's website: chartercommission.idaho.gov.

School Overview

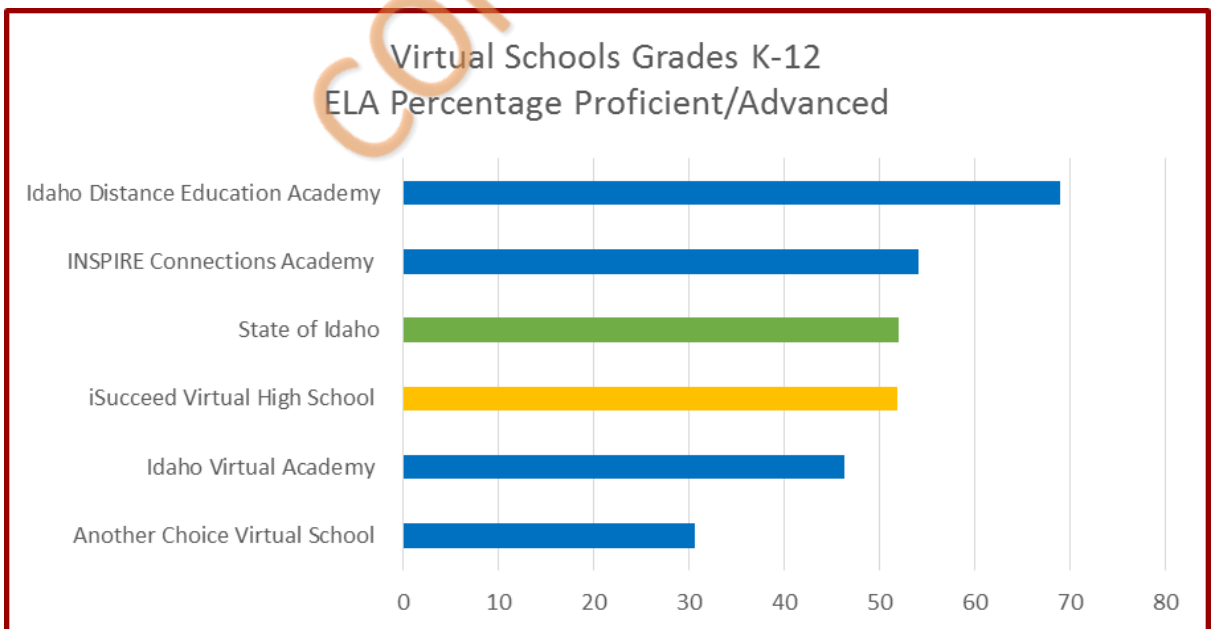
Mission Statement	To engage and motivate all students in a quality personalized education that promotes individual success and lifelong learning.	
Key Design Elements	<ul style="list-style-type: none"> • Provide a virtual setting that allows for flexibility and individualized scheduling • Identify individual student needs and provide the appropriate interventions and enrichment opportunities for all students • Provide Advisory Teachers for all students, who will support them throughout their high school career • Foster parental involvement through a variety of opportunities to serve the school and its students • Provide extra-curricular activities and offer opportunities for students to participate in non-academic endeavors • Equip students with 21st Century Learning Skills and foster a technologically literate approach to learning that is both engaging and practical for use in the school setting as well as the real world. 	
School Contact Information	Address: 6148 N Discovery Way Suite 120 Boise, ID 83713	Phone: 208-375-3116
Surrounding District	State of Idaho	
Opening Year	2008	
Current Term	December 12, 2013 - June 30, 2017	
Grades Served	9-12	
Enrollment	Approved: Unlimited	Actual: 349

School Leadership (2014-2015)	Role
Dionicio Peña	Chairman
Kelley Phipps	Vice-Chairman
Kathy Uker	Member
Tony Tunison	Secretary/Treasurer
Aaron Ritter	Administrator

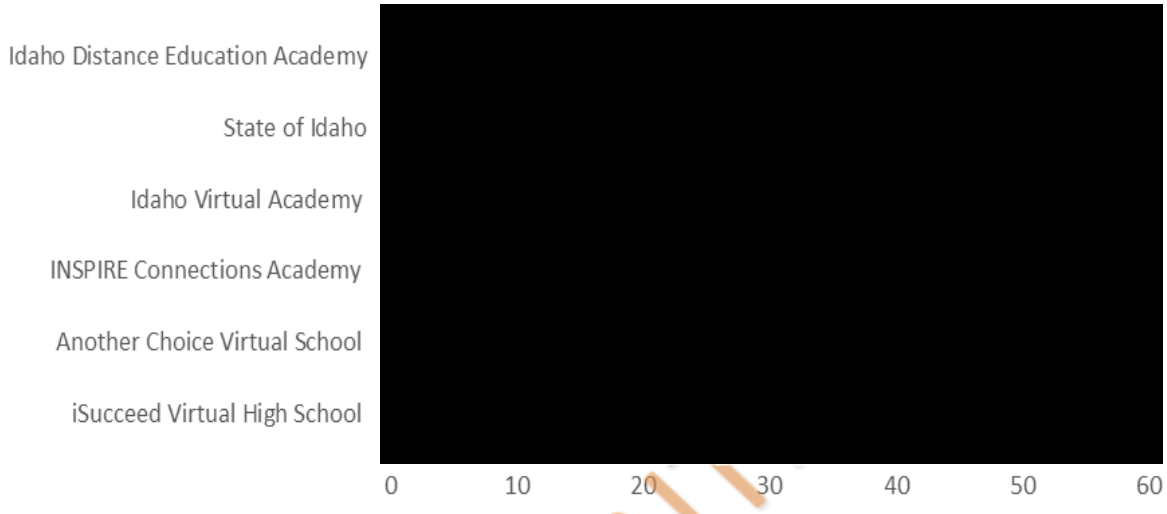
	School	Surrounding District	State
Non-White	16.44%	N/A	23.59%
Limited English Proficiency	0%	N/A	8.52%
Special Needs	6.51%	N/A	10.43%
Free & Reduced Lunch	3.08%	N/A	49.62%

Academic Measure	Result
State Accountability Designation (if applicable)	None
Percentage of Students Meeting or Exceeding Proficiency in Math	█%
Percentage of Students Meeting or Exceeding Proficiency in English Language Arts	51.9%
Graduation Rate (4-year cohort data from 2014)	11.7%**

** School representatives report that the school enrolls and graduates a significant percentage of off-cohort high school students. For this reason, the school's actual graduation rate is higher than the 4-year cohort graduation rate reported by the state.



Virtual Schools Grades K-12 Math Percentage Proficient/Advanced



CONFIDENTIAL

PUBLIC CHARTER SCHOOL COMMISSION - PERFORMANCE FRAMEWORK

Name of School: iSucceed Virtual High School Year Opened: 2008 Operating Term: 12/12/13 - 6/30/17 Date Executed: 12/12/2013

Introduction

Idaho's charter school legislation requires each public charter school authorizer to develop a Performance Framework on which the provisions of the Performance Certificate will be based. Performance Frameworks must clearly set forth the academic and operational performance indicators, measures, and metrics that will guide the authorizer's evaluations of each public charter school, and must contain the following:

- Indicators, measures, and metrics for student academic proficiency;
- Indicators, measures, and metrics for student academic growth;
- Indicators, measures, and metrics for college and career readiness (for high schools); and
- Indicators, measures, and metrics for board performance and stewardship, including compliance with all applicable laws, regulations and terms of the performance certificate.

The measurable performance targets contained within the framework must require, at a minimum, that each school meet applicable federal, state, and authorizer goals for student achievement. This Performance Framework was adopted by the Public Charter School Commission (PCSC) on August 30, 2013, and is intended for use with non-alternative public charter schools authorized by the PCSC.

Performance Framework Structure

The Performance Framework is divided into four sections: Academic, Mission-Specific, Operational, and Financial. The Academic and Mission-Specific sections comprise the primary indicators on which most renewal or non-renewal decisions will be based. The Operational and Financial sections contribute additional indicators that will, except in cases of egregious failure to meet standards, be considered secondary.

Academic:

A high percentage (60%) of a school's total score for the Academic & Mission Specific Accountability Designation reflects the school's performance on a set of academic measures. These measures are the same for all non-alternative schools. The "Meets Standard" rating for each measure is designed to align closely with state minimum standards as established in Idaho's ESEA waiver and Star Rating System.

Mission-Specific:

A significant portion (40%) of a school's total score for the Academic & Mission Specific Accountability Designation reflects the school's performance on a set of mission-specific measures. These measures may be academic or non-academic in nature, but must be objective and data-driven. The number and weighting of mission-specific measures should be established during one-on-one negotiations between the school and authorizer.

During their first Performance Certificate term only, schools authorized to open in or before Fall 2014 may choose to opt-out of the Mission-Specific section of the framework. Schools choosing to opt out of Mission-Specific measures for their first term agree that the weight of those measures will be placed instead on the Academic section, which then becomes the single, primary factor considered for purposes of renewal or non-renewal.

Operational:

Operational indicators comprise a secondary element for consideration during the renewal process. While each school will receive a score in the operational section, this score should not be used as the primary rationale for non-renewal unless the non-compliance with organizational expectations is severe or systemic. Particularly for a school whose academic performance meets or exceeds standards, poor results in this area are more likely to lead to a conditional renewal decision than to non-renewal.

Financial:

Financial indicators comprise a secondary element for consideration during the renewal process. While each school will receive a score in the financial section, this score should not be used as the primary rationale for non-renewal unless the school's financial state at the time of renewal is dire. Particularly for a school whose academic performance meets or exceeds standards, poor results in this area are more likely to lead to a conditional renewal decision than to non-renewal. The PCSC may also elect to renew a financially troubled school that is clearly providing a high quality education, but notify the SDE of the situation so that the payment schedule may be modified in order to safeguard taxpayer dollars.

Accountability Designations

Calculation of the percentage of eligible points earned for each school will guide the determination of that school's accountability designation: Honor, Good Standing, Remediation, or Critical. The accountability designation will, in turn, guide the PCSC's renewal or non-renewal decision-making. Measures for which a school lacks data due to factors such as grade configuration or small size will not contribute to that school's accountability designation. The PCSC will consider contextual factors affecting a school's accountability designation when making renewal or non-renewal decisions.

Honor:

Schools achieving at this level in all categories (academic, mission-specific, operational, and financial) are eligible for special recognition and will be recommended for renewal. Replication and expansion proposals are likely to succeed. The Framework places schools that earn 75-100% of the combined academic and mission-specific points possible in this accountability designation. It is possible for 5-star schools, high-range 4-star schools with solid mission-specific outcomes, and mid-range 4-star schools with strong mission-specific outcomes to receive an honor designation. Schools that fall into this point-percentage category but have poor operational and/or financial outcomes will not be eligible for an honor designation.

Good Standing:

Schools achieving at this level will be recommended for renewal; however, conditional renewal may be recommended if operational and/or financial outcomes are poor. Replication and expansion proposals will be considered. To be placed in this category, schools must receive the appropriate percentage of the combined academic and mission-specific points possible and have at least a 3-star rating. The Framework places schools that earn 55-74% of the combined academic and mission-specific points possible in this accountability designation. It is possible for 3-star or 4-star schools with solid mission-specific outcomes, or 5-star schools with poor mission-specific, financial, and/or operational outcomes to receive a good standing designation. Although 2-star schools with strong mission-specific outcomes could fall into this point-percentage range, they would not be eligible to receive a good standing designation due to their star ratings; the Framework is drafted thus in recognition of Idaho's statutory provision that the performance framework shall, at a minimum, require that each school meet applicable federal and state goals for student achievement.

Remediation:

Schools achieving at this level may be recommended for non-renewal or conditional renewal, particularly if operational and/or financial outcomes are poor. Replication and expansion proposals are unlikely to succeed. The Framework places schools that earn 31-54% of the combined academic and mission-specific points possible in this accountability designation. It is possible for 3-star schools with poor mission-specific outcomes, 2-star schools, or 1-star schools with strong mission-specific outcomes to receive a remediation designation.

Critical:

Schools achieving at this level face a strong likelihood of non-renewal, particularly if operational and/or financial outcomes are also poor. Replication and expansion proposals should not be considered. The Framework places schools that earn less than 30% of the combined academic and mission-specific points possible in this accountability designation. It is possible for 1-star schools or 2-star schools with poor mission-specific outcomes to receive a Critical designation.

ISVHS--- PERFORMANCE FRAMEWORK SCORING

ACADEMIC	Measure	Possible Elem / MS Points	% of Total Points	POINTS EARNED	Possible HS Points	% of Total Points	POINTS EARNED
State/Federal Accountability	1a				25	0%	0.00
	1b				25	11%	15.00
Proficiency	2a				75	0%	0.00
	2b				75	32%	█
	2c				75	32%	27.93
Growth	3a				100	0%	0.00
	3b				100	0%	0.00
	3c				100	0%	0.00
	3d				75	0%	0.00
	3e				75	0%	0.00
	3f				75	0%	0.00
	3g				100	0%	0.00
College & Career Readiness	4a				50	0%	0.00
	4b1 / 4b2				50	0%	0.00
	4c				50	21%	2.17
Total Possible Academic Points					1050	95%	
- Points from Non-Applicable					825		
Total Possible Academic Points for This School					225		
Total Academic Points Received							█
% of Possible Academic Points for This School							█%

MISSION-SPECIFIC	Measure	Possible Points	% of Total Points	POINTS EARNED	Possible Points	% of Total Points	POINTS EARNED
Reading Interventions	1				0	0%	0.00
English Language Arts Interventions	2				0	0%	0.00
Math Interventions	3				0	0%	0.00
Year-to-Year Retention	4				11.22	5%	8.98
Total Possible Mission-Specific Points					11.22	5%	
Total Mission-Specific Points Received							8.98
% of Possible Mission-Specific Points Received							80.04%
TOTAL POSSIBLE ACADEMIC & MISSION-SPECIFIC POINTS					236.22		
TOTAL POINTS RECEIVED							57.47
% OF POSSIBLE ACADEMIC & MISSION-SPECIFIC POINTS							24.33%

OPERATIONAL	Measure	Points Possible	% of Total Points	Points Earned
Educational Program	1a	25	6%	25.00
	1b	25	6%	15.00
	1c	25	6%	25.00
	1d	25	6%	25.00
Financial Management & Oversight	2a	25	6%	25.00
	2b	25	6%	25.00
Governance & Reporting	3a	25	6%	25.00
	3b	25	6%	25.00
Students & Employees	4a	25	6%	0.00
	4b	25	6%	25.00
	4c	25	6%	25.00
	4d	25	6%	25.00
School Environment	5a	25	6%	25.00
	5b	25	6%	25.00
	5c	25	6%	25.00
Additional Obligations	6a	25	6%	25.00
TOTAL OPERATIONAL POINTS		400	100%	365.00
% OF POSSIBLE OPERATIONAL POINTS				91.25%

FINANCIAL	Measure	Points Possible	% of Total Points	Points Earned
Near-Term Measures	1a	50	13%	0.00
	1b	50	13%	0.00
	1c	50	13%	0.00
	1d	50	13%	50.00
Sustainability Measures	2a	50	13%	0.00
	2b	50	13%	30.00
	2c	50	13%	0.00
	2d	50	13%	0.00
TOTAL FINANCIAL POINTS		400	100%	80.00
% OF POSSIBLE FINANCIAL POINTS				20.00%

The financial measures included here are based on industry standards. They are not intended to reflect the nuances of a school's financial status. A low score on any single measure indicates only the possibility of a problem. In many cases, contextual information that alleviates concern is provided in the notes that accompany individual measures. Please see the financial section of this framework for additional detail.

ISVHS--- PERFORMANCE FRAMEWORK SCORING

ACCOUNTABILITY DESIGNATION	Academic & Mission-Specific		Operational		Financial	
	Range	% of Points Possible Earned	Range	% of Points Possible Earned	Range	% of Points Possible Earned
<p>Honor Schools achieving at this level in all categories are eligible for special recognition and will be recommended for renewal. Replication and expansion proposals are likely to succeed.</p>	75% - 100% of points possible		90% - 100% of points possible	91.25%	85% - 100% of points possible	
<p>Good Standing Schools achieving at this level in Academic & Mission-Specific will be recommended for renewal; however, conditional renewal may be recommended if Operational and/or Financial outcomes are poor. Replication and expansion proposals will be considered. To be placed in this category for Academic & Mission-Specific, schools must receive the appropriate percentage of points and have at least a Three Star Rating.</p>	55% - 74% of points possible		80% - 89% of points possible		65% - 84% of points possible	
<p>Remediation Schools achieving at this level in Academic & Mission-Specific may be recommended for non-renewal or conditional renewal, particularly if Operational and/or Financial outcomes are also poor. Replication and expansion proposals are unlikely to succeed.</p>	31% - 54% of points possible		61% - 79% of points possible		46% - 64% of points possible	
<p>Critical Schools achieving at this level in Academic & Mission-Specific level face a strong likelihood of non-renewal, particularly if Operational and/or Financial outcomes are also poor. Replication and expansion proposals should not be considered.</p>	0% - 30% of points possible	24.33%	0% - 60% of points possible		0% - 45% of points possible	20.00%

INDICATOR 1: STATE AND FEDERAL ACCOUNTABILITY			
Measure 1a Overall Star Rating	Is the school meeting acceptable standards according to existing state grading or rating systems?	Result (Stars)	Points Possible
		5	25
		4	20
		3	15
		2	0
		1	0
Notes			0

Measure 1b State Designations	Is the school meeting state designation expectations as set forth by state and federal accountability systems?	Result	Points Possible	Points Earned
		Reward	25	
		None	15	15
		Focus	0	
		Priority	0	
Notes				15

INDICATOR 2: STUDENT ACADEMIC PROFICIENCY							
Measure 2a ISAT / SBA % Proficiency Reading	Are students achieving reading proficiency on state examinations?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
			57-75	19	90-100	11	0
			38-56	19	65-89	25	0
			20-37	18	41-64	24	0
			0-19	19	1-40	40	0
Notes						0	

Measure 2b ISAT / SBA % Proficiency Math	Are students achieving math proficiency on state examinations?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
			57-75	19	90-100	11	0
			38-56	19	65-89	25	0
			20-37	18	41-64	24	0
			0-19	19	1-40	40	0
Notes						0	

		Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
Measure 2c ISAT / SBA % Proficiency Language Arts	Are students achieving language proficiency on state examinations? Exceeds Standard: 90% or more of students met or exceeded proficiency. Meets Standard: Between 65-89% of students met or exceeded proficiency. Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency. Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.		57-75	19	90-100	11	0
			38-56	19	65-89	25	0
		51.90	20-37	18	41-64	24	28
			0-19	19	1-40	40	0
							<u>28</u>
Notes							
INDICATOR 3: STUDENT ACADEMIC GROWTH							
Measure 3a Criterion-Referenced Growth in Reading	Are students making adequate annual academic growth to achieve proficiency in reading with 3 years or by 10th grade? Exceeds Standard: At least 85% of students are making adequate academic growth. Meets Standard: Between 70-84% of students are making adequate academic growth. Does Not Meet Standard: Between 50-69% of students are making adequate academic growth. Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth.	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
			76-100	25	85-100	16	0
			51-75	25	70-84	15	0
			26-50	25	50-69	20	0
			0-25	25	1-49	49	0
Notes						<u>0</u>	
Measure 3b Criterion-Referenced Growth in Math	Are students making adequate annual academic growth to achieve math proficiency within 3 years or by 10th grade? Exceeds Standard: At least 85% of students are making adequate academic growth. Meets Standard: Between 70-84% of students are making adequate academic growth. Does Not Meet Standard: Between 50-69% of students are making adequate academic growth. Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth.	Result (Percentage)	Points Possible	Points possible in this Range	Percentile Targets	Percentile Points	Points Earned
			76-100	25	85-100	16	0
			51-75	25	70-84	15	0
			26-50	25	50-69	20	0
			0-25	25	1-49	49	0
Notes						<u>0</u>	
Measure 3c Criterion-Referenced Growth in Language	Are students making adequate annual academic growth to achieve language proficiency within 3 years or by 10th grade? Exceeds Standard: At least 85% of students are making adequate academic growth. Meets Standard: Between 70-84% of students are making adequate academic growth. Does Not Meet Standard: Between 50-69% of students are making adequate academic growth. Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth.	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
			76-100	25	85-100	16	0
			51-75	25	70-84	15	0
			26-50	25	50-69	20	0
			0-25	25	1-49	49	0
Notes						<u>0</u>	

		Result (Percentile)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
Measure 3d Norm-Referenced Growth in Reading	Are students making expected annual academic growth in reading compared to their academic peers?						
	Exceeds Standard: The school's Median SGP in reading falls between the 66 th and 99 th percentile.		57-75	19	66-99	34	0
	Meets Standard: The school's Median SGP in reading falls between the 43 rd and 65 th percentile.		38-56	19	43-65	23	0
	Does Not Meet Standard: The school's Median SGP in reading falls between the 30 th and 42 th percentile.		20-37	18	30-42	13	0
	Falls Far Below Standard: The school's Median SGP in reading falls below the 30 th percentile.		0-19	19	1-29	29	0
Notes							0
Measure 3e Norm-Referenced Growth in Math	Are students making expected annual academic growth in math compared to their academic peers?						
	Exceeds Standard: The school's Median SGP in math falls between the 66 th and 99 th percentile.		57-75	19	66-99	34	0
	Meets Standard: The school's Median SGP in math falls between the 43 rd and 65 th percentile.		38-56	19	43-65	23	0
	Does Not Meet Standard: The school's Median SGP in math falls between the 30 th and 42 th percentile.		20-37	18	30-42	13	0
	Falls Far Below Standard: The school's Median SGP in math falls below the 30 th percentile.		0-19	19	1-29	29	0
Notes							0
Measure 3f Norm-Referenced Growth in Language	Are students making expected annual academic growth in language compared to their academic peers?						
	Exceeds Standard: The school's Median SGP in language arts falls between the 66 th and 99 th percentile.		57-75	19	66-99	34	0
	Meets Standard: The school's Median SGP in language arts falls between the 43 rd and 65 th percentile.		38-56	19	43-65	23	0
	Does Not Meet Standard: The school's Median SGP in language arts falls between the 30 th and 42 th percentile.		20-37	18	30-42	13	0
	Falls Far Below Standard: The school's Median SGP in language arts falls below the 30 th percentile.		0-19	19	1-29	29	0
Notes							0
Measure 3g Subgroup Growth Combined Subjects	Is the school increasing subgroup academic performance over time?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: School earned at least 70% of possible points in SRS Accountability Area 3.		76-100	25	70-100	31	0
	Meets Standard: School earned 45-69% of possible points in SRS Accountability Area 3.		51-75	25	45-69	25	0
	Does Not Meet Standard: School earned 30-44% of possible points in SRS Accountability Area 3.		26-50	25	30-44	15	0
	Falls Far Below Standard: School earned fewer than 30% of possible points in SRS Accountability Area 3.		0-25	25	1-29	29	0
Notes							0

INDICATOR 4: COLLEGE AND CAREER READINESS								
Measure 4a Advanced Opportunity Coursework	Are students participating successfully in advance opportunity coursework?	Result	Points Possible		Points Earned			
	Exceeds Standard: School earned 5 points in SRS Post-Secondary Content Area: Advanced Opportunity	5	50					
	Meets Standard: School earned 3-4 points in SRS Post-Secondary Content Area: Advanced Opportunity	3-4	30					
	Does Not Meet Standard: School earned 2 points in SRS Post-Secondary Content Area: Advanced Opportunity	2	10					
	Falls Far Below Standard: School earned 1 or fewer points in SRS Post-Secondary Content Area: Adv Oppty	1	0					
Notes					0			
Measure 4b1 College Entrance Exam Results	Does students' performance on college entrance exams reflect college readiness?	Result	Points Possible		Points Earned			
	Exceeds Standard: Effective in 2013-14, at least 35% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	5	50					
	Meets Standard: Effective in 2013-14, between 25-34% of students met or exceeded the college readiness benchmark on an entrance or placement exam.)	3-4	30					
	Does Not Meet Standard: Effective in 2013-14, between 20-24% of students met or exceeded the college readiness benchmark on an entrance or placement exam.)	2	10					
	Falls Far Below Standard: Effective in 2013-14, fewer than 20% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	1	0					
Notes					0			
Measure 4b2 College Entrance Exam Results	Does students' performance on college entrance exams reflect college readiness?	Result	Points Possible		Points Earned			
	Exceeds Standard: Effective in 2014-15 and thereafter, at least 45% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	5	50					
	Meets Standard: Effective in 2014-15 and thereafter, between 35-44% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	3-4	30					
	Does Not Meet Standard: Effective in 2014-15 and thereafter, between 30-34% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	2	10					
	Falls Far Below Standard: Effective in 2014-15 and thereafter, fewer than 30% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	1	0					
Notes					0			
Measure 4c Graduation Rate	Are students graduating from high school?	Result (Percentage)	Possible Overall	Possible in this Range	Percentile Targets	Percentile Points	Points Earned	
	Exceeds Standard: At least 90% of students graduated from high school.		39-50	12	90-100	11	0	
	Meets Standard: 81-89% of students graduated from high school.		26-38	13	81-89	9	0	
	Does Not Meet Standard: 71%-80% of students graduated from high school.		14-25	12	71-80	10	0	
	Falls Far Below Standard: Fewer than 70% of students graduated from high school.		11.70	0-13	13	1-70	70	2
	Notes	Due to the timing of data availability, the graduation rate is reflective of data from the 2013-14 school year. School representatives report that the school enrolls and graduates a significant percentage of off-cohort high school students. For this reason, the school's actual graduation rate is higher than the 4-year cohort graduation rate reported by the state.						2

iSVHS --- MISSION-SPECIFIC FRAMEWORK

MISSION-SPECIFIC GOALS					
Measure 1 Is the school addressing the academic needs of 9th - 11th grade students who struggle in Reading? Exceeds Standard: 90% or more of students who were identified as needing support in Reading and completed at least 8 units in the Reading/Language Arts Intervention course made adequate growth in Reading on the Smarter Balanced Assessment. Meets Standard: 70% to 89% of students who were identified as needing support in Reading and completed at least 8 units in the Reading/Language Arts Intervention course made adequate growth in Reading on the Smarter Balanced Assessment. Does Not Meet Standard: 50% to 69% of students who were identified as needing support in Reading and completed at least 8 units in the Reading/Language Arts Intervention course made adequate growth in Reading on the Smarter Balanced Assessment. Falls Far Below Standard: Less than 50% of students who were identified as needing support in Reading and completed at least 8 units in the Reading/Language Arts Intervention course made adequate growth in Reading on the Smarter Balanced Assessment.		Result	Points Possible	Points Earned	
				200	
				160	
				80	
				0	
				0.00	
Notes	Due to state-level standardized assessment changes, no result can be calculated for the 2014-15 school year.				
Measure 2 Is the school addressing the academic needs of 9th - 11th grade students who struggle in English Language Arts? Exceeds Standard: 90% or more of students who were identified as needing support in English Language Arts and completed at least 8 units in the Reading/Language Arts Intervention course made adequate growth in English Language Arts on the Smarter Balanced Assessment. Meets Standard: 70% to 89% of students who were identified as needing support in English Language Arts and completed at least 8 units in the Reading/Language Arts Intervention course made adequate growth in English Language Arts on the Smarter Balanced Assessment. Does Not Meet Standard: 50% to 69% of students who were identified as needing support in English Language Arts and completed at least 8 units in the Reading/Language Arts Intervention course made adequate growth in English Language Arts on the Smarter Balanced Assessment. Falls Far Below Standard: Less than 50% of students who were identified as needing support in English Language Arts and completed at least 8 units in the Reading/Language Arts Intervention course made adequate growth in English Language Arts on the Smarter Balanced Assessment.		Result	Points Possible	Points Earned	
				200	
				160	
				80	
				0	
				0.00	
Notes	Due to state-level standardized assessment changes, no result can be calculated for the 2014-15 school year.				

iSVHS --- MISSION-SPECIFIC FRAMEWORK

		Result	Points Possible	Points Earned
Measure 3	Is the school addressing the academic needs of 9th - 11th grade students who struggle in Math?			
	Exceeds Standard: 85% or more of students who were identified as needing support in Math and completed at least 8 units in the Math Intervention course made adequate growth in Math on the Smarter Balanced Assessment.		200	
	Meets Standard: 65% to 84% of students who were identified as needing support in Math and completed at least 8 units in the Math Intervention course made adequate growth in Math on the Smarter Balanced Assessment.		160	
	Does Not Meet Standard: 50% to 64% of students who were identified as needing support in Math and completed at least 8 units in the Math Intervention course made adequate growth in Math on the Smarter Balanced Assessment.		80	
	Falls Far Below Standard: Less than 50% of students who were identified as needing support in Math and completed at least 8 units in the Math Intervention course made adequate growth in Math on the Smarter Balanced Assessment.		0	
				0.00
Notes	Due to state-level standardized assessment changes, no result can be calculated for the 2014-15 school year.			
Measure 4	Is the school successfully retaining enrolled students?			
	Exceeds Standard: iSVHS's year-to-year retention rate was 66% or higher.		100	
	Meets Standard: iSVHS's year-to-year retention rate was between 45% and 65%.	59.15	80	80
	Does Not Meet Standard: iSVHS's year-to-year retention rate was between 30% and 45%.		40	
	Falls Far Below Standard: iSVHS's year-to-year retention rate was less than 30%		0	
				80.00
Notes	Year-to-year retention rate = the % of students who were enrolled at the end of one school year who are enrolled by the 56th calendar day of the following school year.			

INDICATOR 1: EDUCATIONAL PROGRAM				
Measure 1a Implementation of Educational Program	Is the school implementing the material terms of the educational program as defined in the performance certificate?	Result	Points Possible	
	Meets Standard: The school implements the material terms of the mission, vision, and educational program in all material respects and the implementation of the educational program reflects the essential elements outlined in the performance certificate, or the school has gained approval for a charter modification to the material terms.	No instances of non-compliance documented	25	25.00
	Does Not Meet Standard: School has deviated from the material terms of the mission, vision, and essential elements of the educational program as described in the performance certificate, without approval for a charter modification, such that the program provided differs substantially from the program described in the charter and performance certificate.	0	0	25.00
Notes				
Measure 1b Education Requirements	Is the school complying with applicable education requirements?	Result	Points Possible	
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to education requirements, including but not limited to: Instructional time requirements, graduation and promotion requirements, content standards including the Common Core State Standards, the Idaho State Standards, State assessments, and implementation of mandated programming related to state or federal funding.	See note	15	15.00
	Meets Standard: The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the education requirements; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.	0	0	15.00
Notes	The school fell short of multiple, federally-mandated participation rate targets for the 2015 ISAT.			
Measure 1c Students with Disabilities	Is the school protecting the rights of students with disabilities?	Result	Points Possible	
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability, including but not limited to: Equitable access and opportunity to enroll; identification and referral; appropriate development and implementation of IEPs and Section 504 plans; operational compliance, including provision of services in the LRE and appropriate inclusion in the school's academic program, assessments, and extracurricular activities; discipline, including due process protections, manifestation determinations, and behavioral intervention plans; access to the school's facility and program; appropriate use of all available, applicable funding.	No instances of non-compliance documented	25	25.00
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.	15	0	25.00
Notes	Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.			

		Result	Points Possible	Points Earned
Measure 1d English Language Learners	Is the school protecting the rights of English Language Learner (ELL) students?			
	<p>Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to requirements regarding ELLs, including but not limited to: Equitable access and opportunity to enroll; required policies related to the service of ELL students; compliance with native language communication requirements; proper steps for identification of students in need of ELL services; appropriate and equitable delivery of services to identified students; appropriate accommodations on assessments; exiting of students from ELL services; and ongoing monitoring of exited students. Matters of non-compliance, if any, are minor and quickly remedied, with documentation, by the governing board.</p>	No instances of non-compliance documented	25	25.00
	<p>Meets Standard: The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of ELL students; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p>		15	
	<p>Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to requirements regarding ELLs; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>		0	
				25.00
Notes				
INDICATOR 2: FINANCIAL MANAGEMENT AND OVERSIGHT				
Measure 2a Financial Reporting and Compliance	Is the school meeting financial reporting and compliance requirements?			
	<p>Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements, including but not limited to: Complete and on-time submission of financial reports including annual budget, revised budgets (if applicable), periodic financial reports as required by the PCSC, and any reporting requirements if the board contracts with and Education Service Provider; on-time submission and completion of the annual independent audit and corrective action plans (if applicable); and all reporting requirements related to the use of public funds.</p>	No instances of non-compliance documented	25	25.00
	<p>Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to financial reporting requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p>		15	
	<p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>		0	
				25.00
Notes				
Measure 2b GAAP	Is the school following Generally Accepted Accounting Principles (GAAP)?			
	<p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit, including but not limited to: An unqualified audit opinion; an audit devoid of significant findings and conditions, material weaknesses, or significant internal control weaknesses; and an audit that does not include a going concern disclosure in the notes or an explanatory paragraph within the audit report.</p>	No instances of non-compliance documented	25	25.00
	<p>Does Not Meet Standard: The school exhibits failure to comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audits; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>		0	
				25.00
Notes				

GOVERNANCE AND REPORTING		Result	Points Possible	Points Earned
Measure 3a Governance Requirements	Is the school complying with governance requirements?			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to governance by its board, including but not limited to: board policies; board bylaws; state open meetings law; code of ethics; conflicts of interest; board composition; and compensation for attendance at meetings.	No instances of non-compliance documented	25	25.00
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to governance by its board. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to governance by its board; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				25.00
Measure 3b Reporting Requirements	Is the school complying with reporting requirements?			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, and/or federal authorities, including but not limited to: accountability tracking; attendance and enrollment reporting; compliance and oversight; additional information requested by the authorizer.	No instances of non-compliance documented	25	25.00
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, and/or federal authorities. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, and/or federal authorities; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				25.00
INDICATOR 4: STUDENTS AND EMPLOYEES		Result	Points Possible	Points Earned
Measure 4a Student Rights	Is the school protecting the rights of all students?			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the rights of students, including but not limited to: policies and practices related to recruitment and enrollment; the collection and protection of student information; due process protections, privacy, civil rights, and student liberties requirements; conduct of discipline.		25	
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the rights of students. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to the rights of students; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.	See note	0	0.00
Notes				0.00
	On October 31, 2014, the SDE's General Supervision File Review identified four items of Special Education non-compliance. The school did not submit systems level verification of correction within the required 365 days. No documentation of improvement or corrective action, required to document progress, was submitted until October 27, 2015.			

Measure 4b Credentialing	Is the school meeting teacher and other staff credentialing requirements?	Result	Points Possible	Points Earned
	<p>Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to state and federal certification requirements.</p>	No instances of non-compliance noted	25	25.00
	<p>Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to state and federal certification requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p>		15	
	<p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to state and federal certification requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>		0	
Notes				25.00
Measure 4c Employee Rights	Is the school complying with laws regarding employee rights?	Result	Points Possible	Points Earned
	<p>Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to employment considerations, including those relating to the Family Medical Leave Act, the Americans with Disabilities Act, and employment contracts.</p>	No instances of non-compliance documented	25	25.00
	<p>Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to employment considerations or employee rights. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p>		15	
	<p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to employment considerations; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>		0	
Notes				25.00
Measure 4d Background Checks	Is the school completing required background checks?	Result	Points Possible	Points Earned
	<p>Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to background checks of all applicable individuals.</p>	No instances of non-compliance documented	25	25.00
	<p>Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to background checks of all applicable individuals. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p>		15	
	<p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to background checks of all applicable individuals; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>		0	
Notes				25.00

INDICATOR 5: SCHOOL ENVIRONMENT		Result	Points Possible	Points Earned
Measure 5a Facilities and Transportation	Is the school complying with facilities and transportation requirements?			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the school facilities, grounds, and transportation, including but not limited to: American's with Disabilities Act, fire inspections and related records, viable certificate of occupancy or other required building use authorization, documentation of requisite insurance coverage, and student transportation.	No instances of non-compliance documented	25	25.00
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to the school facilities, grounds, or transportation. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to the school facilities, grounds, and transportation; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				25.00
Measure 5b Health and Safety	Is the school complying with health and safety requirements?			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to safety and the provision of health-related services.	No instances of non-compliance documented	25	25.00
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to safety or the provision of health-related services. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to safety and the provision of health-related services; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				25.00
Measure 5c Information Handling	Is the school handling information appropriately?			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the handling of information, including but not limited to: maintaining the security of and providing access to student records under the Family Educational Rights and Privacy Act and other applicable authorities; accessing documents maintained by the school under the state's Freedom of Information law and other applicable authorities; Transferring of student records; proper and secure maintenance of testing materials.	No instances of non-compliance documented	25	25.00
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to the handling of information. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to the handling of information; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				25.00

ISVHS --- OPERATIONAL FRAMEWORK

ADDITIONAL OBLIGATIONS		Result	Points Possible	Points Earned
Measure 6a Additional Obligations	Is the school complying with all other obligations?			
	<p>Meets Standard: The school materially complies with all other material legal, statutory, regulatory, or contractual requirements contained in its charter contract that are not otherwise explicitly stated herein, including but not limited to requirements from the following sources: revisions to state charter law; and requirements of the State Department of Education. Matters of non-compliance, if any, are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with all other material legal, statutory, regulatory, or contractual requirements contained in its charter contract that are not otherwise explicitly stated herein; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>	See note	25	25.00
			0	
				25.00
Notes	The school's 2013-14 annual performance report was not published on the school's website in accordance with §33-5209C, Idaho Code. Continued failure to meet this requirement may impact scores on future annual performance reports.			

ISVHS --- FINANCIAL FRAMEWORK

INDICATOR 1: NEAR-TERM MEASURES				
Measure 1a Current Ratio	Current Ratio: Current Assets divided by Current Liabilities Meets Standard: Current Ratio is greater than or equal to 1.1 OR Current Ratio is between 1.0 and 1.1 and one-year trend is positive (current year ratio is higher than last year's). <i>Note: For schools in their first or second year of operation, the current ratio must be greater than or equal to 1.1.</i> Does Not Meet Standard: Current Ratio is between 0.9 and 1.0 or equals 1.0 OR Current Ratio is between 1.0 and 1.1 and one-year trend is negative. Falls Far Below Standard: Current ratio is less than or equal to 0.9.	Result Current Ratio is: 50 10 0.57	Points Possible 0	Points Earned 0.00 0.00
Notes				
Measure 1b Unrestricted Days Cash	Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses minus Depreciation Expense / 365) Meets Standard: 60 Days Cash OR Between 30 and 60 Days Cash and one-year trend is positive. <i>Note: Schools in their first or second year of operation must have a minimum of 30 Days Cash.</i> Does Note Meet Standard: Days Cash is between 15-30 days OR Days Cash is between 30-60 days and one-year trend is negative. Falls Far Below Standard: Fewer than 15 Days Cash.	Result No. of Days Cash: 50 10 5	Points Possible 0	Points Earned 0.00 0.00
Notes				
Measure 1c Enrollment Variance	Enrollment Variance: Actual Enrollment divided by Enrollment Projection in Charter School Board-Approved Budget Meets Standard: Enrollment Variance equals or exceeds 95 percent in the most recent year. Does Not Meet Standard: Enrollment Variance is between 85-95 percent in the most recent year. Falls Far Below Standard: Enrollment Variance is less than 85 percent in the most recent year.	Result Variance is: 50 30 33.25%	Points Possible 0	Points Earned 0.00 0.00
Notes				
Measure 1d Default	Default Meets Standard: School is not in default of loan covenant(s) and/or is not delinquent with debt service payments. Does Not Meet Standard: Not applicable Falls Far Below Standard: School is in default of loan covenant(s) and/or is delinquent with debt service payments.	Result No default or delinquency noted in audit 0	Points Possible 50 0	Points Earned 50.00 50.00
Notes				

INDICATOR 2: SUSTAINABILITY MEASURES			
<p>Measure 2a</p> <p>Total Margin and Aggregated 3-Year Total Margin</p> <p>Total Margin: Net Income divided by Total Revenue AND Aggregated Total Margin: Total 3-Year Net Income divided by Total 3-Year Revenues</p> <p>Meets Standard: Aggregated 3-year Total Margin is positive and the most recent year Total Margin is positive OR Aggregated 3-Year Total Margin is greater than -1.5 percent, the trend is positive for the last two years, and the most recent year Total Margin is positive. <i>Note: For schools in their first or second year of operation, the cumulative Total Margin must be positive.</i></p> <p>Does Not Meet Standard: Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard"</p> <p>Falls Far Below Standard: Aggregated 3-Year Total Margin is less than or equal to -1.5 percent OR The most recent year Total Margin is less than -10 percent.</p>	<p>Result</p> <p>Aggregated 3-Year Totals:</p> <p>50</p> <p>10</p> <p>-13.35%</p>	<p>Points Possible</p> <p>50</p> <p>10</p> <p>0</p>	<p>Points Earned</p> <p>0.00</p> <p>0.00</p>
<p>Notes</p> <p>Due to the Restatement of Pension Liability, as required by GASB 68, Net Position may be higher than expected. Changes in Net Position due to pension restatement that do not provide or require current financial resources have been removed from the Net Position calculation. This restatement had no material effect on the standard outcome.</p>			
<p>Measure 2b</p> <p>Debt to Asset Ratio</p> <p>Debt to Asset Ratio: Total Liabilities divided by Total Assets</p> <p>Meets Standard: Debt to Asset Ratio is less than 0.9</p> <p>Does Not Meet Standard: Debt to Asset Ratio is between 0.9 and 1.0</p> <p>Falls Far Below Standard: Debt to Asset Ratio is greater than 1.0</p>	<p>Result</p> <p>Ratio is:</p> <p>1.0</p>	<p>Points Possible</p> <p>50</p> <p>30</p> <p>0</p>	<p>Points Earned</p> <p>30.00</p> <p>30.00</p>
<p>Notes</p> <p>Due to the Restatement of Pension Liability, as required by GASB 68, Total Liabilities may be higher than expected. The restatement had no material effect on the standard outcome and was removed from the Total Liability calculation in the reported standard outcome.</p>			
<p>Measure 2c</p> <p>Cash Flow</p> <p>Cash Flow: Multi-Year Cash Flow = Year 3 Total Cash - Year 1 Total Cash AND One-Year Cash Flow = Year 2 Total Cash - Year 1 Total Cash</p> <p>Meets Standard (in one of two ways): Multi-Year Cumulative Cash Flow is positive and Cash Flow is positive each year OR Multi-Year Cumulative Cash Flow is positive, Cash Flow is positive in one of two years, and Cash Flow in the most recent year is positive. <i>Note: Schools in their first or second year of operation must have positive cash flow.</i></p> <p>Does Not Meet Standard: Multi-Year Cumulative Cash Flow is positive, but trend does not "Meet Standard"</p> <p>Falls Far Below Standard: Multi-Year Cumulative Cash Flow is negative</p>	<p>Result</p> <p>Multi-Year Cumulative is:</p> <p>50</p> <p>30</p> <p>-\$364,186</p>	<p>Points Possible</p> <p>0</p> <p>50</p> <p>30</p> <p>0</p>	<p>Points Earned</p> <p>0.00</p> <p>0.00</p>
<p>Notes</p>			
<p>Measure 2d</p> <p>Debt Service Coverage Ratio</p> <p>Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)</p> <p>Meets Standard: Debt Service Coverage Ratio is equal to or exceeds 1.1</p> <p>Does Not Meet Standard: Debt Service Coverage Ratio is less than 1.1</p> <p>Falls Far Below Standard: Not Applicable</p>	<p>Result</p> <p>Ratio is:</p> <p>0.09</p>	<p>Points Possible</p> <p>50</p> <p>0</p>	<p>Points Earned</p> <p>0.00</p> <p>0.00</p>
<p>Notes</p> <p>Due to the Restatement of Pension Liability, as required by GASB 68, Net Position may be higher than expected. Changes in Net Position due to pension restatement that do not provide or require current financial resources have been removed from the Net Position calculation. This restatement had no material effect on the standard outcome.</p>			

ISVHS --- LONGITUDINAL RESULTS

ACADEMIC	Measure	Possible Points	2013-14 POINTS	2014-15 POINTS	2015-16 POINTS	2016-17 POINTS	2017-18 POINTS
			EARNED*	EARNED*	EARNED	EARNED	EARNED
State/Federal Accountability	1a	25	0.00	0.00			
	1b	25	15.00	15.00			
Proficiency	2a	75	51.67	0.00			
	2b	75	36.25				
	2c	75	37.23	27.93			
Growth	3a	100	60.00	0.00			
	3b	100	45.79	0.00			
	3c	100	49.69	0.00			
	3d	75	26.62	0.00			
	3e	75	38.65	0.00			
	3f	75	37.00	0.00			
	3g	100	16.67	0.00			
College & Career Readiness	4a	50	10.00	0.00			
	4b1 / 4b2	50	10.00	0.00			
	4c	50	3.88	2.17			
Total Possible Academic Points Received		1050	438.43		0.00	0.00	0.00
% of Possible Academic Points for This School			41.76%	%	0.00%	0.00%	0.00%

*NOTE: 2013-14 Academic results are based on 2012-13 standardized tests. 2014-15 results are based on a different test and should not be directly compared.

MISSION-SPECIFIC	Measure	Possible Points	2013-14 POINTS	2014-15 POINTS	2015-16 POINTS	2016-17 POINTS	2017-18 POINTS
			EARNED	EARNED	EARNED	EARNED	EARNED
Reading Interventions	1	200	N/A	0			
English Language Arts Interventions	2	200	N/A	0			
Math Interventions	3	200	N/A	0			
Year-to-Year Retention	4	100	N/A	8.98			
Total Possible Mission-Specific Points Received		700	0.00	8.98	0.00	0.00	0.00
% of Possible Mission-Specific Points for This School			N/A	80.04%	0.00%	0.00%	0.00%

OPERATIONAL	Measure	Possible Points	2013-14 POINTS	2014-15 POINTS	2015-16 POINTS	2016-17 POINTS	2017-18 POINTS
			EARNED	EARNED	EARNED	EARNED	EARNED
Educational Program	1a	25	25	25			
	1b	25	25	15			
	1c	25	25	25			
	1d	25	25	25			
Financial Management & Oversight	2a	25	25	25			
	2b	25	25	25			
Governance & Reporting	3a	25	25	25			
	3b	25	25	25			
	4a	25	25	0			
Students & Employees	4b	25	25	25			
	4c	25	25	25			
	4d	25	25	25			
	5a	25	25	25			
School Environment	5b	25	25	25			
	5c	25	25	25			
	6a	25	25	25			
Total Possible Operational Points Received		400	400.00	365.00	0.00	0.00	0.00
% of Possible Operational Points for This School			100.00%	91.25%	0.00%	0.00%	0.00%

FINANCIAL	Measure	Possible Points	2013-14 POINTS	2014-15 POINTS	2015-16 POINTS	2016-17 POINTS	2017-18 POINTS
			EARNED	EARNED	EARNED	EARNED	EARNED
Near-Term Measures	1a	50	50	0			
	1b	50	10	0			
	1c	50	30	0			
	1d	50	50	50			
Sustainability Measures	2a	50	0	0			
	2b	50	50	30			
	2c	50	0	0			
	2d	50	50	0			
Total Possible Financial Points Received		400	240.00	80.00	0.00	0.00	0.00
% of Possible Financial Points for This School			60.00%	20.00%	0.00%	0.00%	0.00%

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



“Performance-based accountability is the cornerstone of charter schools.”

Alison Consoletti, The Center for Education Reform



iSUCCEED VIRTUAL HIGH SCHOOL



ANNUAL PERFORMANCE REPORT

2013-2014

Idaho Public Charter School Commission
304 North 8th Street, Room 242
Boise, Idaho 83702

Phone: (208) 332-1561
chartercommission.idaho.gov

Alan Reed, Chairman
Tamara Baysinger, Director

Distributed Spring 2015

Introduction

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

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

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

The performance framework is comprised of four sections: Academic, Mission-Specific, Operational, and Financial. Each section contains a number of measures intended to evaluate the school's performance against specific criteria. The scorecard pages of the framework offer a summary of the school's scores and accountability designation ranging from Honor (high) to Critical (low).

Schools have an opportunity to correct or clarify their framework outcomes prior to the publication of this report.

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

Additional information about how the performance framework was developed and how results may be interpreted is available on the PCSC's website: chartercommission.idaho.gov.

School Overview

Mission Statement	To engage and motivate all students in a quality personalized education that promotes individual success and lifelong learning.	
Key Design Elements	<ul style="list-style-type: none"> • Provide a virtual setting that allows for flexibility and individualized scheduling • Identify individual student needs and provide the appropriate interventions and enrichment opportunities for all students • Provide Advisory Teachers for all students, who will support them throughout their high school career • Foster parental involvement through a variety of opportunities to serve the school and its students • Provide extra-curricular activities and offer opportunities for students to participate in non-academic endeavors • Equip students with 21st Century Learning Skills and foster a technologically literate approach to learning that is both engaging and practical for use in the school setting as well as the real world. 	
School Contact Information	Address: 6148 N Discovery Way Suite 120 Boise, ID 83713	Phone: 208-375-3116
Surrounding District	State of Idaho	
Opening Year	2008	
Current Term	December 12, 2013 - June 30, 2017	
Grades Served	9-12	
Enrollment	Approved: Unlimited	Actual: 398

	School	Surrounding District	State
Non-White	16.25%	NA	22.56%
Limited English Proficiency	0.46%	NA	6.24%
Special Needs	5.72%	NA	9.46%
Free & Reduced Lunch	31.12%	NA	47.07%

School Leadership	Role
Don Peña	Chairman
Kelley Phipps	Vice-Chairman
Kathy Uker	Member
Tony Tunison	Secretary/Treasurer
Aaron Ritter	Administrator

To facilitate a clearer context for the academic results, the demographic data provided above is from the 2012-13 school year. The enrollment and school leadership information provided above is from the 2013-14 school year. Updated enrollment and school leadership information is available upon request from the school or PCSC office.

PUBLIC CHARTER SCHOOL COMMISSION - PERFORMANCE FRAMEWORK

Name of School: iSucceed Virtual High School Year Opened: 2008 Operating Term: 12/12/13 - 6/30/17 Date Executed: 12/12/2013

Introduction

Idaho's charter school legislation requires each public charter school authorizer to develop a Performance Framework on which the provisions of the Performance Certificate will be based. Performance Frameworks must clearly set forth the academic and operational performance indicators, measures, and metrics that will guide the authorizer's evaluations of each public charter school, and must contain the following:

- Indicators, measures, and metrics for student academic proficiency;
- Indicators, measures, and metrics for student academic growth;
- Indicators, measures, and metrics for college and career readiness (for high schools); and
- Indicators, measures, and metrics for board performance and stewardship, including compliance with all applicable laws, regulations and terms of the performance certificate.

The measurable performance targets contained within the framework must require, at a minimum, that each school meet applicable federal, state, and authorizer goals for student achievement. This Performance Framework was adopted by the Public Charter School Commission (PCSC) on August 30, 2013, and is intended for use with non-alternative public charter schools authorized by the PCSC.

Performance Framework Structure

The Performance Framework is divided into four sections: Academic, Mission-Specific, Operational, and Financial. The Academic and Mission-Specific sections comprise the primary indicators on which most renewal or non-renewal decisions will be based. The Operational and Financial sections contribute additional indicators that will, except in cases of egregious failure to meet standards, be considered secondary.

Academic:

A high percentage (60%) of a school's total score for the Academic & Mission Specific Accountability Designation reflects the school's performance on a set of academic measures. These measures are the same for all non-alternative schools. The "Meets Standard" rating for each measure is designed to align closely with state minimum standards as established in Idaho's ESEA waiver and Star Rating System.

Mission-Specific:

A significant portion (40%) of a school's total score for the Academic & Mission Specific Accountability Designation reflects the school's performance on a set of mission-specific measures. These measures may be academic or non-academic in nature, but must be objective and data-driven. The number and weighting of mission-specific measures should be established during one-on-one negotiations between the school and authorizer.

During their first Performance Certificate term only, schools authorized to open in or before Fall 2014 may choose to opt-out of the Mission-Specific section of the framework. Schools choosing to opt out of Mission-Specific measures for their first term agree that the weight of those measures will be placed instead on the Academic section, which then becomes the single, primary factor considered for purposes of renewal or non-renewal.

Operational:

Operational indicators comprise a secondary element for consideration during the renewal process. While each school will receive a score in the operational section, this score should not be used as the primary rationale for non-renewal unless the non-compliance with organizational expectations is severe or systemic. Particularly for a school whose academic performance meets or exceeds standards, poor results in this area are more likely to lead to a conditional renewal decision than to non-renewal.

Financial:

Financial indicators comprise a secondary element for consideration during the renewal process. While each school will receive a score in the financial section, this score should not be used as the primary rationale for non-renewal unless the school's financial state at the time of renewal is dire. Particularly for a school whose academic performance meets or exceeds standards, poor results in this area are more likely to lead to a conditional renewal decision than to non-renewal. The PCSC may also elect to renew a financially troubled school that is clearly providing a high quality education, but notify the SDE of the situation so that the payment schedule may be modified in order to safeguard taxpayer dollars.

Accountability Designations

Calculation of the percentage of eligible points earned for each school will guide the determination of that school's accountability designation: Honor, Good Standing, Remediation, or Critical. The accountability designation will, in turn, guide the PCSC's renewal or non-renewal decision-making. Measures for which a school lacks data due to factors such as grade configuration or small size will not contribute to that school's accountability designation. The PCSC will consider contextual factors affecting a school's accountability designation when making renewal or non-renewal decisions.

Honor:

Schools achieving at this level in all categories (academic, mission-specific, operational, and financial) are eligible for special recognition and will be recommended for renewal. Replication and expansion proposals are likely to succeed. The Framework places schools that earn 75-100% of the combined academic and mission-specific points possible in this accountability designation. It is possible for 5-star schools, high-range 4-star schools with solid mission-specific outcomes, and mid-range 4-star schools with strong mission-specific outcomes to receive an honor designation. Schools that fall into this point-percentage category but have poor operational and/or financial outcomes will not be eligible for an honor designation.

Good Standing:

Schools achieving at this level will be recommended for renewal; however, conditional renewal may be recommended if operational and/or financial outcomes are poor. Replication and expansion proposals will be considered. To be placed in this category, schools must receive the appropriate percentage of the combined academic and mission-specific points possible and have at least a 3-star rating. The Framework places schools that earn 55-74% of the combined academic and mission-specific points possible in this accountability designation. It is possible for 3-star or 4-star schools with solid mission-specific outcomes, or 5-star schools with poor mission-specific, financial, and/or operational outcomes to receive a good standing designation. Although 2-star schools with strong mission-specific outcomes could fall into this point-percentage range, they would not be eligible to receive a good standing designation due to their star ratings; the Framework is drafted thus in recognition of Idaho's statutory provision that the performance framework shall, at a minimum, require that each school meet applicable federal and state goals for student achievement.

Remediation:

Schools achieving at this level may be recommended for non-renewal or conditional renewal, particularly if operational and/or financial outcomes are poor. Replication and expansion proposals are unlikely to succeed. The Framework places schools that earn 31-54% of the combined academic and mission-specific points possible in this accountability designation. It is possible for 3-star schools with poor mission-specific outcomes, 2-star schools, or 1-star schools with strong mission-specific outcomes to receive a remediation designation.

Critical:

Schools achieving at this level face a strong likelihood of non-renewal, particularly if operational and/or financial outcomes are also poor. Replication and expansion proposals should not be considered. The Framework places schools that earn less than 30% of the combined academic and mission-specific points possible in this accountability designation. It is possible for 1-star schools or 2-star schools with poor mission-specific outcomes to receive a Critical designation.

iSVHS --- PERFORMANCE FRAMEWORK SCORECARD

ACADEMIC	Measure	Possible Elem / MS Points	% of Total Points	POINTS EARNED	Possible HS Points	% of Total Points	POINTS EARNED
State/Federal Accountability	1a	25	2%	0.00	25	2%	0.00
	1b	25	2%	15.00	25	2%	15.00
Proficiency	2a	75	5%	51.67	75	7%	51.67
	2b	75	5%	36.25	75	7%	36.25
	2c	75	5%	37.23	75	7%	37.23
Growth	3a	100	7%	60.00	100	10%	60.00
	3b	100	7%	45.79	100	10%	45.79
	3c	100	7%	49.69	100	10%	49.69
	3d	75	5%	26.62	75	7%	26.62
	3e	75	5%	38.65	75	7%	38.65
	3f	75	5%	37.00	75	7%	37.00
	3g	100	7%	16.67	100	10%	16.67
College & Career Readiness	4a				50	5%	10.00
	4b1				50	5%	10.00
	4c				50	5%	3.88
Total Possible Academic Points		900			1050		
- Points from Non-Applicable							
Total Possible Academic Points for This School		900			1050		
Total Academic Points Received				414.55			438.43
% of Possible Academic Points for This School				46.06%			41.76%

MISSION-SPECIFIC	Measure	Possible Points	% of Total Points	POINTS EARNED	Possible Points	% of Total Points	POINTS EARNED
Reading Interventions	1				0	0%	0.00
English Language Arts Interventions	2				0	0%	0.00
Math Interventions	3				0	0%	0.00
Year-to-Year Retention	4				0	0%	0.00
Total Possible Mission-Specific Points		600	40%		0	0%	
Total Mission-Specific Points Received				0.00			0.00
% of Possible Mission-Specific Points Received				0.00%			#DIV/0!

TOTAL POSSIBLE ACADEMIC & MISSION-SPECIFIC POINTS	1500				1050		
TOTAL POINTS RECEIVED				414.55			438.43
% OF POSSIBLE ACADEMIC & MISSION-SPECIFIC POINTS				27.64%			41.76%

OPERATIONAL	Measure	Points Possible	% of Total Points	Points Earned
Educational Program	1a	25	6%	25.00
	1b	25	6%	25.00
	1c	25	6%	25.00
	1d	25	6%	25.00
Financial Management & Oversight	2a	25	6%	25.00
	2b	25	6%	25.00
Governance & Reporting	3a	25	6%	25.00
	3b	25	6%	25.00
Students & Employees	4a	25	6%	25.00
	4b	25	6%	25.00
	4c	25	6%	25.00
School Environment	4d	25	6%	25.00
	5a	25	6%	25.00
	5b	25	6%	25.00
Additional Obligations	5c	25	6%	25.00
	6a	25	6%	25.00
TOTAL OPERATIONAL POINTS		400	100%	400.00
% OF POSSIBLE OPERATIONAL POINTS				100.00%

FINANCIAL	Measure	Points Possible	% of Total Points	Points Earned
Near-Term Measures	1a	50	13%	50.00
	1b	50	13%	10.00
	1c	50	13%	30.00
	1d	50	13%	50.00
Sustainability Measures	2a	50	13%	0.00
	2b	50	13%	50.00
	2c	50	13%	0.00
	2d	50	13%	50.00
TOTAL FINANCIAL POINTS		400	100%	240.00
% OF POSSIBLE FINANCIAL POINTS				60.00%

The financial measures included here are based on industry standards. They are not intended to reflect the nuances of a school's financial status. A low score on any single measure indicates only the possibility of a problem. In many cases, contextual information that alleviates concern is provided in the notes that accompany individual measures. Please see the financial section of this framework for additional detail.

iSVHS --- PERFORMANCE FRAMEWORK SCORECARD

ACCOUNTABILITY DESIGNATION	Academic & Mission-Specific		Operational		Financial	
	Range	% of Points Possible Earned	Range	% of Points Possible Earned	Range	% of Points Possible Earned
<p>Honor Schools achieving at this level in all categories are eligible for special recognition and will be recommended for renewal. Replication and expansion proposals are likely to succeed.</p>	75% - 100% of points possible		90% - 100% of points possible	100.00%	85% - 100% of points possible	
<p>Good Standing Schools achieving at this level in Academic & Mission-Specific will be recommended for renewal; however, conditional renewal may be recommended if Operational and/or Financial outcomes are poor. Replication and expansion proposals will be considered. To be placed in this category for Academic & Mission-Specific, schools must receive the appropriate percentage of points and have at least a Three Star Rating.</p>	55% - 74% of points possible		80% - 89% of points possible		65% - 84% of points possible	
<p>Remediation Schools achieving at this level in Academic & Mission-Specific may be recommended for non-renewal or conditional renewal, particularly if Operational and/or Financial outcomes are also poor. Replication and expansion proposals are unlikely to succeed.</p>	31% - 54% of points possible	41.76%	61% - 79% of points possible		46% - 64% of points possible	60.00%
<p>Critical Schools achieving at this level in Academic & Mission-Specific face a strong likelihood of non-renewal, particularly if Operational and/or Financial outcomes are also poor. Replication and expansion proposals should not be considered.</p>	0% - 30% of points possible		0% - 60% of points possible		0% - 45% of points possible	

INDICATOR 1: STATE AND FEDERAL ACCOUNTABILITY							
Measure	Standard	Result (Stars)	Points Possible	Points Earned			
Measure 1a Overall Star Rating	Is the school meeting acceptable standards according to existing state grading or rating systems? Exceeds Standard: School received five stars on the Star Rating System. Meets Standard: School received three or four stars on the Star Rating System. Does Not Meet Standard: School received two stars on the Star Rating System. Falls Far Below Standard: School received one star on the Star Rating System.	5	25				
		4	20				
		3	15				
		2	0				
		1	0	0			
Notes							
INDICATOR 2: STUDENT ACADEMIC PROFICIENCY							
Measure	Standard	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
Measure 2a ISAT / SBA % Proficiency Reading	Are students achieving reading proficiency on state examinations? Exceeds Standard: 90% or more of students met or exceeded proficiency. Meets Standard: Between 65-89% of students met or exceeded proficiency. Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency. Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.		57-75	19	90-100	11	0
		83.30	38-56	19	65-89	25	52
			20-37	18	41-64	24	0
			0-19	19	1-40	40	0
Notes							
Measure 2b ISAT / SBA % Proficiency Math	Are students achieving math proficiency on state examinations? Exceeds Standard: 90% or more of students met or exceeded proficiency. Meets Standard: Between 65-89% of students met or exceeded proficiency. Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency. Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.		57-75	19	90-100	11	0
		63.00	38-56	19	65-89	25	0
			20-37	18	41-64	24	36
			0-19	19	1-40	40	0
Notes							
Measure 2c ISAT / SBA % Proficiency Language Arts	Are students achieving language proficiency on state examinations? Exceeds Standard: 90% or more of students met or exceeded proficiency. Meets Standard: Between 65-89% of students met or exceeded proficiency. Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency. Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.		57-75	19	90-100	11	0
		64.30	38-56	19	65-89	25	0
			20-37	18	41-64	24	37
			0-19	19	1-40	40	0
Notes							

INDICATOR 3: STUDENT ACADEMIC GROWTH							
Measure 3a Criterion-Referenced Growth in Reading	Are students making adequate annual academic growth to achieve proficiency in reading with 3 years or by 10th grade?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: At least 85% of students are making adequate academic growth.		76-100	25	85-100	16	0
	Meets Standard: Between 70-84% of students are making adequate academic growth.	75.00	51-75	25	70-84	15	60
	Does Not Meet Standard: Between 50-69% of students are making adequate academic growth.		26-50	25	50-69	20	0
	Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth.		0-25	25	1-49	49	0
Notes						60	
Measure 3b Criterion-Referenced Growth in Math	Are students making adequate annual academic growth to achieve math proficiency within 3 years or by 10th grade?	Result (Percentage)	Points Possible	Points possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: At least 85% of students are making adequate academic growth.		76-100	25	85-100	16	0
	Meets Standard: Between 70-84% of students are making adequate academic growth.		51-75	25	70-84	15	0
	Does Not Meet Standard: Between 50-69% of students are making adequate academic growth.	65.63	26-50	25	50-69	20	46
	Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth.		0-25	25	1-49	49	0
Notes						46	
Measure 3c Criterion-Referenced Growth in Language	Are students making adequate annual academic growth to achieve language proficiency within 3 years or by 10th grade?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: At least 85% of students are making adequate academic growth.		76-100	25	85-100	16	0
	Meets Standard: Between 70-84% of students are making adequate academic growth.		51-75	25	70-84	15	0
	Does Not Meet Standard: Between 50-69% of students are making adequate academic growth.	68.75	26-50	25	50-69	20	50
	Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth.		0-25	25	1-49	49	0
Notes						50	
Measure 3d Norm-Referenced Growth in Reading	Are students making expected annual academic growth in reading compared to their academic peers?	Result (Percentile)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: The school's Median SGP in reading falls between the 66 th and 99 th percentile.		57-75	19	66-99	34	0
	Meets Standard: The school's Median SGP in reading falls between the 43 rd and 65 th percentile.		38-56	19	43-65	23	0
	Does Not Meet Standard: The school's Median SGP in reading falls between the 30 th and 42 nd percentile.	34.50	20-37	18	30-42	13	27
	Falls Far Below Standard: The school's Median SGP in reading falls below the 30 th percentile.		0-19	19	1-29	29	0
Notes						27	
Measure 3e Norm-Referenced Growth in Math	Are students making expected annual academic growth in math compared to their academic peers?	Result (Percentile)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: The school's Median SGP in math falls between the 66 th and 99 th percentile.		57-75	19	66-99	34	0
	Meets Standard: The school's Median SGP in math falls between the 43 rd and 65 th percentile.	44.00	38-56	19	43-65	23	39
	Does Not Meet Standard: The school's Median SGP in math falls between the 30 th and 42 nd percentile.		20-37	18	30-42	13	0
	Falls Far Below Standard: The school's Median SGP in math falls below the 30 th percentile.		0-19	19	1-29	29	0
Notes						39	

Measure 3f Norm-Referenced	Are students making expected annual academic growth in language compared to their academic peers?	Result (Percentile)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
Growth in Language	Exceeds Standard: The school's Median SGP in language arts falls between the 66 th and 99 th percentile.		57-75	19	66-99	34	0
	Meets Standard: The school's Median SGP in language arts falls between the 43 rd and 65 th percentile.		38-56	19	43-65	23	0
	Does Not Meet Standard: The school's Median SGP in language arts falls between the 30 th and 42 nd percentile.	42.00	20-37	18	30-42	13	37
	Falls Far Below Standard: The school's Median SGP in language arts falls below the 30 th percentile.		0-19	19	1-29	29	0
Notes							37
Measure 3g Subgroup Growth Combined Subjects	Is the school increasing subgroup academic performance over time?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: School earned at least 70% of possible points in SRS Accountability Area 3.		76-100	25	70-100	31	0
	Meets Standard: School earned 45-69% of possible points in SRS Accountability Area 3.		51-75	25	45-69	25	0
	Does Not Meet Standard: School earned 30-44% of possible points in SRS Accountability Area 3.		26-50	25	31-44	14	0
	Falls Far Below Standard: School earned fewer than 30% of possible points in SRS Accountability Area 3.	20.00	0-25	25	1-30	30	17
Notes							17
INDICATOR 4: COLLEGE AND CAREER READINESS							
Measure 4a Advanced Opportunity	Are students participating successfully in advance opportunity coursework?	Result	Points Possible				Points Earned
Coursework	Exceeds Standard: School earned 5 points in SRS Post-Secondary Content Area: Advanced Opportunity	5	50				
	Meets Standard: School earned 3-4 points in SRS Post-Secondary Content Area: Advanced Opportunity	3-4	30				
	Does Not Meet Standard: School earned 2 points in SRS Post-Secondary Content Area: Advanced Opportunity	2	10				10.00
	Falls Far Below Standard: School earned 1 or fewer points in SRS Post-Secondary Content Area: Adv Oppy	1	0				
Notes							10
Measure 4b1 College Entrance Exam Results	Does students' performance on college entrance exams reflect college readiness?	Result	Points Possible				Points Earned
	Exceeds Standard: Effective in 2013-14, at least 35% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	5	50				
	Meets Standard: Effective in 2013-14, between 25-34% of students met or exceeded the college readiness benchmark on an entrance or placement exam.)	3-4	30				
	Does Not Meet Standard: Effective in 2013-14, between 20-24% of students met or exceeded the college readiness benchmark on an entrance or placement exam.)	2	10				10.00
	Falls Far Below Standard: Effective in 2013-14, fewer than 20% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	1	0				
Notes							10
Measure 4b2 College Entrance Exam Results	Does students' performance on college entrance exams reflect college readiness?	Result	Points Possible				Points Earned
	Exceeds Standard: Effective in 2014-15 and thereafter, at least 45% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	5	50				
	Meets Standard: Effective in 2014-15 and thereafter, between 35-44% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	3-4	30				
	Does Not Meet Standard: Effective in 2014-15 and thereafter, between 30-34% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	2	10				
	Falls Far Below Standard: Effective in 2014-15 and thereafter, fewer than 30% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	1	0				0
Notes							0
Measure 4c Graduation Rate	Are students graduating from high school?	Result (Percentage)	Possible Overall	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: At least 90% of students graduated from high school.		39-50	12	90-100	11	0
	Meets Standard: 81-89% of students graduated from high school.		26-38	13	81-89	9	0
	Does Not Meet Standard: 71%-80% of students graduated from high school.		14-25	12	71-80	10	0
	Falls Far Below Standard: Fewer than 70% of students graduated from high school.	20.90	0-13	13	1-70	70	4
Notes							4

MISSION-SPECIFIC GOALS				
Measure 1	Is the school addressing the academic needs of 9th - 11th grade students who struggle in Reading?	Result	Points Possible	Points Earned
	Exceeds Standard: 90% or more of students who were identified as needing support in Reading and completed at least 8 units in the Reading/Language Arts Intervention course made adequate growth in Reading on the Smarter Balanced Assessment.		200	
	Meets Standard: 70% to 89% of students who were identified as needing support in Reading and completed at least 8 units in the Reading/Language Arts Intervention course made adequate growth in Reading on the Smarter Balanced Assessment.		160	
	Does Not Meet Standard: 50% to 69% of students who were identified as needing support in Reading and completed at least 8 units in the Reading/Language Arts Intervention course made adequate growth in Reading on the Smarter Balanced Assessment.		80	
	Falls Far Below Standard: Less than 50% of students who were identified as needing support in Reading and completed at least 8 units in the Reading/Language Arts Intervention course made adequate growth in Reading on the Smarter Balanced Assessment.		0	
				0.00
Notes				
Measure 2	Is the school addressing the academic needs of 9th - 11th grade students who struggle in English Language Arts?	Result	Points Possible	Points Earned
	Exceeds Standard: 90% or more of students who were identified as needing support in English Language Arts and completed at least 8 units in the Reading/Language Arts Intervention course made adequate growth in English Language Arts on the Smarter Balanced Assessment.		200	
	Meets Standard: 70% to 89% of students who were identified as needing support in English Language Arts and completed at least 8 units in the Reading/Language Arts Intervention course made adequate growth in English Language Arts on the Smarter Balanced Assessment.		160	
	Does Not Meet Standard: 50% to 69% of students who were identified as needing support in English Language Arts and completed at least 8 units in the Reading/Language Arts Intervention course made adequate growth in English Language Arts on the Smarter Balanced Assessment.		80	
	Falls Far Below Standard: Less than 50% of students who were identified as needing support in English Language Arts and completed at least 8 units in the Reading/Language Arts Intervention course made adequate growth in English Language Arts on the Smarter Balanced Assessment.		0	
				0.00
Notes				

iSVHS --- MISSION-SPECIFIC FRAMEWORK (N/A. Initial data set available fall 2015.)

Measure 3	Is the school addressing the academic needs of 9th - 11th grade students who struggle in Math?	Result	Points Possible	Points Earned
	Exceeds Standard: 85% or more of students who were identified as needing support in Math and completed at least 8 units in the Math Intervention course made adequate growth in Math on the Smarter Balanced Assessment.		200	
	Meets Standard: 65% to 84% of students who were identified as needing support in Math and completed at least 8 units in the Math Intervention course made adequate growth in Math on the Smarter Balanced Assessment.		160	
	Does Not Meet Standard: 50% to 64% of students who were identified as needing support in Math and completed at least 8 units in the Math Intervention course made adequate growth in Math on the Smarter Balanced Assessment.		80	
	Falls Far Below Standard: Less than 50% of students who were identified as needing support in Math and completed at least 8 units in the Math Intervention course made adequate growth in Math on the Smarter Balanced Assessment.		0	
				0.00
Notes				
Measure 4	Is the school successfully retaining enrolled students?	Result	Points Possible	Points Earned
	Exceeds Standard: iSVHS's year-to-year retention rate was 66% or higher.		100	
	Meets Standard: iSVHS's year-to-year retention rate was between 45% and 65%.		80	
	Does Not Meet Standard: iSVHS's year-to-year retention rate was between 30% and 45%.		40	
	Falls Far Below Standard: iSVHS's year-to-year retention rate was less than 30%		0	
				0.00
Notes	Year-to-year retention rate = the % of students who were enrolled at the end of one school year who are enrolled by the 56th calendar day of the following school year.			

INDICATOR 1: EDUCATIONAL PROGRAM		Result	Points Possible	Points Earned
Measure 1a Implementation of Educational Program	Is the school implementing the material terms of the educational program as defined in the performance certificate?			
	Meets Standard: The school implements the material terms of the mission, vision, and educational program in all material respects and the implementation of the educational program reflects the essential elements outlined in the performance certificate, or the school has gained approval for a charter modification to the material terms.	Meets	25	25.00
	Does Not Meet Standard: School has deviated from the material terms of the mission, vision, and essential elements of the educational program as described in the performance certificate, without approval for a charter modification, such that the program provided differs substantially from the program described in the charter and performance certificate.		0	
Notes				25.00
Measure 1b Education Requirements	Is the school complying with applicable education requirements?			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to education requirements, including but not limited to: Instructional time requirements, graduation and promotion requirements, content standards including the Common Core State Standards, the Idaho State Standards, State assessments, and implementation of mandated programming related to state or federal funding.	No instances of non-compliance documented	25	25.00
	Meets Standard: The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the education requirements; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
Notes	Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to education requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	25.00
Measure 1c Students with Disabilities	Is the school protecting the rights of students with disabilities?			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability, including but not limited to: Equitable access and opportunity to enroll; identification and referral; appropriate development and implementation of IEPs and Section 504 plans; operational compliance, including provision of services in the LRE and appropriate inclusion in the school's academic program, assessments, and extracurricular activities; discipline, including due process protections, manifestation determinations, and behavioral intervention plans; access to the school's facility and program; appropriate use of all available, applicable funding.	No instances of non-compliance documented	25	25.00
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
Notes	Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	25.00

Measure 1d English Language Learners	Is the school protecting the rights of English Language Learner (ELL) students?	Result	Points Possible	Points Earned
<p>Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to requirements regarding ELLs, including but not limited to: Equitable access and opportunity to enroll; required policies related to the service of ELL students; compliance with native language communication requirements; proper steps for identification of students in need of ELL services; appropriate and equitable delivery of services to identified students; appropriate accommodations on assessments; exiting of students from ELL services; and ongoing monitoring of exited students. Matters of non-compliance, if any, are minor and quickly remedied, with documentation, by the governing board.</p>		No instances of non-compliance documented	25	25.00
<p>Meets Standard: The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of ELL students; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p>			15	
<p>Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to requirements regarding ELLs; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>			0	
				<u>25.00</u>
Notes				
INDICATOR 2: FINANCIAL MANAGEMENT AND OVERSIGHT				
Measure 2a Financial Reporting and Compliance	Is the school meeting financial reporting and compliance requirements?	Result	Points Possible	Points Earned
<p>Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements, including but not limited to: Complete and on-time submission of financial reports including annual budget, revised budgets (if applicable), periodic financial reports as required by the PCSC, and any reporting requirements if the board contracts with an Education Service Provider; on-time submission and completion of the annual independent audit and corrective action plans (if applicable); and all reporting requirements related to the use of public funds.</p>		No instances of non-compliance documented	25	25.00
<p>Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to financial reporting requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p>			15	
<p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>			0	
				<u>25.00</u>
Notes				
Measure 2b GAAP	Is the school following Generally Accepted Accounting Principles (GAAP)?	Result	Points Possible	Points Earned
<p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit, including but not limited to: An unqualified audit opinion; an audit devoid of significant findings and conditions, material weaknesses, or significant internal control weaknesses; and an audit that does not include a going concern disclosure in the notes or an explanatory paragraph within the audit report.</p>		No instances of non-compliance documented	25	25.00
<p>Does Not Meet Standard: The school exhibits failure to comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audits; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>			0	
				<u>25.00</u>
Notes				

GOVERNANCE AND REPORTING		Result	Points Possible	Points Earned
Measure 3a Governance Requirements Is the school complying with governance requirements? Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to governance by its board, including but not limited to: board policies; board bylaws; state open meetings law; code of ethics; conflicts of interest; board composition; and compensation for attendance at meetings. Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to governance by its board. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board. Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to governance by its board; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.	Notes	No instances of non-compliance documented	25	25.00
			15	
			0	
				<u>25.00</u>
Measure 3b Reporting Requirements Is the school complying with reporting requirements? Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, and/or federal authorities, including but not limited to: accountability tracking; attendance and enrollment reporting; compliance and oversight; additional information requested by the authorizer. Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, and/or federal authorities. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board. Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, and/or federal authorities; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.	Notes	No instances of non-compliance documented	25	25.00
			15	
			0	
				<u>25.00</u>
INDICATOR 4: STUDENTS AND EMPLOYEES		Result	Points Possible	Points Earned
Measure 4a Student Rights Is the school protecting the rights of all students? Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the rights of students, including but not limited to: policies and practices related to recruitment and enrollment; the collection and protection of student information; due process protections, privacy, civil rights, and student liberties requirements; conduct of discipline. Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the rights of students. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board. Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to the rights of students; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.	Notes	No instances of non-compliance documented	25	25.00
			15	
			0	
				<u>25.00</u>

		Result	Points Possible	Points Earned
Measure 4b Credentialing	Is the school meeting teacher and other staff credentialing requirements?			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to state and federal certification requirements.	No instances of non-compliance documented	25	25.00
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to state and federal certification requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to state and federal certification requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes			<u>25.00</u>	
<hr/>				
Measure 4c Employee Rights	Is the school complying with laws regarding employee rights?			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to employment considerations, including those relating to the Family Medical Leave Act, the Americans with Disabilities Act, and employment contracts.	No instances of non-compliance documented	25	25.00
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to employment considerations or employee rights. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to employment considerations; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes			<u>25.00</u>	
<hr/>				
Measure 4d Background Checks	Is the school completing required background checks?			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to background checks of all applicable individuals.	No instances of non-compliance documented	25	25.00
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to background checks of all applicable individuals. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to background checks of all applicable individuals; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes			<u>25.00</u>	


INDICATOR 5: SCHOOL ENVIRONMENT		Result	Points Possible	Points Earned
Measure 5a Facilities and Transportation	Is the school complying with facilities and transportation requirements? Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the school facilities, grounds, and transportation, including but not limited to: American's with Disabilities Act, fire inspections and related records, viable certificate of occupancy or other required building use authorization, documentation of requisite insurance coverage, and student transportation. Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to the school facilities, grounds, or transportation. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board. Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to the school facilities, grounds, and transportation; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.	No instances of non-compliance documented	25	25.00
			15	
			0	
				25.00
Notes				
Measure 5b Health and Safety	Is the school complying with health and safety requirements? Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to safety and the provision of health-related services. Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to safety or the provision of health-related services. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board. Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to safety and the provision of health-related services; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.	No instances of non-compliance documented	25	25.00
			15	
			0	
				25.00
Notes				
Measure 5c Information Handling	Is the school handling information appropriately? Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the handling of information, including but not limited to: maintaining the security of and providing access to student records under the Family Educational Rights and Privacy Act and other applicable authorities; accessing documents maintained by the school under the state's Freedom of Information law and other applicable authorities; transferring of student records; proper and secure maintenance of testing materials. Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to the handling of information. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board. Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to the handling of information; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.	No instances of non-compliance documented	25	25.00
			15	
			0	
				25.00
Notes				

ISVHS --- OPERATIONAL FRAMEWORK

ADDITIONAL OBLIGATIONS		Result	Points Possible	Points Earned
Measure 6a Additional Obligations	<p>Is the school complying with all other obligations?</p> <p>Meets Standard: The school materially complies with all other material legal, statutory, regulatory, or contractual requirements contained in its charter contract that are not otherwise explicitly stated herein, including but not limited to requirements from the following sources: revisions to state charter law; and requirements of the State Department of Education. Matters of non-compliance, if any, are minor and quickly remedied, with documentation, by the governing board.</p>	No instances of non-compliance documented	25	25.00
	<p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with with all other material legal, statutory, regulatory, or contractual requirements contained in its charter contract that are not otherwise explicitly stated herein; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>		0	
Notes				<u>25.00</u>

INDICATOR 1: NEAR-TERM MEASURES			25		
Measure	Description	Result	Points Possible	Points Earned	
Measure 1a Current Ratio	<p>Current Ratio: Current Assets divided by Current Liabilities</p> <p>Meets Standard: Current Ratio is greater than or equal to 1.1 OR Current Ratio is between 1.0 and 1.1 and one-year trend is positive (current year ratio is higher than last year's). <i>Note: For schools in their first or second year of operation, the current ratio must be greater than or equal to 1.1.</i></p> <p>Does Not Meet Standard: Current Ratio is between 0.9 and 1.0 or equalis 1.0 OR Current Ratio is between 1.0 and 1.1 and one-year trend is negative.</p> <p>Falls Far Below Standard: Current ratio is less than or equal to 0.9.</p>	Ratio is 1.8	50	50.00	
			10		
			0		
				50.00	
Notes					
Measure 1b Unrestricted Days Cash	<p>Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses minus Depreciation Expense / 365)</p> <p>Meets Standard: 60 Days Cash OR Between 30 and 60 Days Cash and one-year trend is positive. <i>Note: Schools in their first or second year of operation must have a minimum of 30 Days Cash.</i></p> <p>Does Note Meet Standard: Days Cash is between 15-30 days OR Days Cash is between 30-60 days and one-year trend is negative.</p> <p>Falls Far Below Standard: Fewer than 15 Days Cash.</p>		50		
		37 days cash, 1-year trend shows no change	10	10.00	
			0		
				10.00	
Notes					
Measure 1c Enrollment Variance	<p>Enrollment Variance: Actual Enrollment divided by Enrollment Projection in Charter School Board-Approved Budget</p> <p>Meets Standard: Enrollment Variance equals or exceeds 95 percent in the most recent year.</p> <p>Does Not Meet Standard: Enrollment Variance is between 85-95 percent in the most recent year.</p> <p>Falls Far Below Standard: Enrollment Variance is less than 85 percent in the most recent year.</p>	Variance is 94.4%	30	30.00	
			50		
			0		
				30.00	
Notes					
Measure 1d Default	<p>Default</p> <p>Meets Standard: School is not in default of loan covenant(s) and/or is not delinquent with debt service payments.</p> <p>Does Not Meet Standard: Not applicable</p> <p>Falls Far Below Standard: School is in default of loan covenant(s) and/or is delinquent with debt service payments.</p>	No default or delinquency noted in audit	50	50.00	
			0		
				50.00	
				50.00	
Notes					

INDICATOR 2: SUSTAINABILITY MEASURES		Result	Points Possible	Points Earned
Measure 2a Total Margin and Aggregated 3-Year Total Margin	Total Margin: Net Income divided by Total Revenue AND Aggregated Total Margin: Total 3-Year Net Income divided by Total 3-Year Revenues			
	Meets Standard: Aggregated 3-year Total Margin is positive and the most recent year Total Margin is positive OR Aggregated 3-Year Total Margin is greater than -1.5 percent, the trend is positive for the last two years, and the most recent year Total Margin is positive. <i>Note: For schools in their first or second year of operation, the cumulative Total Margin must be positive.</i>		50	
	Does Not Meet Standard: Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard"		10	
	Falls Far Below Standard: Aggregated 3-Year Total Margin is less than or equal to -1.5 percent OR The most recent year Total Margin is less than -10 percent.	Agg = (14.2%) Total = 12.7%	0	0.00
Notes				0.00
Measure 2b Debt to Asset Ratio	Debt to Asset Ratio: Total Liabilities divided by Total Assets	Result	Points Possible	Points Earned
	Meets Standard: Debt to Asset Ratio is less than 0.9	Ratio is .64	50	50.00
	Does Not Meet Standard: Debt to Asset Ratio is between 0.9 and 1.0		30	
	Falls Far Below Standard: Debt to Asset Ratio is greater than 1.0		0	
Notes				50.00
Measure 2c Cash Flow	Cash Flow: Multi-Year Cash Flow = Year 3 Total Cash - Year 1 Total Cash AND One-Year Cash Flow = Year 2 Total Cash - Year 1 Total Cash	Result	0	Points Earned
	Meets Standard (in one of two ways): Multi-Year Cumulative Cash Flow is positive and Cash Flow is positive each year OR Multi-Year Cumulative Cash Flow is positive, Cash Flow is positive in one of two years, and Cash Flow in the most recent year is positive. <i>Note: Schools in their first or second year of operation must have positive cash flow.</i>		50	
	Does Not Meet Standard: Multi-Year Cumulative Cash Flow is positive, but trend does not "Meet Standard"		30	
	Falls Far Below Standard: Multi-Year Cumulative Cash Flow is negative	Multi-year is (\$117,043)	0	0.00
Notes				0.00
Measure 2d Debt Service Coverage Ratio	Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)	Result	Points Possible	Points Earned
	Meets Standard: Debt Service Coverage Ratio is equal to or exceeds 1.1	Ratio is 3.68	50	50.00
	Does Not Meet Standard: Debt Service Coverage Ratio is less than 1.1		0	
	Falls Far Below Standard: Not Applicable			
Notes				50.00

A decorative graphic consisting of a green triangle that tapers from left to right, with a white shadow effect underneath.

“Performance-based accountability is the cornerstone of charter schools.”

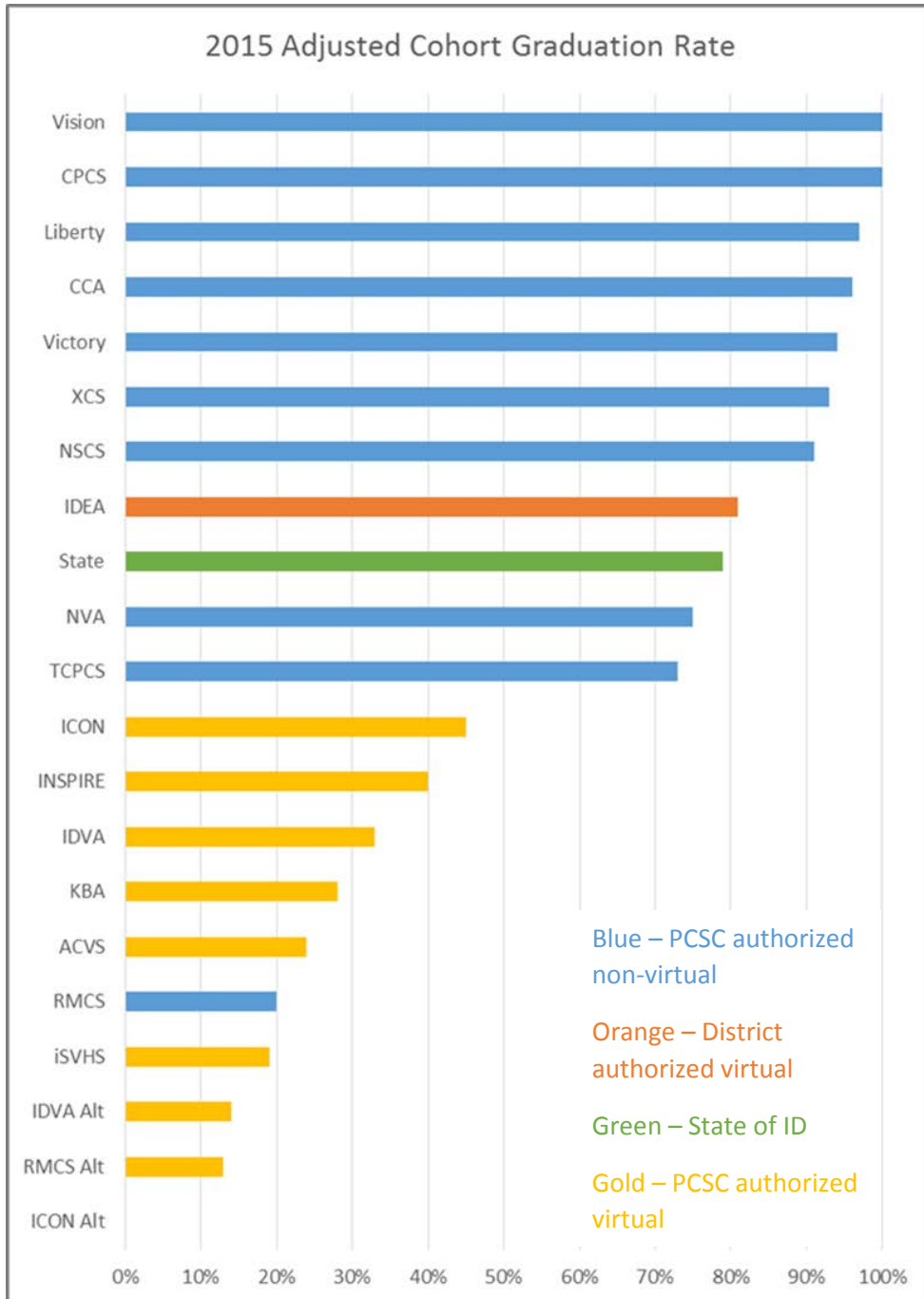
Alison Consoletti, The Center for Education Reform

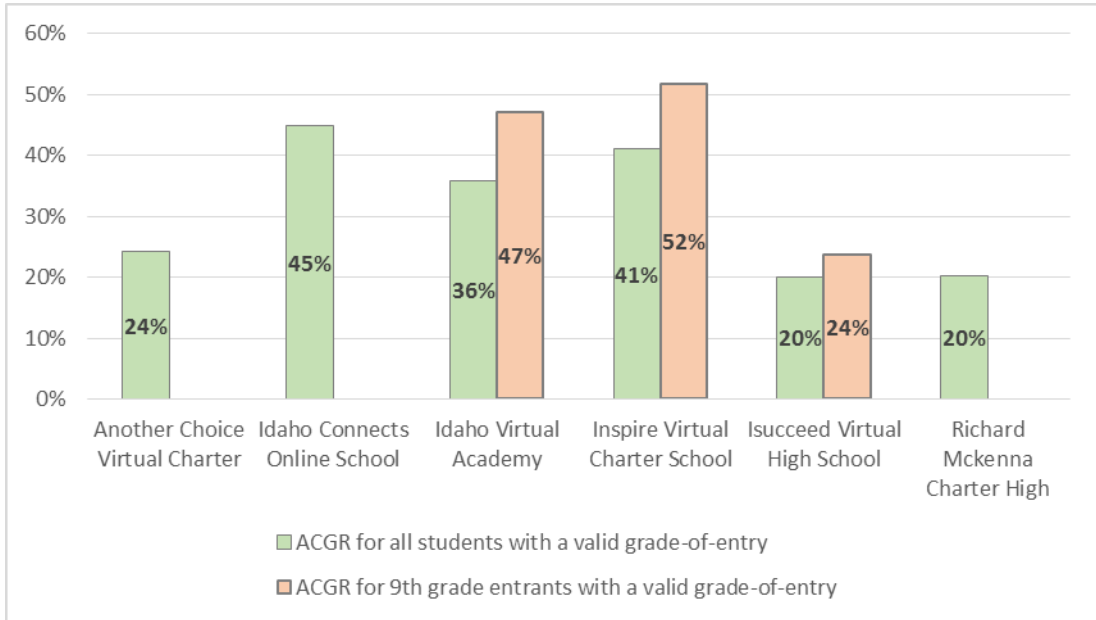
Academic Performance Comparisons

The charts below compare iSVHS’s outcomes to those of relevant comparison groups.

GRADUATION RATE

iSVHS’s graduation rate is significantly lower than the state’s, and is the lowest among Idaho’s non-alternative virtual schools. This low rate persists even when considering only students who entered iSVHS in 9th grade, and therefore were not already behind their cohorts upon enrollment at iSVHS.



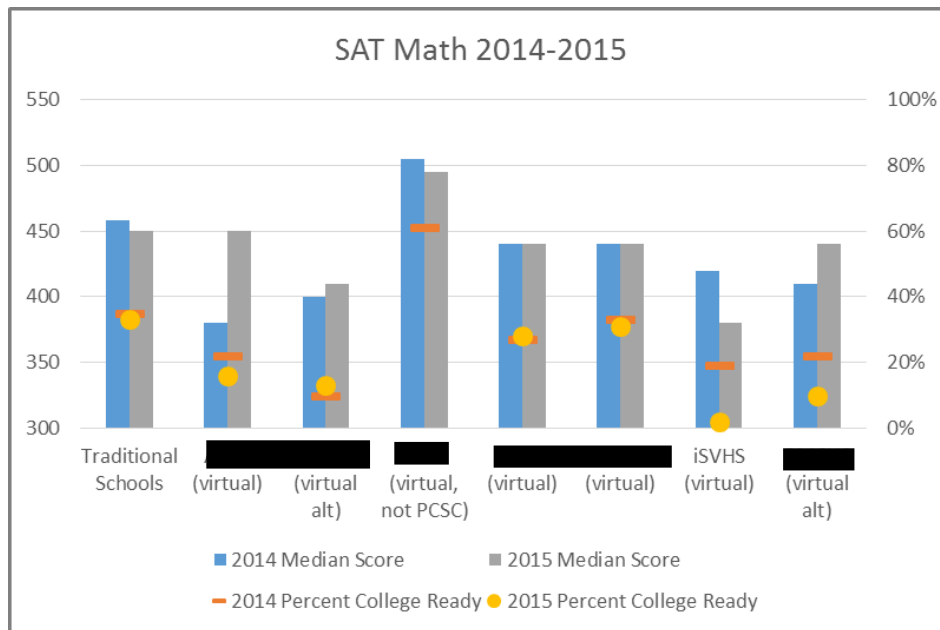


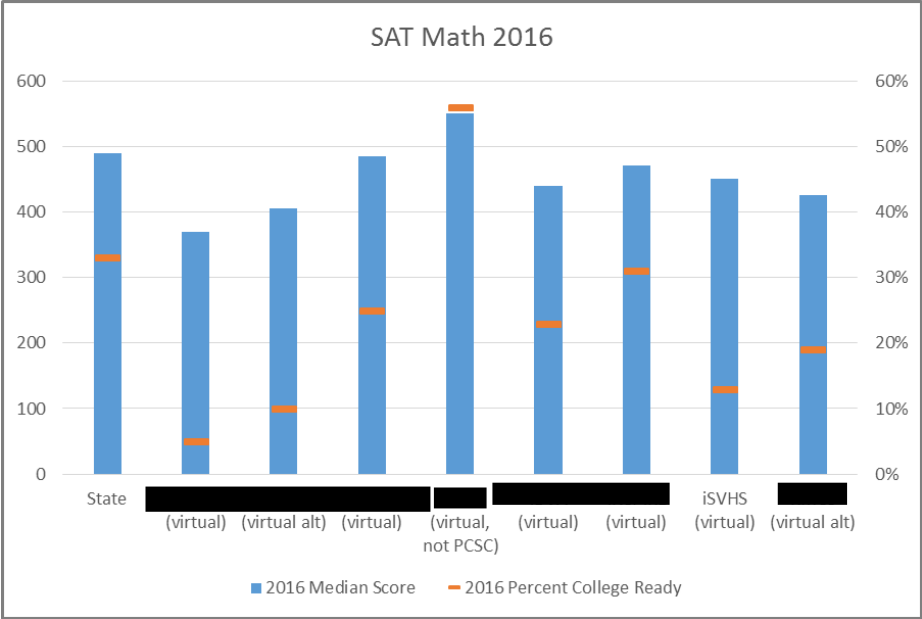
SAT

In 2014 and 2015, iSVHS’s median score in math was lower than that of traditional schools. The percentage of iSVHS students meeting the “college ready” benchmark dropped from 2014 to 2015 in all. Comparisons to other virtual schools were mixed.

In 2016, iSVHS’s median math score was somewhat lower than the state’s, and its percentage college-ready in math was much lower. Comparisons to other virtual schools were mixed.

Due to changes in the nature of the test, 2016 SAT results cannot be directly compared to results from earlier years.





PRE-RENEWAL SITE VISIT

A pre-renewal site visit is an important part of the charter renewal process. The purpose of a pre-renewal site visit is to observe and discuss the charter school's programs, policies, practice, and procedures to assess their efficacy and fidelity to the school's charter and aligned operating systems.

In fall 2016, pre-renewal site visits of eleven schools scheduled for renewal consideration 2017 were conducted with the primary objective of determining whether the schools were providing the appropriate conditions for sustained success. Each evaluation team was comprised of a member of the PCSC staff and an independent, external consultant. The external consultants were experts in areas such as curriculum and instruction, fiscal management, and/or fields particularly relevant to the subject schools.

The site visit process and associated evaluation rubric were developed based on best practices from authorizers across the country, including SUNY, Denver Public Schools, and Portland State University (PSU), whose evaluators perform all site visits for the State of Oregon.

A copy of the evaluation rubric was sent to each renewal school in advance of the visit. Due to time constraints and limited resources, schools were informed that it was highly unlikely all the measures would be evaluated. Prior to the visits, PCSC staff and external consultants determined the rubric measures of most value for each visit. The evaluation teams conducted interviews with diverse stakeholders including school leaders, board members, teachers, and parents. The final site visit reports were compiled from observations and comments at the agreement of both evaluation team members.

The PCSC staff contracted with four independent, external evaluators for the purpose of conducting pre-renewal site visits. One evaluator participated in each site visit. Each school's site visit report lists which members of the team participated in the visit. Brief evaluator biographies are provided below for reference:

Dr. Sherawn Reberry, Director of Education Programs Idaho Digital Learning

Dr. Reberry is a former educator and administrator for both K-12 and post-secondary programs. With over 20 years of experience, she has spent the past 14 years in online education. Dr. Reberry currently serves on the board for the Idaho Association for Supervision and Curriculum Development.

Randy Yadon, Principal of Meridian Technical Charter High School

Mr. Yadon has over 25 years of education experience as a classroom teacher and administrator. He currently serves as the Principal of Meridian Technical Charter School, a high-performing charter authorized by the West Ada School District.

Christine McMillen, Principal Atlas Alternative High School

Ms. McMillen has served as a classroom teacher and administrator for the past 15 years. She currently serves as the Principal for Atlas Alternative High School in the Middleton School District.

Nils Peterson, Education Consultant

Mr. Peterson is the retired Assistant Director for The Center for Teaching, Learning, and Technology at Washington State University. He has served as an education consultant for 20 years. Mr. Peterson is also a founder and former Board Chairman for Palouse Prairie Charter School.

iSucceed Virtual High School

Pre-Renewal Site Visit

Evaluation Report

Visit Date: October 3, 2016

Idaho Public Charter School Commission

Charter School

iSucceed Virtual High School
6148 N. Discovery Way, Suite 120
Boise, ID 83713
(855) 315-3116
www.isucceedvhs.net

Katie Allison Administrator

Authorizer

Idaho Public Charter School Commission
(208) 332-1561
www.chartercommission.idaho.gov
Tamara Baysinger, Director
Alan Reed, Chairman

Evaluators

Dr. Sherawn Reberry Director of Education Programs, Idaho Digital Learning
Jennifer Barbeau PCSC Accountability Program Manager

PURPOSE OF EVALUATION

Idaho Code §33-5209B states that following an initial three-year term, a charter may be renewed for successive five-year terms of operation. iSucceed Virtual High School will be considered for renewal during the spring of 2017. The purpose of the site visit was to gain additional, contextual information regarding the academic, operational, and financial conditions of the school prior to the formation of renewal recommendations.

Evaluation of iSucceed Virtual High School is based on the school's performance relative to 1) federal and state statutes pertaining to the administration of charter schools; 2) general standards of effective school operation; and 3) additional requirements of the PCSC as a condition of charter authorization. These additional requirements are described in the performance certificate and framework.

In order to evaluate the school's performance, the site evaluators applied a rubric (developed by PCSC staff based on national best practices) to assess iSucceed Virtual High School. Indicators were established to provide more specificity regarding quality expectations. Using the descriptions, the evaluators assigned a rating to each indicator establishing whether the school is exceeding, meeting, approaching, or not meeting the expectations. Each rating was based on review of documents, observations, and interviews with school representatives and stakeholders. The rubric was provided to the school prior to the evaluation process.

The school has been provided with a copy of this report and may respond with clarifications of any factual inaccuracies by December 15, 2016.

INTRODUCTION

iSucceed Virtual Charter High School (iSVHS) is a statewide virtual high school whose corporate office is located in Meridian, Idaho. The charter states that the school will provide an option through which migrant and at-risk students, as well as other students for whom traditional classrooms are a poor fit, can obtain high school diplomas. Supported by mentors who monitor individual progress, students are to progress through Individual Student Learning Plans and demonstrate mastery of state-mandated content. Academically struggling students should receive additional assessments and support, including curriculum modification and one-on-one instruction. The school initially contracted with Insight Schools for management and learning platform services. In 2010, Insight was acquired by Kaplan, which was then acquired by K12. In 2012, the board replaced K12 with American Virtual Academy (AVA). In 2015, the board established a new service contract with AVA dba Flipswitch. Flipswitch is a management company and curriculum provider.

The charter includes the following commitments:

- 70% of students continuously enrolled for three or more years will achieve proficiency on the ISAT.
- The average course completion rate will increase year over year, stabilizing at 80% or higher.
- Within two years, the school will achieve a student retention rate of 65% or higher.
- The school's graduation rate will increase year over year, stabilizing at 85% or higher.
- The school will bring dropout-prone students back into the public school system and enable them to graduate proficient in reading and math, as assessed by the ISAT.

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

The petition for iSVHS was approved by the PCSC in November 2007, contingent upon finalization of the management contract. Petition approval became final in January 2008, and iSVHS opened in fall 2008.

MISSION

To engage and motivate all students in a quality, personalized education that promotes individual success and lifelong learning.

MISSION AND KEY DESIGN ELEMENTS

Is the school faithful to its mission, implementing the key design elements outlined in its performance certificate?

Rating: Meets

Evidence: Interviews with Administration, Board, and Staff

Detail: The administrative team understands the mission of the school, as does the Board. The teachers were also clear on the mission. The mission is enacted through efforts in personalizing the education of all students. Flexibility is provided through the online platform and use of a quarter system (rather than semester or trimester) for coursework. The design element of parental involvement was not clearly demonstrated during site visit. Extra-curricular activity opportunities could be increased.

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

Rating: Approaches

Evidence: Interviews with Administration, Staff
Curriculum Demonstration

Detail: The school has worked at developing an effective advisory program in addition to their instructional practices. This advisory program works toward building relationships between teachers and students. The school is not currently focusing on building relationships with parents. School staff must use a curriculum developed by an outside company, with limited ability to add to the content.

PROGRAM DELIVERY: CURRICULUM

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

Rating: Approaches

Evidence: Curriculum Demonstration

Detail: The school is utilizing curricular materials that are purchased through a third-party provider. There was no evidence of a scope and sequence document, other than the ability for students to progress through the different courses. The curriculum is a set curriculum and there did not appear to be significant differentiation taking place for students. There is the ability for teachers to add additional information into a "Notes" section of each course, which could assist students alongside the actual curriculum. In addition, teachers can create alternative assignments or exempt students from sections of the curriculum, but it is unclear how often or under what circumstances those adjustments are made. The curriculum shown was all at the same reading level and appeared difficult for low learners to access.

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

Rating: Approaches

Evidence: Interviews with Administration, Staff
Curriculum Demonstration

Detail: The course visitation showed how students access and activate the learning materials. The objectives are stated within the content itself. Teachers are able to more clearly articulate objectives through their announcements and the use of the "Notes" section. Through the advisory program, there is an added opportunity for students to be caught if they are falling behind with the curriculum, but it is unclear what supports are available to help those students catch up.

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

Rating: Does Not Meet

Evidence: Interviews with Administration, Staff
Assessment List

Detail: The school does not conduct student assessments outside of the state-required ISAT testing, the SAT, and Pre-SAT exams. This provides a challenge in determining the proficiency and growth of iSucceed students and providing staff and administration data to direct curriculum

revision. There was not a clear picture of an alternative method for developing a feedback loop for revising curriculum. It appears as if the teachers within a content area converse and share ideas for curriculum, but with the curriculum provided by a vendor, they are unable to make such revisions. Neither the administration nor board could provide performance goals for students.

Does the school effectively provide opportunities for student engagement?

Rating: Meets

Evidence: Interviews with Administration, Staff
Curriculum Demonstration

Detail: Students are provided an opportunity to master the curriculum. They are allowed to redo workbook assignments and checkpoints up to three times. The other assignment types allow for one-time submission. Teachers indicated that they provide feedback to students throughout the course, providing input on their work and what needs improvement, usually within 24 hours. Teachers also offer office hours where students are able to meet virtually with the teacher to get additional tutoring assistance.

PROGRAM DELIVERY: INSTRUCTION**Does the school recruit, support, and retain highly effective staff?****Rating:** Meets**Evidence:** Staff Roster Report
Interviews with Administration, Staff**Detail:** There was evidence of teacher retention and professional development at iSVHS. The staff is comprised of 50% full-time and 50% part-time teachers. The Board did not seem to play a direct role interviewing and selecting teachers, rather leaving this responsibility to the administrative leadership. Turnover for administrators and administrative staff has been high; this may be due to financial difficulties and repeated transitions among educational service providers. This situation appears to be improving.**Does the school have strong instructional leadership?****Rating:** Approaches**Evidence:** Interviews with Administration, Staff**Detail:** The school has a new principal, hired this year, who seems attuned to the importance of collecting and monitoring data from each course. It is unclear what role the principal will play in monitoring and mentoring staff, outside of the advisory program. It was indicated that teachers are evaluated once per year. Previously, the administrator's role was too encompassing to focus on instructional leadership. The school has also recently become a Title I school, indicating interest in instructional improvement for students.**Does the school have leadership sustainability?****Rating:** Approaches**Evidence:** Interviews with Administration, Board**Detail:** The school has seen a large amount of administrator turnover. The board indicated that finding the right individual to implement the school's vision is key. However, the board appears to take an active role in the financial management of the school at an operational level, which can prove difficult to maintaining an experienced administrator. At the direction of the board, the current administrator's role is largely focused on the financial and operational aspects of the school, rather than academic outcomes. Specific job descriptions for the administration roles

were not provided. The school does not appear to have a succession plan for the administrative team.

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

Rating: Meets

Evidence: Interviews with Administration, Staff

Detail: Both the administrative team and teachers interviewed indicated that professional development is provided. It appears that the professional development is teacher driven.

PROGRAM DELIVERY: ASSESSMENT AND EVALUATION

Does the school deliver an academic program that provides improved academic outcomes and educational success for all students?

Rating: Approaches

Evidence: Interviews with Administration, Staff
Curriculum Demonstration

Detail: There are indications that the school is working to enroll diverse learners. However, the teachers indicated that over the course of the school's history, there have only been two students qualified as English Language Learners. The teachers noted that they receive student IEPs/504s through google documents. There was no indication that teachers meet with any administrative team member to review IEPs/504s and/or interventions. The teachers interviewed indicated that each teacher with students on an IEP/504 added notes to the relevant google document. This raises concerns about student confidentiality in how these types of documents are stored and shared. Additionally, there were no clear procedures for how the school identifies diverse learners. There was talk about how cumulative files came with the students and some evidence of Response to Intervention and the different tiers of support. This seems to be emerging for identified students. It is unclear how or if the curriculum is adjusted for diverse learners.

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

Rating: Does Not Meet

Evidence: Interview with Administration, Board, and Staff
Assessment List
Curriculum Demonstration

Detail: Data is beginning to be collected in regards to classroom information. The administrative team is collecting data points from each class such as student logins, assignment grades, etc. However, there was little mention regarding formative assessments applied throughout the academic year. Discussion with the administrative team indicated interest in future development of a formative assessment system, but there is no evidence that such development is underway. It was also mentioned that the school is looking to promote quality online instruction by using assessments. Again, there was no demonstration of this occurring. The board also indicated that assessment data is something that they are still working on with the administrative team; however, they are unsure of what data that needs to be collected to make a difference in academic success for students.

Does the school promote a culture of high expectations that is safe, respectful, and supportive?

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

ACCESS AND EQUITY**Does the school offer adequate support for special populations?****Rating:** Does Not Meet**Evidence:** Interviews with Administration, Board, and Staff
Annual Reports
Curriculum Demonstration

Detail: When talking with the administration or Board there was often mention of "our population", in reference to the "type" of students enrolled at iSucceed. The Board indicated that they target at-risk and minority students. However, per the 2015 annual report, there is a small population of IEP students (6.5%), no LEP students, and 16% defined as "non-white." iSucceed's special populations are well below the state average. Throughout the different conversations, there was only mention of teachers adding information to the course through the "Notes" section. This section of each course provides teachers the opportunity to add videos, additional assignments, or differentiate to the best of their ability. Teachers can also exempt assignments as needed for the whole class or on an as-needed basis. There was no evidence through discussion or items provided of other ways teachers meet the needs of diverse students. Teachers are available for students through online office hours, but the students must choose to participate in this opportunity.

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

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

Does the school demonstrate an adequate demographic representation of the surrounding district(s)?

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

Does the school have a strong, steady retention rate for students?**Rating:** Approaches**Evidence:** Interviews with Administration, Board, and Staff
Student Retention Form

Detail: iSucceed has a lower than expected return ratio of students. Throughout the course of the visit with administration, board, and teachers, there was a recurrent theme regarding high

student turnover. Simply stated, "it is the type of students we attract." When asked to define this "type of student," interviewees indicated that many students had failed in their previous schools and came to iSVHS looking to graduate.

The school does not perform exit interviews, though they expressed interest in doing so in the future. They often don't know a student has left until they receive records requests or the student fails to complete coursework.

The school's enrollment has been declining. They have seen some growth recently, but not at the level they would like. It appeared that the board was most interested in increasing enrollment to ensure they were eligible to obtain transportation funding. The administration and teachers appeared genuine in their discussions of marketing to increase enrollment.

ORGANIZATIONAL CAPACITY

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

Rating: Approaches

Evidence: Interviews with Administration, Board, and Staff

Detail: The school has struggled with administrative turnover. This may have been remedied with the recent addition of a principal to support the executive director. High turnover may also have been symptomatic of stress resulting from multiple ESP contract changes. The working climate for teachers appears to be sound.

The board demonstrated more interest in the finances of the school than in its academic outcomes. Outside of finances, the board has not necessarily set clear expectations for the administrators and staff.

Are there effective communication channels between stakeholders?

Rating: Approaches

Evidence: Interviews with Administration, Board, and Staff
Meeting Minutes

Detail: There is regular communication between teachers and students, both in regard to coursework progress and in an advisory role. Staff indicated that the school is working on a parent involvement plan to engage parents through emails, monthly newsletters, and parent/teacher conferences. The school hopes to roll out this plan during the second quarter. School administrators appears to meet regularly with the board, and meeting minutes indicate well-managed meetings. The board and administration have a positive working relationship.

With regard to the ESP relationship, it appears that iSVHS's administration has taken the lead on communication with Flipswitch. Flipswitch eliminated some key, previously agreed upon staff positions, which has required iSVHS to renegotiate their contract. It is unclear what role the board has taken in enforcing and negotiating the terms of the Flipswitch contract.

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

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

Does the school facility support high quality teaching and learning?

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

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

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

GOVERNANCE

Do members of the school's board act as public agents authorized by the state and provide competent and appropriate governance to ensure the transparency of school operations?

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

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

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

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

Rating: Approaches

Evidence: Interviews with Administration, Board
Strategic Plan
Annual Reports

Detail: For the most part, the Board appears to maintain a governance role; however there does seem to be a bit of crossover into management responsibilities. It appears that Board members visit the school regularly; their presence felt much like that of school staff. The Board has periodically participated in board trainings and conferences through ISBA.

The Board is very focused on financial issues and appears nonchalant regarding academics. When asked about particular academic issues, the Board was not readily able to respond. Most often, they responded to concerns with the same phrase: "It's the type of students we have." When asked about specifics regarding low math scores, the board members indicated that such scores are the result of how the school is assessed and the type of students that are enrolled. They had ideas regarding how the administration and teachers could effect improvement.

Has the school's board developed a strategic plan?

Rating: Does Not Meet

Evidence: Interviews with Administration, Board
Strategic Plan

Detail: The school’s strategic plan is weak in the area of student achievement, which is the area of most concern for iSucceed. The strategic plan lacked a focus on obtaining meaningful assessment data and providing effective intervention for the “at-risk” population they claim to serve.

There was a discrepancy between the description of strategic plan development between the board and the executive director. The board indicated that the plan was originally produced through a consultant out of Washington State, and they worked on it during a board retreat. The executive director indicated that she was the responsible party and provided the plan to the board for their review. There does not appear to have been any stakeholder involvement or board training prior to strategic planning.

Does the school's board provide appropriate academic oversight?

Rating: Does Not Meet

Evidence: Interviews with Administration, Board
Assessment List

Detail: This is a significant area of concern. The board appears to be more interested in finances than in the academic success of students. When discussing the academic scores, specifically the low math scores, the board members were clearly unaware of what this truly indicated. It does not appear that decisions are driven by student performance data. The board indicated a belief that it would be difficult to demonstrate or measure academic progress due to “our population.” The Board seemed to be more interested in reaching an enrollment of 400+ students in order to be eligible for transportation funding than they did with the academics of students. Additionally, there does not appear to be a board member with an education background.

Does the school's board provide appropriate operational oversight?

Rating: Does Not Meet

Evidence: Interviews with Administration, Board
Education Service Provider Agreement

Detail: The board seems to understand the financial aspect of school governance, but not the academic aspect. There have been no academic expectations or goals set for the administrator during annual evaluations.

Regarding the ESP, it appears that the terms of the Flipswitch contract may not be met due to Flipswitch’s reduction in staffing at the school. The school is still operating under the old contract with a “gentleman’s agreement” regarding what fees Flipswitch is now billing to iSVHS. It is not

clear what actions the board intends to take regarding future agreements with Flipswitch. This could prove to be a costly liability if the school is required to continue to pay the agreed upon fees, yet has absorbed the additional costs of replacing Flipswitch employees at the school level. The administrator and business manager seem to have a more active role in the renegotiation of the ESP contract than does the board.

GOVERNANCE: FINANCIAL**Does the school's board provide appropriate financial oversight?****Rating:** Meets**Evidence:** Interview with Board

Detail: The board appears to monitor the school's financial status. ISBA financial policies have been adopted, but it is unclear as to whether they have been reviewed and tailored to iSVHS's specific needs. The board does have members with financial expertise; however, it was not confirmed that all board members understand budgets, audits, and development of such. Additional oversight regarding the ESP contract and its financial implications is necessary.

Does the school maintain appropriate internal controls and procedures?

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

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

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

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

Evidence: Interviews with Administration, Board
Education Service Provider Agreement

Detail: The school is still working to reach enrollment goals. The uncertain relationship with the ESP is of concern; additionally, the school has a history of changing education service providers, which ultimately comes at a significant financial cost. The current contract appears to be in flux, with the school carrying more of the financial burden of staffing than originally agreed upon with the ESP. While the Flipswitch agreement does include a debt protection clause, the contract expires at the end of the current academic year. Long-term fiscal stability will be dependent upon the terms of future ESP contracts, as well as the ability to improve academic performance and retention of students.

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

This indicator was not rated.

Idaho PCSC Site Visit Evaluation Rubric

Please Note: This rubric contains a wide range of indicators based upon best practices nationwide. This rubric is designed to apply to most school models, but in the case of unique programs, it may be tailored slightly to better evaluate those programs.

<u>Mission and Key Design Elements</u>				
Is the school faithful to its mission, implementing the key design elements outlined in its performance certificate?				
Indicators: All stakeholders share a common and consistent understanding of the school's mission and key design elements as outlined in the charter or subsequent amendments. The school has fully implemented its mission and key design elements in the approved charter or subsequent amendments.	Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.	Meets: The school presents no material concerns in any of the indicators regarding mission and key design elements.	Approaches: The school presents a material concern in one of the indicators regarding mission and key design elements.	Does not meet: The school presents a material concern in more than one of the indicators regarding mission and key design elements.
Notes:				
To what extent is the charter school implementing distinctive instructional practices as outlined in their charter?				
Indicators: The school implements the instructional practices that are consistent with the educational program described in its charter. Teachers demonstrate understanding and skill in the stated instructional practices. The instructional strategies are consistently implemented.	Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.	Meets: The school presents no material concerns in any of the indicators regarding distinctive instructional practices.	Approaches: The school presents a material concern in one of the indicators regarding distinctive educational practices.	Does not meet: The school presents a material concern in more than one of the indicators regarding distinctive educational practices.
Notes:				

Program Delivery: Curriculum

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

<p>Indicators: The school's documented curriculum is aligned with the school's mission. There are horizontally and vertically aligned scope and sequence documents that outline grade level and subject learning objectives. The curriculum supports opportunities for all students, including diverse learners, to master skills and concepts.</p>	<p>Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.</p>	<p>Meets: The school presents no material concerns in any of the indicators regarding curriculum.</p>	<p>Approaches: The school presents a material concern in one of the indicators regarding curriculum.</p>	<p>Does not meet: The school presents a material concern in more than one of the indicators regarding curriculum.</p>
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Notes:

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

<p>Indicators: Teachers deliver purposeful lessons with clear objectives aligned to the school's curriculum. Lesson objectives are clearly communicated to students with connections made to the larger rationale and prior knowledge. Lessons are designed and implemented with appropriate supports to ensure all students can meet the targeted objectives. Teachers ensure all students' active and appropriate use of academic language. Lesson plans and instructions promote higher order thinking, precise academic language, and problem solving skills with appropriate supports (including digital supports) to ensure success for all students.</p>	<p>Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.</p>	<p>Meets: The school presents no material concerns in any of the indicators regarding delivery of curriculum content.</p>	<p>Approaches: The school presents a material concern in one of the indicators regarding delivery of curriculum content.</p>	<p>Does not meet: The school presents a material concern in more than one of the indicators regarding delivery of curriculum content.</p>
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Notes:

PCSC Site Vist Evaluation Rubric

Has the school developed a well-defined feedback loop for revising curriculum on an interim and year-end basis?				
Indicators: The school utilizes multiple, grade-level appropriate assessments chosen based on research and the needs of the student population. There is a clear process for ensuring assessments are aligned with curriculum, standards, and performance goals. There is a benchmarking system in place to adjust strategies and curriculum when appropriate. The feedback loop process is clear and involves multiple stakeholders.	Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.	Meets: The school presents no material concerns in any of the indicators regarding curriculum feedback loop.	Approaches: The school presents a material concern in one of the indicators regarding curriculum feedback loop.	Does not meet: The school presents a material concern in more than one of the indicators regarding curriculum feedback loop.
Notes:				
Does the school effectively provide opportunities for student engagement?				
Indicators: Questioning techniques consistently promote the equitable involvement of all students. Varied and frequent checks for understanding are observed throughout lessons and used to monitor all students progress towards mastery. The balance of teacher to student talk is aligned with chosen teaching methodology and gives all students the opportunity to demonstrate mastery.	Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.	Meets: The school presents no material concerns in any of the indicators regarding student engagement.	Approaches: The school presents a material concern in one of the indicators regarding student engagement.	Does not meet: The school presents a material concern in more than one of the indicators regarding student engagement.
Notes:				

PCSC Site Visit Evaluation Rubric

Program Delivery: Instruction

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

<p>Indicators: The school has developed and implemented policies and strategies to recruit, hire, and retain highly effective personnel. The school hires staff who can effectively implement the mission of the school. The school has developed and implemented policies regarding supports for staff. The school has developed and implemented policies and procedures for evaluation of staff. Teacher turnover is less than 15% each year. The school has clear procedures and criteria around dismissal that include opportunity for improvement.</p>	<p>Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.</p>	<p>Meets: The school presents no material concerns in any of the indicators regarding highly effective staff.</p>	<p>Approaches: The school presents a material concern in one of the indicators regarding highly effective staff.</p>	<p>Does not meet: The school presents a material concern in more than one of the indicators regarding highly effective staff.</p>
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Notes:

Does the school have strong instructional leadership?

<p>Indicators: The school leader ensures a focus on student learning and achievement in alignment with the school's mission. The school leader ensures that curriculum is reviewed and modified and that the delivery of the curriculum is monitored. The school leader ensures that relevant qualitative and quantitative data is collected and analyzed. The school leader ensures that the school plan for improvement is implemented. The school leader ensures that teachers and staff are regularly and systematically evaluated.</p>	<p>Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.</p>	<p>Meets: The school presents no material concerns in any of the indicators regarding strong instructional leadership.</p>	<p>Approaches: The school presents a material concern in one of the indicators regarding strong instructional leadership.</p>	<p>Does not meet: The school presents a material concern in more than one of the indicators regarding strong instructional leadership.</p>
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Notes:

PCSC Site Visit Evaluation Rubric

Does the school have leadership sustainability?				
Indicators: The school has leadership team job descriptions that include clear job responsibilities and qualifications. There is a leadership succession plan in place to ensure consistency in implementing the mission and vision of the school during transition. There is a strong plan for developing/maintaining a leadership pipeline, including both internal candidate development and external partnerships for leadership development.	Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.	Meets: The school presents no material concerns in any of the indicators regarding leadership sustainability.	Approaches: The school presents a material concern in one of the indicators regarding leadership sustainability.	Does not meet: The school presents a material concern in more than one of the indicators regarding leadership sustainability.
Notes:				
Does the school offer professional development that supports the schools goals and the needs of individuals?				
Indicators: Professional development (PD) is differentiated based on teacher experience, need, and content area. The school has established annual PD goals and priorities aligned with the mission, values, and goals of the school. Professional development activities are interrelated with classroom practice. The school regularly evaluates the effectiveness of PD.	Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.	Meets: The school presents no material concerns in any of the indicators regarding professional development.	Approaches: The school presents a material concern in one of the indicators regarding professional development.	Does not meet: The school presents a material concern in more than one of the indicators regarding professional development.
Notes:				

Program Delivery: Assessment and Evaluation

Does the school deliver an academic program that provides improved academic outcomes and educational success for all students?

<p>Indicators: The school uses clear procedures for identifying diverse learners and has adequate intervention programs for such students. The school adequately monitors the progress and success of all students, including diverse learners. Teachers are aware of their student's progress, including meeting IEP goals, achieving English proficiency or school-based goals for struggling students.</p>	<p>Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.</p>	<p>Meets: The school presents no material concerns in any of the indicators regarding the academic program.</p>	<p>Approaches: The school presents a material concern in one of the indicators regarding the academic program.</p>	<p>Does not meet: The school presents a material concern in more than one of the indicators regarding the academic program.</p>
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Notes:

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

<p>Indicators: The school regularly administers valid and reliable assessments that align to the school's curriculum. The school has a valid and reliable process for scoring and analyzing assessments. The school's assessment system includes measures of student performance for the purpose of interim, and summative evaluations of all students in each core content area. Data from the school's assessment system is used to analyze school wide performance and identify areas of improvement. Assessment data is available to teachers, school leaders, and board members.</p>	<p>Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.</p>	<p>Meets: The school presents no material concerns in any of the indicators regarding adequate assessment systems.</p>	<p>Approaches: The school presents a material concern in one of the indicators regarding adequate assessment systems.</p>	<p>Does not meet: The school presents a material concern in more than one of the indicators regarding adequate assessment systems.</p>
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Notes:

Does the school promote a culture of high expectations and is safe, respectful, and supportive?

<p>Indicators: The school's behavior and safety policies are documented and shared with all stakeholders. All stakeholders in the school share a common set of expectations for student behavior. Classroom routines are established and implemented. The classroom environment is conducive to learning.</p>	<p>Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.</p>	<p>Meets: The school presents no material concerns in any of the indicators regarding school culture.</p>	<p>Approaches: The school presents a material concern in one of the indicators regarding school culture.</p>	<p>Does not meet: The school presents a material concern in more than one of the indicators regarding school culture.</p>
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Notes:

PCSC Site Visit Evaluation Rubric

Access and Equity

Does the school offer adequate support for special populations?

Indicators: Lessons are differentiated to meet the needs of all students including accelerated, remediation, and ELLs. The school consistently meets the needs of special education students, high-risk students, and ELL's through appropriate interventions, staffing, protocols, and programming. Students regularly meet IEP goals, and the school is in full compliance.

Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.

Meets: The school presents no material concerns in any of the indicators regarding support for special populations.

Approaches: The school presents a material concern in one of the indicators regarding support for special populations.

Does not meet: The school presents a material concern in more than one of the indicators regarding support for special populations.

Notes:

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

Indicators: Observed instruction explicitly addresses academic language and vocabulary, builds on background knowledge, and provides opportunities for students to interact and practice oral language throughout the lesson. Teachers use various strategies and supports to ensure student mastery and provide regular opportunities for students to practice English skills. Teachers differentiate for varying language levels through intentional grouping adapted materials/tasks and/or the use of supports. There are opportunities for student interactions and student talk throughout the lesson.

Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.

Meets: The school presents no material concerns in any of the indicators regarding English Language Learners.

Approaches: The school presents a material concern in one of the indicators regarding English Language Learners.

Does not meet: The school presents a material concern in more than one of the indicators regarding English Language Learners.

Notes:

Does the school demonstrate an adequate demographic representation of the surrounding district(s)?

Indicators: The student body reflects the demographics of the target populations and/or surrounding district(s). The school has a student recruitment and retention plan that includes deliberate, specific strategies that ensure the provision of equity before, during, and after enrollment. The school eliminates barriers to program access by ensuring all information regarding non-discriminatory enrollment practices and availability of specialized services are readily available to parents, students, and the general public.

Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.

Meets: The school presents no material concerns in any of the indicators regarding demographic representation.

Approaches: The school presents a material concern in one of the indicators regarding demographic representation.

Does not meet: The school presents a material concern in more than one of the indicators regarding demographic representation.

Notes:

PCSC Site Visit Evaluation Rubric

Does the school have a strong, steady retention rate for students?				
Indicators: Strong efforts are in place to monitor and minimize attrition to ensure stable and equitable enrollment. The school shows a low rate of student transfers out of the school. The school has procedures in place to monitor its progress toward meeting enrollment targets. The school maintains adequate student enrollment.	Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.	Meets: The school presents no material concerns in any of the indicators regarding student retention.	Approaches: The school presents a material concern in one of the indicators regarding student retention.	Does not meet: The school presents a material concern in more than one of the indicators regarding student retention.
Notes:				

Organizational Capacity

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

<p>Indicators: The school has clearly defined and delineated roles for staff, administration, and board members. There is a clear and well-understood system for decision making and communication among all members of the school community. School leadership has implemented a clearly defined mission and set of goals for all staff. The school provides opportunity for professional development and regular and frequent collaboration.</p>	<p>Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.</p>	<p>Meets: The school presents no material concerns in any of the indicators regarding organizational structure.</p>	<p>Approaches: The school presents a material concern in one of the indicators regarding organizational structure.</p>	<p>Does not meet: The school presents a material concern in more than one of the indicators regarding organizational structure.</p>
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Notes:

Are there effective communication channels between stakeholders?

<p>Indicators: Decision makers follow a defined process and structure inclusive of stakeholder voice and perspective. The leadership team meets regularly with the Board. Two-way communication mechanisms are established between parents and the school. If contracting with an ESP, the Board effectively communicates with the ESP to ensure it receives value in exchange for contracts.</p>	<p>Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.</p>	<p>Meets: The school presents no material concerns in any of the indicators regarding communication channels.</p>	<p>Approaches: The school presents a material concern in one of the indicators regarding communication channels.</p>	<p>Does not meet: The school presents a material concern in more than one of the indicators regarding communication channels.</p>
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Notes:

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

<p>Indicators: The school has systems in place to communicate policies or student performance to parents. Families are able to use the school's communication system to access information. The school has a clear process to act upon parental feedback to drive school improvement.</p>	<p>Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.</p>	<p>Meets: The school presents no material concerns in any of the indicators regarding parental involvement.</p>	<p>Approaches: The school presents a material concern in one of the indicators regarding parental involvement.</p>	<p>Does not meet: The school presents a material concern in more than one of the indicators regarding parental involvement.</p>
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Notes:

PCSC Site Visit Evaluation Rubric

Does the school facility support high quality teaching and learning?				
Indicators: The classrooms and facility are appropriately equipped to support the learning needs of all students. The academic program can be supported in the current facility.	Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.	Meets: The school presents no material concerns in any of the indicators regarding school facility.	Approaches: The school presents a material concern in one of the indicators regarding school facility.	Does not meet: The school presents a material concern in more than one of the indicators regarding school facility.
Notes:				
Are health, safety, and accessibility standards being met and is documentation being kept current?				
Indicators: The school facility is well maintained. Any necessary maintenance is up to date and complete. Regularly scheduled reports, inspections, and monitoring procedures have been completed on-time. The school has documentation supporting that health, safety, and accessibility standards have been met. All documentation related to above standards is available for review on-site.	Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.	Meets: The school presents no material concerns in any of the indicators regarding health and safety compliance.	Approaches: The school presents a material concern in one of the indicators regarding health and safety compliance.	Does not meet: The school presents a material concern in more than one of the indicators regarding health and safety compliance.
Notes:				

PCSC Site Visit Evaluation Rubric

Governance

Do members of the school's Board act as public agents authorized by the state and provide competent and appropriate governance to ensure the transparency of school operations?

<p>Indicators: School board members follow all requirements of Idaho's Open Meeting Law. The Board keeps appropriate minutes of all meetings, and minutes are available to the public. The Board has systems and structures in place to ensure meetings are effectively run to allow for governance level decision making (including agendas and advance materials for Board members).</p>	<p>Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.</p>	<p>Meets: The school presents no material concerns in any of the indicators regarding appropriate governance.</p>	<p>Approaches: The school presents a material concern in one of the indicators regarding appropriate governance.</p>	<p>Does not meet: The school presents a material concern in more than one of the indicators regarding appropriate governance.</p>
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Notes:

Does the Board have policies in place that establish standards for overall management of the school?

<p>Indicators: The Board approves appropriate school policies to ensure compliance with all legal requirements. Decisions are made in alignment with policies. The Board has all required officers in place and is actively fulfilling the role as outlined in the job descriptions included in the bylaws. The Board has key policies in place that they regularly review and revise, including but not limited to: bylaws, articles of incorporation, financial policies/ procedures, and governance processes. The Board operates in compliance with all bylaws.</p>	<p>Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.</p>	<p>Meets: The school presents no material concerns in any of the indicators regarding board systems and structures.</p>	<p>Approaches: The school presents a material concern in one of the indicators regarding board systems and structures.</p>	<p>Does not meet: The school presents a material concern in more than one of the indicators regarding board systems and structures.</p>
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Notes:

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

<p>Indicators: The Board maintains governance, rather than management responsibilities, in accordance with the school's mission. The Board has a clear definition of its role as a governance body aligned with achieving the mission, vision, policies, and procedures that define the responsibilities between governance and management. The Board regularly conducts self-evaluations and secures training in any needed areas. The Board has a clear policy and procedure for recruiting, selecting, and onboarding new board members.</p>	<p>Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.</p>	<p>Meets: The school presents no material concerns in any of the indicators regarding board mission and vision.</p>	<p>Approaches: The school presents a material concern in one of the indicators regarding board mission and vision.</p>	<p>Does not meet: The school presents a material concern in more than one of the indicators regarding board mission and vision.</p>
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Notes:

PCSC Site Visit Evaluation Rubric

Has the school's Board developed a strategic plan?				
Indicators: The Board regularly engages in strategic planning to influence the school's short and long-term direction as appropriate for its stage of development. The Board spends the majority of its time on strategic conversation and decisions that are key at its stage of development, as opposed to reactive conversations and decisions. Long term planning conversations are data-driven and focused on student outcomes and organizational health.	Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.	Meets: The school presents no material concerns in any of the indicators regarding strategic planning.	Approaches: The school presents a material concern in one of the indicators regarding strategic planning.	Does not meet: The school presents a material concern in more than one of the indicators regarding strategic planning.
Notes:				
Does the school's Board provide appropriate academic oversight?				
Indicators: The Board has members with expertise in K-12 education, and all board members are able to understand student achievement data. Student achievement metrics, both interim and summative and aggregate as well as disaggregated, are regularly monitored by the Board. The Board sets student achievement goals aligned with authorizer expectation and the performance certificate and regularly monitors progress towards these goals. Decision making, including around resource allocation and human resources, is driven by student performance data.	Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.	Meets: The school presents no material concerns in any of the indicators regarding board academic oversight.	Approaches: The school presents a material concern in one of the indicators regarding board academic oversight.	Does not meet: The school presents a material concern in more than one of the indicators regarding board academic oversight.
Notes:				
Does the school's Board provide appropriate operational oversight?				
Indicators: The Board has expertise in school operations. The Board regularly monitors the school's growth and related facility needs, taking action as appropriate. The Board evaluates the school leader on at least an annual basis. The Board takes effective action when there are organizational, leadership, management, facilities, or fiscal deficiencies; or where the management or partner organization fails to meet expectations.	Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.	Meets: The school presents no material concerns in any of the indicators regarding board operational oversight.	Approaches: The school presents a material concern in one of the indicators regarding board operational oversight.	Does not meet: The school presents a material concern in more than one of the indicators regarding board operational oversight.
Notes:				

PCSC Site Visit Evaluation Rubric

Governance: Financial

Does the school's Board provide appropriate financial oversight?

Indicators: The Board sets and regularly monitors progress around key financial metrics that are both short and long-term, including budget vs. actuals. There is a comprehensive, board adopted financial policies document in place that is followed by both the board and school leadership. The Board has members with finance expertise, and all board members are able to understand budgets, audits, and development. The Board sets and regularly monitors progress towards financial goals. The budget creation process is based on data, including sound revenue and enrollment projections, includes contingencies, and involves multiple stakeholders.

Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.

Meets: The school presents no material concerns in any of the indicators regarding board financial oversight.

Approaches: The school presents a material concern in one of the indicators regarding board financial oversight.

Does not meet: The school presents a material concern in more than one of the indicators regarding board financial oversight.

Notes:

Does the school maintain appropriate internal controls and procedures?

Indicators: The school follows a set of comprehensive, written fiscal policies and procedures. The school accurately records and appropriately documents transactions in accordance with school leadership's direction, laws, regulations, grants, and contracts. Duties are appropriately segregated or the school has implemented compensating controls. There is an established system in place to provide the appropriate information needed by leadership and the Board to make sound financial decisions and to fulfill compliance requirements. The school takes corrective action in a timely manner to address any internal control or compliance deficiencies identified by its external auditor.

Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.

Meets: The school presents no material concerns in any of the indicators regarding internal controls and procedures.

Approaches: The school presents a material concern in one of the indicators regarding internal controls and procedures.

Does not meet: The school presents a material concern in more than one of the indicators regarding internal controls and procedures.

Notes:

PCSC Site Visit Evaluation Rubric

Does the school maintain adequate financial resources to ensure stable operations?				
Indicators: The school maintains sufficient cash on hand to pay current bills and those that are due shortly. The school has liquid reserves to fund expenses in the event of income loss. Cash flow projections are prepared and monitored. Financial needs of the school are not dependent on variable income (grants, donations, and fundraising).	Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.	Meets: The school presents no material concerns in any of the indicators regarding financial resources.	Approaches: The school presents a material concern in one of the indicators regarding financial resources.	Does not meet: The school presents a material concern in more than one of the indicators regarding financial resources.
Notes:				
Is the school demonstrating strong short and long-term fiscal viability?				
Indicators: The school has met enrollment projections. Revenue and funding projections are reasonable and certain. Margins, cash flow, and debt levels are appropriate.	Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.	Meets: The school presents no material concerns in any of the indicators regarding fiscal viability.	Approaches: The school presents a material concern in one of the indicators regarding fiscal viability.	Does not meet: The school presents a material concern in more than one of the indicators regarding fiscal viability.
Notes:				
Does the school operate pursuant to a long-range financial plan in which it creates realistic budgets that it monitors and adjusts when appropriate?				
Indicators: The school has outlined clear budgetary objectives and budget preparation procedures. Board members, school leadership, and staff contribute to the budget process, as appropriate. The school frequently compares its long-range fiscal plan to actual progress and adjusts it to meet changing conditions. The school routinely analyzes budget variances, the Board addresses material variances and makes necessary revisions. Actual expenses are equal to or less than actual revenue with no material exceptions.	Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.	Meets: The school presents no material concerns in any of the indicators regarding a long-range financial plan.	Approaches: The school presents a material concern in one of the indicators regarding a long-range financial plan.	Does not meet: The school presents a material concern in more than one of the indicators regarding a long-range financial plan.
Notes:				

CHARTER SCHOOL PERFORMANCE CERTIFICATE

This performance certificate is executed on this 12th day of December, 2013, by and between the Idaho Public Charter School Commission (the “Authorizer”), and iSucceed Virtual High School, Inc., f.k.a. PPEP of Idaho, Inc. (the “School”), an independent public school organized as an Idaho nonprofit corporation and established under the Public Charter Schools Law, Idaho Code Section 33-5201 *et seq*, as amended (the “Charter Schools Law.”)

RECITALS

WHEREAS, on November 13, 2007, the Authorizer approved a charter petition for the establishment of the School; and

WHEREAS, the School began operations in the year 2008; and

WHEREAS, the Charter Schools Law was amended effective as of July 1, 2013 to require all public charter schools approved prior to July 1, 2013 to execute performance certificates with their authorizers no later than July 1, 2014;

NOW THEREFORE in consideration of the foregoing recitals and mutual understandings, the Authorizer and the School agree as follows:

SECTION 1: AUTHORIZATION OF CHARTER SCHOOL

- A. Continued Operation of School.** Pursuant to the Charter Schools Law, the Authorizer hereby approves the continued operation of the School on the terms and conditions set forth in this Charter School Performance Certificate (the “Certificate”). The approved Charter is attached to this Certificate as Appendix B.
- B. Pre-Opening Requirements.** Pursuant to Idaho Code Section 33-5206(6), the Authorizer may establish reasonable pre-opening requirements or conditions (“Pre-Opening Requirements”) to monitor the start-up progress of a newly approved public charter school to ensure that the school is prepared to open smoothly on the date agreed. The School shall not commence instruction until all pre-opening requirements have been completed to the satisfaction of the Authorizer. Pre-opening requirements are attached as Appendix C. If all pre-opening conditions have been completed to the satisfaction of the Authorizer, the School shall commence operations/instruction with the first day of school in Fall 2008. In the event that all pre-opening conditions have not been completed to the satisfaction of the Authorizer, the School may not commence instruction on the scheduled first day of school. In such event, the Authorizer may exercise its authority on or before July 20

to prohibit the School from commencing operation/instruction until the start of the succeeding semester or school year.

- C. Term of Agreement.** This Certificate is effective as of **December 12, 2013**, and shall continue through **June 30, 2017**, unless earlier terminated as provided herein.

SECTION 2: SCHOOL GOVERNANCE

- A. Governing Board.** The School shall be governed by a board (the “Charter Board”) in a manner that is consistent with the terms of this Certificate so long as such provisions are in accordance with state, federal, and local law. The Charter Board shall have final authority and responsibility for the academic, financial, and organizational performance of the School. The Charter Board shall also have authority for and be responsible for policy and operational decisions of the School, although nothing herein shall prevent the Charter Board from delegating decision-making authority for policy and operational decisions to officers, employees and agents of the School, as well as third party management providers.
- B. Articles of Incorporation and Bylaws.** The articles of incorporation and bylaws of the entity holding the charter shall provide for governance of the operation of the School as a nonprofit corporation and public charter school and shall at all times be consistent with all applicable law and this Certificate. The articles of incorporation and bylaws are attached to this Certificate as Appendix D (the “Articles and Bylaws”). Any modification of the Articles and Bylaws must be submitted to the Authorizer within five (5) business days of approval by the Charter Board.
- C. Charter Board Composition.** The composition of the Charter Board shall at all times be determined by and consistent with the Articles and Bylaws and all applicable law and policy. The roster of the Charter Board is attached to this Certificate as Appendix E (the “Board Roster”). The Charter Board shall notify the Authorizer of any changes to the Board Roster and provide an amended Board Roster within five (5) business days of their taking effect.

SECTION 3: EDUCATIONAL PROGRAM

- A. School Mission.** The mission of the School is as follows: **To engage and motivate all students in a quality personalized education that promotes individual success and lifelong learning.**
- B. Grades Served.** The School may serve students in **grade 9 through grade 12.**
- C. Design Elements.** The School shall implement and maintain the following essential design elements of its educational program:
- **Provide a virtual setting that allows for flexibility and individualized scheduling**
 - **Identify individual student needs and provide the appropriate interventions and enrichment opportunities for all students**

- Provide Advisory Teachers for all students, who will support them throughout their high school career
- Foster parent involvement through a variety of opportunities to serve the school and its students
- Provide extra-curricular activities and offer opportunities for students to participate in non-academic endeavors
- Equip students with 21st Century Learning Skills and foster a technologically literate approach to learning that is both engaging and practical for use in the school setting as well as the real world

D. Standardized Testing. Students of the School shall be tested with the same standardized tests as other Idaho public school students.

E. Accreditation. The School shall be accredited as provided by rule of the state board of education.

SECTION 4: AUTHORIZER ROLE AND RESPONSIBILITIES

A. Oversight allowing autonomy. The Authorizer shall comply with the provisions of Charter School Law and the terms of this Certificate in a manner that does not unduly inhibit the autonomy of the School. The Authorizer’s Role will be to evaluate the School’s outcomes according to this Certificate and the Performance Framework rather than to establish the process by which the School achieves the outcomes sought.

B. Charter School Performance Framework. The Charter School Performance Framework (“Performance Framework”) is attached and incorporated into this agreement as Appendix F. The Performance Framework shall be used to evaluate the School’s academic, financial and operational performance, and shall supersede and replace any and all assessment measures, educational goals and objectives, financial operations metrics, and operational performance metrics set forth in the Charter and not explicitly incorporated into the Performance Framework. The specific terms, form and requirements of the Performance Framework, including any required indicators, measures, metrics, and targets, are determined by the Authorizer and will be binding on the School.

C. Authorizer to Monitor School Performance. The Authorizer shall monitor and report on the School’s progress in relation to the indicators, measures, metrics and targets set out in the Performance Framework. The School shall be subject to a formal review of its academic, mission-specific, operational, and financial performance at least annually.

D. School Performance. The School shall achieve an accountability designation of *Good Standing* or *Honor* on each of the three sections of the Performance Framework. In the event the School is a party to a third party management contract which includes a deficit protection clause, the School shall be exempt from some or all measures within the financial portion of the Performance Framework. In accordance with Charter School Law, the Authorizer shall renew any charter in which the public charter school met all of

the terms of its performance certificate at the time of renewal.

- E. Performance Framework As Basis For Renewal of Charter.** The School's performance in relation to the indicators, measures, metrics and targets set forth in the Academic and Mission-Specific, Operational and Financial sections of the Performance Framework shall provide the basis upon which the Authorizer will decide whether to renew the School's Charter at the end of the Certificate term. As part of the Performance Framework, the Authorizer agrees to consider mission-specific, rigorous, valid, and reliable indicators of the School's performance. These negotiated indicators will be included in the Mission-Specific portion of the Academic and Mission Specific section of the Performance Framework.
- F. Authorizer's Right to Review.** The School will be subject to review of its academics, operations and finances by the Authorizer, including related policies, documents and records, when the Authorizer deems such review necessary. The Authorizer shall conduct its reviews in a manner that does not unduly inhibit the autonomy granted to the School.
- G. Site Visits.** In addition to the above procedures, the Charter School shall grant reasonable access to, and cooperate with, the Authorizer, its officers, employees and other agents, including allowing site visits by the Authorizer, its officers, employees, or other agents, for the purpose of allowing the Authorizer to fully evaluate the operations and performance of the School. The Authorizer may conduct a site visit at any time if the Authorizer has reasonable concern regarding the operations and performance of the School. The Authorizer will provide the School reasonable notice prior to its annual site visit to the School. The School shall have an opportunity to provide a written response to the site visit report no later than fourteen (14) days prior to the meeting at which the report is to be considered by the Authorizer. If no written response is provided, the School shall have the opportunity to respond orally to the site visit report at the meeting.
- H. Required Reports.** The School shall prepare and submit reports regarding its governance, operations, and/or finances according to the established policies of and upon the request of the Authorizer. However, to the extent possible, the Authorizer shall not request reports from the School that are otherwise available through student information systems or other data sources reasonably available to the Authorizer.

SECTION 5: SCHOOL OPERATIONS

- A. In General.** The School and the Charter Board shall operate at all times in accordance with all federal and state laws, local ordinances, regulations and Authorizer policies applicable to charter schools. Authorizer policies in effect for the duration of this Certificate are attached as Appendix G.
- B. Maximum Enrollment.** The maximum number of students who may be enrolled in the school shall be **unlimited**. The maximum number of students who may be enrolled per class/grade level shall be **unlimited**. **Enrollment for each school year will conclude**

on February 15th, or other such February date as the Idaho State Department of Education may designate as the ADA cutoff date. Students who are not enrolled as of this date will be eligible to enroll for the following school year.

- C. Enrollment Policy.** The School shall make student recruitment, admissions, enrollment and retention decisions in a nondiscriminatory manner and without regard to race, color, creed, national origin, sex, marital status, religion, ancestry, disability or need for special education services. In no event may the School limit admission based on race, ethnicity, national origin, disability, gender, income level, athletic ability, or proficiency in the English language. If there are more applications to enroll in the charter school than there are spaces available, the charter school shall select students to attend using a random selection process that shall be publicly noticed and open to the public. The School shall follow the enrollment policy approved by the Authorizer and incorporated into this agreement as Appendix H.
- D. School Facilities.** 6148 N Discovery Way, Suite 120, Boise, ID 83713. The School shall provide reasonable notification to the Authorizer of any change in the location of its facilities.
- E. Attendance Area.** The School's primary attendance area is as follows: State of Idaho.
- F. Staff.** Instructional staff shall be certified teachers as provided by rule of the state board of education. All full-time staff members of the School will be covered by the public employee retirement system, federal social security, unemployment insurance, worker's compensation insurance, and health insurance.
- G. Alignment with All Applicable Law.** The School shall comply with all applicable federal and state laws, rules, and regulations. In the event any such laws, rules, or regulations are amended, the School shall be bound by any such amendment upon the effective date of said amendment.

SECTION 6: SCHOOL FINANCE

- A. General.** The School shall comply with all applicable financial and budget statutes, rules, regulations, and financial reporting requirements, as well as the requirements contained in the School Performance Framework incorporated into this contract as Appendix F.
- B. Financial Controls.** At all times, the Charter School shall maintain appropriate governance and managerial procedures and financial controls which procedures and controls shall include, but not be limited to: (1) commonly accepted accounting practices and the capacity to implement them (2) a checking account; (3) adequate payroll procedures; (4) procedures for the creation and review of monthly and quarterly financial reports, which procedures shall specifically identify the individual who will be responsible for preparing such financial reports in the following fiscal year; (5) internal control procedures for cash receipts, cash disbursements and purchases; and (6) maintenance of asset registers and financial procedures for grants in accordance with

applicable state and federal law.

- C. Financial Audit.** The School shall submit audited financial statements from an independent auditor to the Authorizer no later than October 15 of each year.
- D. Annual Budgets.** The School shall adopt a budget for each fiscal year, prior to the beginning of the fiscal year. The budget shall be in the Idaho Financial Accounting Reporting Management Systems (IFARMS) format and any other format as may be reasonably requested by the Authorizer.

SECTION 7: TERMINATION, NON-RENEWAL AND REVOCATION

- A. Termination by the School.** Should the School choose to terminate its Charter before the expiration of the Certificate, it may do so upon written notice to the Authorizer. Any school terminating its charter shall work with the Authorizer to ensure a smooth and orderly closure and transition for students and parents, as guided by the public charter school closure protocol established by the Authorizer attached as Appendix I.
- B. Nonrenewal.** The Authorizer may non-renew the Charter at the expiration of the Certificate if the School failed to meet one (1) or more of the terms of its Certificate. Any school which is not renewed shall work with the Authorizer to ensure a smooth and orderly closure and transition for students and parents, as guided by the public charter school closure protocol established by the Authorizer attached as Appendix I.
- C. Revocation.** The School's Charter may be revoked by the Authorizer if the School has failed to meet any of the specific, written renewal conditions attached, if applicable, as Appendix A for necessary improvements established pursuant to Idaho Code § 33-5209B(1) by the dates specified. Revocation may not occur until the public charter school has been afforded a public hearing, unless the Authorizer determines that continued operation of the public charter school presents an imminent public safety issue. If the School's Charter is revoked, the School shall work with the Authorizer ensure a smooth and orderly closure and transition for students and parents, as guided by the public charter school closure protocol established by the Authorizer attached as Appendix I.
- D. Dissolution.** Upon termination of the Charter for any reason by the Charter Board, or upon nonrenewal or revocation, the Charter Board will supervise and have authority to conduct the winding up of the business and other affairs of the School; provided, however, that in doing so the Authorizer will not be responsible for and will not assume any liability incurred by the School. The Charter Board and School personnel shall cooperate fully with the winding up of the affairs of the School.
- E. Disposition of School's Assets upon Termination or Dissolution.** Upon termination of the Charter for any reason, any assets owned by the School shall be

distributed in accordance with Charter Schools Law.

SECTION 8: MISCELLANEOUS

- A. No Employee or Agency Relationship.** None of the provisions of this Certificate will be construed to create a relationship of agency, representation, joint venture, ownership, or employment between the Authorizer and the School.
- B. Additional Services.** Except as may be expressly provided in this Certificate, as set forth in any subsequent written agreement between the School and the Authorizer, or as may be required by law, neither the School nor the Authorizer shall be entitled to the use of or access to the services, supplies, or facilities of the other.
- C. No Third-Party Beneficiary.** This Certificate shall not create any rights in any third parties, nor shall any third party be entitled to enforce any rights or obligations that may be possessed by either party to this Certificate.
- D. Amendment.** This Certificate may be amended by agreement between the School and the Authorizer in accordance with Authorizer policy, attached as Appendix G. All amendments must be in writing and signed by the School and the Authorizer.

IN WITNESS WHEREOF, the Authorizer and the School have executed this Performance Certificate to be effective December 12, 2013.

Alan Reed

Chairman, Idaho Public Charter School Commission



Chairman, iSucceed Virtual High School Board

- Appendix A: Conditions of Authorization/Renewal**
- Appendix B: Charter**
- Appendix C: Pre-Opening Requirements**
- Appendix D: Articles of Incorporation and Bylaws**
- Appendix E: Board Roster**
- Appendix F: School Performance Framework**
- Appendix G: Authorizer Policies**
- Appendix H: Enrollment Policy**
- Appendix I: Public Charter School Closure Protocol**

Appendix B: Charter

Petition for a
Statewide Virtual Charter High School
School Year 2008-2009

*iSUCCEED VIRTUAL
HIGH SCHOOL*

Administration Office:

*2950 E. Magic View Drive
Suite 188
Meridian, ID, 83642*

Submitted to:

Idaho Public Charter School Commission
P.O. Box 83720
Boise, Idaho 83720-0037

Submitted by:

Don Pena
President, Board of Directors
iSucceed Virtual High School, Inc.
An Idaho Non-Profit Corporation
2950 E. Magic View Drive, Suite 188
Meridian, ID 83642

dioniciopena@netzero.com

March 27, 2013

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- B – Amended Bylaws
- C - Board of Directors
- D - Signatures
- E – iSLP Sample
- F – Course Catalog
- G – Online Learning Best Practices
- H – Draft Student handbook
- I – Financial Plan
- J – Draft Services Agreement

Tab 1: Articles of Incorporation, Bylaws, Signatures, Mission Statement

iSucceed Virtual High School (iSVHS) shall be operated and governed by iSucceed Virtual High School, Inc., an Idaho, non-profit public benefit corporation. The iSucceed Virtual High School, Inc. Amended Articles of Incorporation (Exhibit A) are filed with the Idaho Secretary of State. iSucceed Virtual High School, Inc. shall be governed pursuant to its Amended Corporate Bylaws (Exhibit B), which shall be maintained to be consistent with this charter.

iSucceed Virtual High School, Inc. has been created and established solely for the purposes of commencing and operating a public virtual charter high school program throughout the state of Idaho. iSucceed Virtual High School, Inc. is an independent non-profit corporation.

Board of Directors

iSVHS will be governed by the Board of Directors of iSucceed Virtual High School, Inc., whose major roles and responsibilities, in conjunction with those outlined in the approved Amended Corporate By-Laws and Amended Articles of Incorporation for the operation of a public virtual high school program, shall include, but not be limited to: establishing and approving all major educational and operational policies, approving all major contracts, approving the annual budget, monitoring the performance of contracted services, overseeing fiscal affairs, meeting and selecting and evaluating key executive staff and employment of teaching staff.

The initial Board of Directors was assembled based upon expertise and/or interest in one or more of the following areas: education, school operations, public school finance/general finance, virtual learning, government, community outreach and service, law, or any other area of expertise which would increase the likelihood of success of iSVHS. The initial Board of Director will include:

- Don Pena, President
- Dr. John David Arnold, Secretary
- Korene Gonzalez,
- Kari Hogan
- Sharon Davis
- Jeff Tunison

Exhibit C contains the resumes for the Board of Directors.

Services Agreement

iSucceed Virtual High School, Inc., after consideration of similar service providers, has agreed, to negotiate, an arms-length, fully revocable Services Agreement with Insight Schools, Incorporated (Insight) to assist in the development and operation of the School.

iSucceed Virtual High School, Inc. will comply with the requirements of I.C. 67-2806 to the extent applicable in the procurement of all services and personal property, including the Services Agreement with Insight.

- Insight is a subsidiary of The Apollo Group, the parent company of the University of Phoenix. With over 30 years of educational experience, the University of Phoenix, the nation's largest private university, currently enrolls over 250,000 students within its campuses and online programs, and employs over 17,000 facility members.

The Services Agreement may include Insight providing the following services to iSucceed Virtual High School, Inc. for the operation of the school:

- Laptops and printers for student use (Technology equipment and service)
- Broad selection of independent online courses aligned to Idaho state standards
- School platform (SIS, LMS, Virtual Classroom)
- Community building programs
- Student recruitment and outreach
- Administrative and support staff (instructors are employees of iSVHS)

- Back Office Services (i.e. accounts payable/receivable, payroll). iSucceed Virtual High School, Inc., will be employing a school administrator separate and apart from personnel provided by Insight as part of the Services Agreement.
 - Insight currently manages Insight School of Washington, an online public high school, in partnership with the Quillayute Valley School District, serving high school aged students throughout Washington State. After one year of operation, Insight School of Washington holds a Provisional Accreditation with the Northwest Association of Accredited Schools (NAAS).
 - Beginning September of 2007, Insight will also be opening Insight School of Wisconsin, a statewide online charter school in partnership with the Grantsburg School District in the State of Wisconsin, and Insight School of California – Los Angeles, authorized by the Antelope Valley Union High School District in Lancaster California.

a. Copies of Amended Articles of Incorporation, file-stamped by the Idaho Secretary of State’s Office; and of the signed Amended Bylaws adopted by the board of directors of the nonprofit corporation. See Section 33-5204(1), Idaho Code.

Please see Exhibits A – Amended Articles of Incorporation and Exhibit B – Amended Corporate Bylaws

b. Signatures of at least thirty (30) qualified electors of the proposed charter school’s service area. Proof of qualification of electors must be attached. See Section 33-5205(1)(a), Idaho Code. (4-11-06)

Please see Exhibit D – Signatures

c. Vision and Mission statement

Vision Statement

Every student deserves an opportunity to excel—an honest and real chance to reach their potential. **At iSucceed Virtual High School (iSVHS), our mission is to provide this opportunity and greatly increase the probability that high-school-age students will achieve their individual potential.** iSVHS’s online learning instructional model will leverage research – based, 21st century learning skills in order to facilitate self-motivated, competent, life-long learners who participate effectively in society. We intend to provide an excellent educational alternative for those high-school-age students throughout the State of Idaho who, for a variety of reasons, do not attend high school, or who may benefit from a non-traditional school setting. iSVHS is available to all high school aged youth seeking an alternative academic setting, no matter what their specific life circumstances may be.

Mission Statement

iSVHS will operate as a full-time, online public high school that will serve high school students who have needs that may not be easily met in a traditional school or classroom setting. The school is requesting authorization from the Public Charter School Commission to enable iSVHS to serve students throughout the State of Idaho.

We will provide a personalized, flexible, innovative, student-led/instructor-facilitated and supervised learning program, where high-school-aged students can study at their own pace, on their own schedule—with instruction, supervision, and support from a team of highly-qualified Idaho-certified instructors. We will also provide a broad selection of online courses aligned to Idaho state standards, while supplying each student with a school laptop computer and printer, and also providing a monthly internet stipend.

Further discussion of Statement of Need is outlined in Tab 2 below.

Tab 2: Proposed operation and potential effects of the public charter school

Statement of Need/Student Population

Across the nation, approximately 5 million high-school-age children do not presently attend high school. According to a recent (Feb-2005) study by the Policy Information Center at Educational Testing Service, the high school drop-out rate averages 30% across the nation.

In addition, a recent study (Mar-2006), funded by the Bill & Melinda Gates Foundation, states that among dropouts surveyed, the top cited reasons for leaving high school before graduation were:

- 32% - Needed to take a job for family financial reasons
- 26% - Needed to care for a family member
- 22% - Became a parent

Of the respondents who listed one of the above as a reason for dropping out, **88% indicated that they had passing grades before leaving school**, and **81% indicated that they knew completing high school was important to future success**.

Many of today's high school students find themselves needing a different kind of high school environment, for a variety of reasons:

- Home-schooled students may want subject matter support from a certified instructor, in advanced classes, but do not want to attend the traditional setting;
- Some students don't function well in a large, impersonal classroom setting, or don't connect socially in a large school;
- Some students may need more challenging coursework, or to move at a faster pace;
- Students may reach their creative peak in the evening, and find it difficult to attend school in the early morning;
- Some are challenged by health or physical issues;
- Teens who are pursuing their goals in sports, entertainment, modeling, dancing, or other careers may not be able to attend school regularly; and
- High-risk/at-risk for not successfully achieving high school graduation or equivalency.

Serving teens seeking a different kind of educational experience requires a focus on providing engaging opportunities for success in high school, an innovative model of online study, and an experienced team.

Community outreach will seek to attempt to bring this population of students back into the public schools to complete their education and obtain a high school diploma. Given the historical roots and interests of the founders, one of the subpopulations of students for outreach will include the underserved Hispanic and migrant community.¹ Additionally, given the selected service provider's connection with institutions of higher education, we will seek to assist our student to attain some college credits during their high school years, increasing their likelihood to continue their education either through community college programs or local universities.

Idaho Statistics

The goal of iSVHS is to bring high school aged students back into the public school system, and provide them with an alternative method to obtain their diploma. Although the State of Idaho does not publish a statistic specific to high school aged youth not attending school, an estimate can be derived utilizing a combination of state census data and high school enrollment figures provided by the Idaho State Board of Education.

¹ Insight, the service provider selected by iSucceed Virtual High School, Inc., has successfully targeted minority populations, including attaining a 36% Hispanic enrollment in an affiliated California school. iSucceed Virtual High School, Inc. believes that such an accomplishment demonstrates their ability to assist in targeting outreach to this underserved subpopulation within the state of Idaho. Further, the interests and activities of our founding directors evidence a strong historical background and experience in working with this underserved subpopulation within the state of Idaho.

Most recent census data obtained from U.S. Census Bureau, Population Division (released May 17, 2007 - <http://www.census.gov/popest/estimates.php>) estimated that the population of high school aged students between the ages of 14-18 in the State of Idaho to be approximately 101,147.

Data obtained directly from the Idaho State Department of Education website showed that there were 80,433 high school students enrolled in Idaho public schools during the 2006-2007 school year.

Based upon these figures, it can be estimated that the State of Idaho has as many as 20,714 high school aged youth not attending the public school system. We acknowledge that some small percentage of this number may be attending private school or be participating in a home school educational program; however, iSVHS may serve as an alternative to these approaches as well. iSucceed Virtual High School, Inc. believes that program provided by iSVHS will benefit the State of Idaho by providing options for high school aged youth currently not attending the public school system.

Core Values and Educational Philosophy

Our vision is to enable these individuals to acquire the necessary life skills that will equip them for later stages in life, and to optimize learning for each student so that they can achieve their individual learning objectives. This requires an understanding of each student and his/her profile; designing a high quality and relevant program that gives these students the best possible opportunity for academic success.

The application of technology has made the personalization of education possible. Although full-time online school is not appropriate for every student, for many, iSVHS can be the bridge that brings them back into the public school system:

- Allowing students to advance at their own pace;
- Providing schedule flexibility to accommodate work or family care responsibilities;
- Enabling freedom of location, for those who have physical challenges;
- Providing connections in a one-to-one setting with certified instructors and mentors, for those who need more personalized attention.

The guiding principle's around which iSVHS is designed begins with:

All students – as individuals – should be celebrated

- Traditional schools are not for every student.
- Some students may need to take a different path to achieve academic proficiency and to achieve their desires and goals.
- Education should be supportive of differences in interests, abilities, styles, and goals.

Online delivery meets student needs that aren't met in a classroom

- Technology in education enables the delivery of educational content that can be efficiently personalized to multiple learning styles, interests, and capabilities.
- Online delivery leverages the power of the information age through deep, varied content made available through the Internet.
- Technology allows students to be educated efficiently and effectively through a flexible schedule where they can learn at the time, pace, and place of their choosing.

Personalized learning helps high school students build life skills

- Lessons learned through independent work can be “stickier” than if learned via lecture and tends to remain with the learner longer than knowledge gained through a classroom lecture.
- Students in a personalized learning program develop more effective time-management skills, self-discipline, and self-direction.
- Maturity, time-management, and self-direction aid in college and/or career success.
- We believe that today's teens are capable of building successful educational and social relationships even though they work independently. However, we also believe that supplementing the online high school experience with community-based interactions will provide powerful social and academic benefits for students.

School Administration Facilities

iSVHS is a full-time, online, public high school, thus not requiring a facility the size or complexity of a traditional high school. iSVHS will initially occupy about 1500-2000 square feet of administration office space. For the first two years of operation, iSVHS anticipates sub-leasing administration facilities from the University of Phoenix- Boise Campus located at:

2950 E. Magic View Drive
Suite 188
Meridian, ID 83642

Following the completion of the second year, iSVHS may consider relocating into a larger facility in anticipation of increased student enrollment and corresponding increased staff hiring. Upon receipt of the charter school authorization, iSVHS will finalize the lease agreement and make the final terms and conditions available for review by the Public Charter School Commission. A copy of a letter of intent relative to this lease has been provided to the staff of the Idaho Public Charter School Commission.

In addition to the administration offices, iSVHS may, from time to time, reserve temporary space (short-term basis) throughout the state, for the purposes of facilitating student services such as but not limited to; proctored ISAT exam sites, face-to-face special education consultation services, academic student services, or other school related activities. The need for such temporary space will be dictated by the necessity for such services, as well as the enrolled student population and their resident geographic location throughout the state.

Administrative Services

iSVHS will be lead by an Executive Director who will be responsible for recommending the hiring and day-to-day management of the administrative and support team.

iSVHS will recruit professional, effective, and qualified personnel to serve in administrative, instructional, instructional support, and non-instructional support capacities. iSVHS believes that all of its employees play a key role in creating a successful learning environment and will recruit qualified employees passionate about serving the students and their families.

Impact on Idaho School Districts

Providing every student the opportunity for a high quality education that will assist them in meeting their individual goal and becoming a productive member of our society is a philosophy and mission shared by the State of Idaho Board of Education and school districts throughout the state. It is also a core value of iSVHS. iSVHS looks forward to collaborating with the educational community in Idaho to provide an option for high school aged students currently not served by the traditional academic environment.

The program offered by iSVHS, provides the level of flexibility and personalization that empowers iSVHS students who may have struggled in a traditional classroom setting to re-engage the learning process and succeed where they may have been challenged in the past.

iSVHS expects to attract high school aged students who are currently not enrolled in the public school system; disenfranchised students; students who would be likely to drop out before graduation, who have already dropped-out, or who are, perhaps, currently home-schooled. Our goal is to bring these students back into the public school system. iSVHS expects a small percentage of its student population to draw from traditional brick and mortar schools, and, as a statewide school, this impact will be dispersed among all districts and schools across the State of Idaho.

Civil liability Effects on iSVHS and the Public Charter School Commission

To the fullest extent permitted by law, iSucceed Virtual High School, Inc. agrees to indemnify and hold harmless the State of Idaho, the Idaho Public Charter School Commission, resident school districts, and their officers, directors, agents, or employees from and against all claims, damages, losses, and expenses for wrongful acts, including but not limited to attorneys' fees, arising out of or resulting from any action of the school, providing that such claim, damage, loss or expense;

1. is attributable to bodily injury, sickness, disease or death, or to injury or to destruction of tangible property including the loss of use resulting there from; and

2. is issued in whole or in part by any negligent act or omission of the school, any contractor of the school, or anyone directly or indirectly employed by any of them who may be liable, regardless of whether or not it is caused in part by a party indemnified hereunder. Such obligation will not be construed to negate, abridge, or otherwise reduce any other right of obligation of indemnity, which would otherwise exist as to any party or person, described in this paragraph. No host, or receiving district, will be held liable for damages in an action to recover bodily injury, personal injury, or property damage arising out of the establishment or operation of the school.

The Idaho State Board of Education and the Idaho Public Charter School Commission shall have no liability for the acts, omissions, debts or other obligations of iSVHS or iSucceed Virtual High School, Inc. .

Types of Insurance

iSVHS will procure and maintain a policy of general liability insurance in the amount required by state law and errors and omissions insurance with limits not less than one million dollars. iSVHS will have the same role as a public school in matters of civil liability. The appropriate insurance and legal waivers of all district liability will be obtained as required of other non-profit users of district resources and facilities. Liability and property insurance will be similar to other full-time online charter schools, and iSVHS will work with the Public Charter School Commission to ensure coverage is in line with state law. A copy of the proof of insurance will be given to the Public Charter School Commission each time it is renewed to ensure continuous coverage.

iSVHS intends to secure liability insurance of the following types and amounts:

- General Liability
 - Each occurrence \$1,000,000
 - Damages to rented premises (ea. occurrence) \$100,000
 - Med exp. (any one person) \$5,000
 - Personal and adv. injury \$1,000,000
 - General aggregate \$5,000,000
 - Products – comp/op agg. \$2,000,000
- Excess/Umbrella Liability
 - Each occurrence \$25,000,000
 - Aggregate \$25,000,000
- Workers Compensation & Employers’ Liability
 - Each accident \$1,000,000
 - Disease – ea. employee \$1,000,000
 - Disease – policy limit \$1,000,000

Once finalized and prior to the start of school, iSVHS will provide a Certificate of Liability Insurance to the Public Charter School Commission.

All personnel employed by iSVHS will be covered by Federal Social Security, Unemployment and Worker’s Compensation Insurance, and Health Insurance, and, if eligible, may select to participate in the Public Employee Retirement System of Idaho (PERSI).

Tab 3: Educational Programs and Goals

a. Educational program and goals, and fulfillment of the educational thoroughness standards

The Learning Process

iSVHS believes that learning best occurs when students are offered an opportunity which combines a rigorous academic curriculum, a strong support network of highly-qualified staff, and reasonable standards and expectations in a flexible personalized learning environment. iSVHS is structured to support significant student achievement by creating a high-quality online, personalized learning environment for all its students.

Program Overview

iSVHS will provide a full-time, online, diploma-granting high school program for students in grades 9-12. All students must be able to demonstrate completion of the 8th grade prior to participating in our high school program.

Through each course, students can progress at their own pace, subject to weekly and semester boundaries, and complete their studies at the time of day and day of week of their choosing, subject to course assignment schedules. Support will be offered to students to ensure that they remain on track with completing course assignments.

Program Format

The program at iSVHS is primarily a student-led/instructor-facilitated and supervised, online, personalized learning program that operates on a semester schedule. Target deadlines are set within each course to help students budget their time and stay on task throughout the semester, but the actual time that a student spends on the instructional and evaluative components of each course will vary according to student's ability, prior learning, and special needs.

Over the course of a year, a typical student may take between five and six courses per semester for two semesters. An Admissions Counselor meets with the student and his/her parent(s)/legal guardian(s) prior to the student's course registration to facilitate the creation of an Individual Student Learning Plan (iSLP). The iSLP (sample provided in Exhibit E) is based on the student's interests and goals, and is informed by the state graduation requirements. Students ultimately determine the sequencing of courses that do not have prerequisites. Students are expected to complete a set of core courses (Math, Language Arts, Science, Social Studies), as well as a number of electives. Foreign language, AP, honors, and foundation-level courses are offered.

The course catalog for iSVHS will include a wide variety of selections in all core academic areas—Math, Language Arts, Science, Social Studies, as well as electives in areas such as World Languages, Business and Marketing, Digital Technologies, Fine/Visual/Performing Arts, Life/Study Skills, and Physical Education.

Courses will include text, diagrams, images, audio content, and interactive simulations to facilitate the comprehension of concepts, assessments (self, objective, and subjective) that test mastery of concepts, and activities/projects/assignments that test higher-order thinking skills and engage students in a social constructivist environment. Courses will be taught by Idaho-certified, highly-qualified (under No Child Left Behind – “NCLB”) instructors who engage students who have questions, problems, or curiosities through a virtual whiteboard, email, phone, instant messaging and scheduled office hours or discussion groups.

Content selection will be based on sound pedagogical theory and practice; it is effective, efficient, and appealing; is aligned to Idaho state content and national quality standards; and will accommodate multiple learning styles and individual needs.

Attendance Policy

iSVHS is most concerned with student progress made against their Individual Student Learning Plan. We recognize that many of our students have work and family responsibilities that make “traditional” school attendance difficult to comply with, and that is why they choose to attend iSVHS. However, attendance must be tracked for State and Federal reporting.

In compliance with I.C. 33-512, iSVHS will monitor and report student Average Daily Attendance (ADA) based upon the number of hours the student is either logged into their courses and/or engaged in offline

instruction/learning. In accordance with I.C. 33-512, iSVHS will provide a minimum of 990 instructional/learning hours to each iSVHS student during the course of each year.

General student attendance will be reported as days since last login. Parents/guardians can request reports be sent when students have not logged in within the number of days specified by the parent/guardian through the student information system.

Parents/guardians can request reports be sent when students have not logged in within the number of days specified by the parent/guardian through the student information system.

The following attendance guidelines will guide contact with absentee students:

- Student has not logged in to the Student Information System or the Learning Management System for three or more consecutive days.
- Student has not communicated with a Mentor during this time.
- Student does not have an excused absence on record with their Mentor.

Students who meet the criteria stated above will be considered to be “absent unexcused” and will be on record as such.

If a student receives twenty consecutive school days of unexcused absences, or there is other significant evidence of violation of the school’s attendance policies, the student’s attendance will be reviewed by the administration, with a possible recommendation to the Board for expulsion based upon habitual truancy. Idaho Code § 33-205 and § 33-206.

Synchronous Instruction

Our instructional model is an instructor-facilitated, personalized learning model. A key component of this model is the inclusion of a significant portion of online, synchronous interactions between students and instructors, and between students and other students. At least once each week, the instructor in every course will hold a synchronous “virtual classroom” sessions. These virtual classroom sessions typically involve a presentation by the instructor of prepared materials, together with extensive question-and-answer opportunities for students, or group work activities. The virtual classroom offers a voice-over-IP delivery, so that students can talk to the Instructor and hear the conversations between the instructor and other students; the virtual classroom also facilitates instructor-student and student-student communications via a shared whiteboard and text messaging among other capabilities. Virtual classroom sessions will be archived, so that students can review recordings later if they were unable to attend the session or are preparing for an exam.

Accommodation of Multiple Learning Styles and Needs

iSVHS celebrates the inherent differences in learners by providing courses that speak to the strengths of multiple learning styles and accommodate in advance the special needs of students. Content will be presented in multiple formats including audio, text, diagrams and drawings, illustrations, and interactive simulations to accommodate the learning preferences of audio, visual, and kinesthetic learners.

Courses are selected to accommodate students with many diagnosed and undiagnosed learning disabilities and to scaffold the metacognitive and organizational skills of all students.

Each student shall participate in some or all of the following activities to help the instructional staff at iSVHS identify and accommodate the needs of each student.

- Learning Style Inventory
- One Year Course of Study Plan (iSLP)
- IEP and special needs reporting

Student Support Team

Each student will work with a Student Support Team comprised of Instructors and a Mentor. These individuals work in union to achieve the individual learning objectives of the students, the families, and the school. The focus of the Student Support Team is to challenge the student to not only achieve a basic understanding of the core material, but to explore and expand on those concepts by applying them to real-world scenarios. Each member of the Student Support Team plays a key role in the academic experience of the student.

Instructor - Role and Responsibilities

At iSVHS, students are facilitated by Idaho-certified instructors. The Instructor's role at iSVHS is to support and personalize learning and to inspire students to reach beyond the content and find meaning and application to life. iSVHS instructors will be employees of iSucceed Virtual High School, Inc.

Technology and the nature of online communication/courses enable instructors to meet and work with each student as an individual. The instructor's role in the online environment is to assist the students to obtain an understanding and mastery of the course of study; however, instructors will also establish and maintain individual relationships with students. Students engage instructors and ask questions privately via email or publicly via the virtual classroom or discussion boards.

Mentor – Role and Responsibilities

Mentors serve as the main school contact with the students and their families. Once the student is enrolled in iSVHS, the Mentor engages the student and the family to develop an iSLP, which outlines the learning strategies and course focus. The Mentor also monitors and remediates as required. The Mentor will seek out students who are “hiding” in the back of the class (i.e., not participating in class discussions) or who are not logging in or completing assignments in a timely manner, to encourage and invite them to return, and assist them as they get back on track.

The Mentor is accountable for the outcomes of their assigned students, as they are focused on a 360 degree view of the student, utilizing not only the information provided by Instructors, but also accounting for the personality, individual circumstances and characteristics of the student. Mentors will seek effective learning strategies for each student and maintain good relationships with both the student and their family. With this targeted demographic of students, many being those who have already chosen to leave the public education system prior to having earned a diploma, the Mentor role in working directly and regularly in communicating with our students is critical in keeping our students engaged in the learning process and ultimately in school.

Student Support Programs

iSVHS knows that the likelihood of success of an online learner is significantly higher when that student's initial experience is positive and when she/he feels a clear sense of personal direction. A positive experience is marked by student confidence, excitement, connection, support, and a feeling of momentum. iSVHS believes that the crucial time period for student engagement and retention begins weeks before the student officially starts his/her studies. By the very nature of technology and taking online courses, rich data that indicates activity (login, assignment submission, time of study, assessment completion) can be readily reported on and monitored. To ensure student success, iSVHS offers the following actions:

- Assignment of iSVHS Mentor as part of the Student Support Team
- Initial Learning Assessment to determine learning style (as determined by iSVHS)
- Personal Interview to determine personal goals and interests
- Collection of Personal Data (including confirmation of Idaho residency)
- iSVHS online Orientation module (for students and parents)
- Face-to-face school orientation (optional - recommended for students and parents/legal guardians)
- Readiness check prior to school start
- iSVHS social events (optional throughout the school year)
- Placement tests (as determined by iSVHS)
- Course selection
- Start-up Check (typically within the first week - for technical issues and startup)
- Follow up Check (typically within the second/third week - further follow-up)
- First quarter review w/parents/legal guardians

Continuous Monitoring/Support

Continual monitoring of student progress to improve student outcomes and completion is also critical to long-term student success. To ensure continuing progress, iSVHS plans to offer the following actions:

- Course selection
- Quarterly parent/legal guardian reviews
- Development (and/or review) of iSLP's
- Weekly checks

Student Support Services

The educational experience provided by iSVHS shall be designed with the students and families in mind. iSVHS shall utilize computer technology as one component of the learning experience to connect students with courses, content, Student Support Teams and other students. Students shall be supplied with a laptop computer, software, a printer, and an internet stipend to help cover the costs of internet service. By supplying each student with a pre-configured hardware and software platform ("Student Technology") fully loaded with all necessary software, filters and monitors necessary for each student to access their specific coursework, iSVHS can provide better support and ensure a consistent and secure educational environment for every student. Each student will be required to enter into a computer use agreement to assure that the school's technology and computer equipment are used in conformance with established Board policies. A draft Computer Use Agreement has been provided to the staff of the Idaho Public Charter School Commission.

Technical support begins the moment the student registers and the Student Technology is prepared to ship. iSVHS will perform a detailed quality assurance check at the point of shipment to make sure all the necessary components are included in the shipment. In addition to the Student Technology, iSVHS will include a number of "Getting Started" documents to assist the student and their families once the shipment arrives on their doorstep. The iSVHS Technology Check provides a checklist including: shipment contents, hardware setup, internet connection, and software application check. Additionally, the Technology Check explains how to contact iSVHS should they have questions. Students and their families will have numerous ways to access support from iSVHS: by phone through a 1-800 number, via a technical support email address, through online support, or through an extensive FAQ available on the iSVHS website.

Students and their families will be provided with an online orientation that will enable them to become familiar with all aspects of the iSVHS online learning environment. Again, questions associated with this orientation can be addressed through phone, email, or online support.

Ongoing technical support is categorized as follows:

- Hardware/software/connections that don't work
- Fulfillment of school materials
- Accessing courses/Learning Management System
- Academic questions
- Course change questions
- Policy/dispute questions/issues

iSVHS will be organized to ensure that specific questions can be responded to in an expedient fashion. iSVHS plans to provide 1-800 phone support 12 hours a day, 5 days a week, as well as 24-hour online support to help families with course access issues, lost passwords, and to troubleshoot hardware/software/internet connectivity issues. iSVHS also plans to provide 24-hour, 356-day a year academic support for all math, reading and language arts, the sciences, and business courses.

iSVHS believes that improvement in student achievement will result through a balanced application of technology and online learning best practices. iSVHS will constantly evaluate technology in an effort to improve our ability to engage our students, support our instructors, and communicate with the families we serve. We believe that iSVHS has aggregated best-of-breed technology platforms that are comprised of innovative and practical applications, enhancing our students' ability to engage with the course material and their Student Support Team, while gaining expertise with 21st century technologies.

iSVHS believes that combining the Student Technology with online learning best practices serves to further enhance student achievement. iSVHS is committed to applying proven best practices as appropriate.

"A Week in the Life of an iSVHS Student"

Students enroll in an online learning environment for a variety of reasons. Some have work and family obligations, while other students are involved in activities and/or careers that require a flexible schedule. For this reason, there is no “typical” day for students enrolled at iSVHS; however, many students discover they can benefit from spending an extended amount of time on a single subject. Students are able to get into the flow of learning, build momentum, and become more accomplished than if they divided up that time between multiple classes. Through the learning styles assessment, students discover not only how they learn best, but also at what times they learn best, thus making more effective use of their time.

Some students log on early in the morning on the same rhythm of a traditional school, but many more find their productivity is highest in the afternoon or evenings. At iSVHS, students can learn at times convenient to their schedules. Though students have the flexibility to choose the time frame in which they study, they are required to demonstrate work progress in all subjects weekly.

The following schedule is an example of a common schedule for some students:

Monday

Students will log into all classes, read announcements, check Virtual Classroom Sessions scheduled for the week, plan out their “to do” list for the week, and answer emails. They will then choose one subject to work on for several hours and complete the week’s assignments for that one class.

Tuesday/Wednesday

Students will complete the weekly assignments for two classes each day, with some time reserved for Virtual Classroom Sessions or instructor office hours.

Thursday

Students will complete the weekly assignments for their remaining class, and then focus on assignments not yet completed from their other subjects studied earlier in the week. Students may also log onto any Virtual Classroom Sessions scheduled for that day.

Friday

Finish up on any remaining assignments, sign into every class to check for new announcements, check grades, reply to any emails from the week not yet resolved, and review their week’s progress with their Mentor.

Students turn in assignments through the digital drop-box, access tests and quizzes, and also submit papers. A student’s progress and grades are posted on a secure, private site so that both student and parents/legal guardians are always aware of their current status.

Through their online interactions, students develop and pursue friendships, both during official online sessions, or through password-protected message boards based on student interests. Extracurricular events allow kids and parents/legal guardians to meet and build friendships based on mutual interests. In addition, many students pursue sports, music, and other activities in coordination with local community-based organizations.

Plan for Students who are Academically Low Achieving

Students who are low or non-achieving will be identified by members of the Student Support Team through progress and attendance reports, placement tests, and standardized test results. iSVHS will utilize strategies to improve student success such as curriculum modification, parent education, and mentoring.

iSVHS plans to administer a diagnostic assessment in Math, Reading, and English Language Arts for every student who enrolls. iSVHS plans to use other in-house assessment tools to help gauge the academic level of each of the students. The results of such assessments and review of additional data (such as; student portfolios, standardized test results, and direct instructor involvement), will be used to carefully choose courses for the student and provide appropriate placement in differentiated instruction.

Supplemental instruction utilizing selected curriculum shall be provided for those students performing well below their achievement level. Utilizing a diagnostic assessment system, iSVHS will be able to diagnose each student’s ability, enabling iSVHS to direct the student to an appropriate course or lesson. iSVHS plans to utilize

select foundational curriculum described in the course catalog for those students who are struggling academically.

iSVHS will also provide an instructional model that allows for one-on-one instructor-student/student-student engagement, enabling personalized support and guidance from Idaho-certified instructors.

Plan for Gifted and Talented Students

Students who are academically high achieving will be identified by members of the Student Support Team through progress and attendance reports, placement tests and standardized test results. Gifted students are able to move quickly through the curriculum while still under the supervision of a highly qualified, credentialed instructor. iSVHS's course catalog will provide the flexibility to include challenge activities for honors students, which allow the student to complete a more in-depth study or to move more quickly through the curriculum. Students will also be able to enroll in advanced courses, such as AP courses and dual credit courses. Dual credit courses are iSVHS courses that have gained prior approval from the University of Phoenix/AXIA College for credit acceptance within their program. These courses will be clearly identified within the iSVHS Course Catalog as they become available. iSVHS anticipates availability of dual credit courses beginning the 2008/2009 school year, and no tuition will be required for these courses.

Plan for English Learners

Due to the underlying interests and historical background of founders of iSucceed Virtual High School, Inc., iSVHS will seek to effectively serve the Latino community that has been long underserved by our educational systems and charter school programs.

iSVHS will meet all applicable legal requirements for English Learners ("EL") as they pertain to admissions, annual notification to parents/legal guardians, student identification, placement, program options, EL and core content instruction, instructor qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. iSVHS will implement policies to assure proper placement, evaluation, and communication regarding EL's and the rights of students and parents/legal guardian(s). iSVHS will adhere to all Federal and State laws regarded for the delivery of educational services.

Language Survey

Associated with enrollment, all students who indicate that their home language is other than English will be tested to determine English proficiency.

iSVHS will follow all activities, testing and programs required pursuant to both state and federal regulation, as such may be amended from time to time and will work within the guidelines consistent with the Idaho LEP Program Guidance as updated on August 20, 2007 (and later versions hereinafter enacted).

- Upon a student's registration at iSVHS inquiry will be made as to the primary language spoken in the home. If the answer to this inquiry is any language other than English, a survey (Home Language Survey) will be provided to the family.
- If the results of the Home Language Survey indicate a possible EL issue, the student will take the Idaho ELL Placement Test within thirty (30) days of registration at the school or within fifteen (15) days of entry into the school if enters during the school year.
- If the student's score on the Idaho ELL Placement Test indicates a student's needs for services and the family has not waived services, the student will be placed into the school's program to address the specific needs of the individual student.
- Subsequent to use of the Idaho ELL Placement Test, additional student testing through the use of the Idaho English Language Assessment (IELA) will be utilized to determine students' proficiency in the English language.
- iSVHS will comply with provisions of NCLB which require school districts to test their LEP students with an annual English language proficiency test (IELA) in addition to the ISAT. The IELA will be administered each spring.

Reclassification Procedures

Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, all of the following:

- Assessment of language proficiency using an objective assessment instrument,
- Participation of the pupil's instructors and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery,
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents' opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process
- Comparison of the pupil's performance in basic skills against an empirically established range of performance and basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

iSVHS will notify all parents of responsibility for testing and of results. As addressed above, these tests shall be used to fulfill the requirements under the No Child Left Behind Act for annual English proficiency testing.

Strategies for English Learner Instruction and Intervention

Instructors will be trained to use best practices in academic instruction techniques to meet the needs of English language learners and will develop ways to utilize those techniques in an online setting.

- iSVHS will seek to employ numerous bi-lingual instructors to work with EL students and in addressing targeted programs and resources for the EL student.
- Professional development activities will be provide to both teachers and administrators regarding research-based programming on how to best serve the school's EL student population.

Educational Learning Plans (ELP) will be developed by iSVHS to address instructional programs, assessment and possible accommodations. Instructional programs may include, but not necessarily be limited to implementation of specific English language classes, classroom accommodations and/or modifications, sheltered English instruction in academic classes by a teacher trained in the SIOP model/SDAIE techniques.

Targeted resources may additionally include the following:

- parent workshops
- student workshops
- curriculum modification
- supplementary resources.

Curriculum Overview

Curriculum selection will be based on sound pedagogical theory and practice; is effective, efficient, and appealing; aligned to state content and national quality standards; and will accommodate multiple learning styles and individual needs.

Content Selection Criteria

Online, high school curriculum is available from many content providers today. iSVHS will evaluate and select from the best available online courses, seeking the best in each specific area of educational discipline. Course evaluation and selection will be based upon the following criteria:

Course Organization and Structure

- The organization and sequence of content is clear and logical.
- Lessons and modules are easy to access and navigate among.
- The course structure is transparent to students.
- The organization of the course facilitates the construction of mental models and schemata.
- Lesson components include objectives, introduction and presentation of concepts, guided practice, application of concept, and assessment of understanding.

- Activities are authentic, challenging, and, where appropriate, interdisciplinary in approach.
- An organizational theme is used to enhance content and student engagement.
- Structure allows for adaptable, customizable pacing within the academic semester.

Graphic Design

- Instructional pages make use of best practices in online layout and design.
- Fonts and themes are used consistently throughout the course.
- Color schemes are applied systematically and conservatively; they enhance learning and are not distracting.
- Images are used liberally to enhance learning.
- Low resolution images are used to ensure that students with low-bandwidth connections can view the images.
- Overall appearance is visually appealing and the message design is clear.

Communication and Interactivity

- Students have frequent opportunities to interact with the content, with other students, and with the instructor through regular two-way communication.
- The communication process is clearly defined within the course.
- Communication tools are reliable and used appropriately.
- Requirements, rules, and expectations for student-student communication are clearly defined and modeled.

Content Quality

- Content is written at an audience-appropriate level.
- Content uses standard language and is free of slang.
- The content has depth and richness.
- Content is accurate and current.
- The tone of the text is unambiguous and engaging.
- Multimedia presentation and interactive simulations are used appropriately to reinforce mastery of concepts.
- Content images and examples reflect the multicultural world of which our students are a part.

Web Resources

- Web resources are redundant and stable.
- Resources are directly related to the content in the course.
- Resources direct students to trustworthy content sources.
- Explanations of the relevance of the resource, what the student is looking for, and how he/she knows when he/she is finished, are provided.
- Resources supplement and enrich the content of the course.

Accessibility

- Courses comply with ADA section 508 accessibility requirements.
- Images have alt tags.
- Text versions of audio and flash presentation are provided.

Assessment and Evaluation

- Assessment opportunities are authentic and mapped to the learning outcomes.
- Opportunities for pre-assessment are provided (as appropriate).
- Self-checks with automated feedback are used frequently to help students and instructors gauge how well a student is “getting it.”
- Multiple approaches to assessment, including objective and subjective quizzes and exams, creative writing assignments, research papers, and group projects, are included in the course.

Pedagogical Approach

iSVHS courses will implement sound instructional theory and practice. Learning objectives, including both mastery of principles and concepts and their application, will be clearly defined for each organizational unit.

Courses will use a blended approach of objectivist content presentation and constructivist application of content. Course content will engage student attention and provide anchors for the construction of new knowledge and schemata.

Content will be presented in instructionally effective, efficient, and appealing ways; students will have the opportunity to demonstrate understanding of new material and to apply the concepts to unique and relevant situations, thereby making the knowledge and skills gained their own.

Ongoing research into best practices of online course design and implementation will continuously inform the course design, development, review, and revision process.

Course Catalog

An iSVHS course catalog will be developed to include a broad range of courses in each of the following areas:

1. AP Courses
2. Honors Courses
3. Core Courses
4. Foundation Courses
5. Foreign Language Courses
6. Elective Courses
7. Career and Technology Education (CET) Courses
8. Library of Skill-Building and Remediation Modules
9. Community Service Project (required for graduation)

All courses will align to Idaho state standards as applicable.

The course catalog of all current available options through the Insight Program has been appended as Exhibit F. Actual course offerings available at iSVHS will be dependent upon the ability to retain Idaho Certified Highly Qualified Instructors for each available course offering.

Standards Alignment

iSVHS will leverage curriculum from a variety of online content providers with the express purpose of providing the most effective, efficient, and appealing educational experience to its students. The current 130+ courses that make up the Insight affiliated program course catalog present, on average, 75-90 total hours of course work each semester.² This work will be completed in a mix of online and offline activities, including, but not limited to, online content presentations, practice activities, interactive modules, self-checks, quizzes, discussions, worksheets, group projects, web research projects, essays, and exams. Courses in the iSVHS catalog will average 50 graded assignments each semester.

Core content courses are correlated to Idaho content standards using a combination of information provided by vendors and standards correlations created by instructors holding state certifications in the subject they are creating correlations for. These standards correlations show not only which standards are met in the course but also where in the course each standard is met. Standards information is included in the students' iSLP to assist in monitoring each student's progress toward standard mastery and preparation for Idaho standards testing.

Academic Tracks

When a student enrolls in iSVHS, they are provided course selection guidance through six focused educational tracks. Students can mix and match their course selections from the available academic tracks. The academic tracks are flexible enough to prepare students from a variety of backgrounds, but focused enough to fulfill current and future educational objectives.

1. **The AP track** is the most academically intensive track designed for students who have had comprehensive success in prerequisites for the course, and who wish to earn college credit while in high school and to continue on to a competitive college or university.

² The actual number of total course offerings will vary from year to year as program offerings change and dependant upon the school's ability to retain Idaho Certified Highly Qualified instructors for each of the identified potential course offerings.

2. **The Honors track** is designed with the high-achieving, well-prepared college-bound student in mind who is willing to invest the time and effort in core academic coursework and who enjoys working with other students with the same interests, ambitions, and abilities.
3. **The College Prep track** prepares students to enter college or university upon completion of their high school diploma. Students taking College Prep courses should have completed prerequisite courses successfully. Students take additional courses in core academic areas in order to meet college and university admission requirements.
4. **The Career Prep track** provides students who plan to enter a vocation upon graduation from high school with the academic skills they need to succeed in life. Students in this track may have gaps in prior learning, and may have struggled in the subject area previously. Students select from an expanding catalog of career and technical courses that are interesting, engaging, and relevant to their goals. In grade 12, students can earn credits towards graduation through on-the-job training and internship experiences.
5. **The Foundation track** is designed for students who have struggled in prerequisite courses and who need to fill gaps in their academic record. This track takes advantage of the unique benefits of online learning to help students build study skills and knowledge in an individualized, personalized, supportive environment.
6. **The ESL track** provides up to one school year of English as Second Language training. Students must demonstrate English language mastery before being enrolled in traditional coursework.

Graduation Requirements

iSVHS's graduation requirements will, at a minimum, always meet state mandated graduation requirements as outlined in IDAPA 08.02.03. iSVHS acknowledges the increase in the graduation requirements for students entering the ninth grade in the fall of 2009 and will modify the iSVHS graduation requirements for those students to coincide with the rules of the State Board of Education, as such routinely change.

Fulfillment of the Thoroughness Standards [33-1612]

iSVHS will fulfill the thoroughness standards identified in Idaho Code. It has been established that a thorough system of public school in Idaho is one in which the following standards are met:

Standard A: A safe environment conducive to learning is provided.

Goal: Maintain a positive and safe teaching and learning climate. Every student has the right to attend a school that encourages positive and productive learning, provides a safe and orderly environment, and promotes student respect for themselves and others.

Objectives: iSVHS will:

1. Enable students to select the place and time that they engage in the learning process, including the location and time that best aligns with their life circumstances, providing them the optimal opportunity ability to learn. In doing so, iSVHS students are free from various social or physical safety issues often encountered in a traditional brick and mortar high school.
2. Maintains a strict discipline procedure associated with student behavior for both online and during face-to-face activities.
3. Provide students with a school laptop that is pre-configured and installed with the latest internet filtering technology. Adopt and maintain policies that prohibit the use of vulgar, obscene, abusive, or demeaning language, writing, pictures, signs, or acts in written or oral communications, including email, discussion board, listserv, virtual classroom, student websites, or in photographs. Policies will also prohibit students from posting content from or links to suggestive, lewd, or otherwise inappropriate websites. iSVHS sponsored bulletin boards, chat sessions, and virtual office sessions will be monitored and all face-to-face field activities will be voluntary and heavily staffed to ensure that iSVHS students are safe while attending school online or during extra-curricular activities.
4. Require all personnel employed at iSVHS to pass a background check and every instructor and administrator will be certified or licensed to work in the State of Idaho to ensure safety and a professional learning environment for iSVHS students.

Standard B: Educators are empowered to maintain classroom discipline.

Goal: Create a positive teaching and learning environment with an emphasis on high expectations of behavior and performance

Objectives: iSVHS will:

1. Train instructors on best practices in online learning including; iSVHS operational procedures, discipline policies and strategies for policy implementation, and the effective use of the Learning Management System.
2. Provide all students and parent(s)/legal guardian(s) with an iSVHS student handbook that clearly outlines expectations and consequences of student conduct within the classroom or during any iSVHS sponsored activity.
3. Provide instructors with a Student Support Team that includes administrators and Mentors, as well as encourage parent/legal guardian participation.
4. Offer instructors the freedom to create their own classroom “culture” while remaining consistent with iSVHS student conduct and discipline policy.

Standard C: The Basic values of honesty, self-discipline, unselfishness, respect for authority and the central importance of work are emphasized.

Goal: Offer opportunities for students to develop and express exemplary character traits in concert with the overall educational program.

Objectives: iSVHS will:

1. Facilitate opportunities for students to collaborate in formal and informal peer group sessions that create a learning community focused on every student’s success.
2. Emphasize the importance of adults modeling important values at school, both during online and face-to-face activities.
3. Provide students with a rigorous independent study program that will require them to demonstrate a commitment to their own educational success.
4. Require every student that enters the ninth grade in 2009, in order to graduate, to complete a community-based service learning project (Senior Project). By doing so, each student will learn to put their education into practice and the importance and value of community and their role as an influential member of that community.

Standard D: The skills necessary to communicate effectively are taught.

Goal: Teach students a range of effective communication skills appropriate for the 21st century

Objectives: iSVHS will:

1. Acknowledge that effective communication in the 21st century occurs through both the spoken and written word, as well as through new technologies such as those utilized in an online learning environment. Students will learn effective communication skills through a rigorous curriculum that tests their abilities through frequent formal testing. New technology skills will be taught by iSVHS instructors through example and practiced through formal course activities as well as through informal peer-to-peer dialog.
2. Provide frequent training to instructors on best practices in online learning such that they can utilize these new skills to communicate with school staff, as well as demonstrate and teach these practices to their students.
3. Encourage all students to participate in online forums to communicate, in writing, with staff and classmates.
4. Require regular contact with Instructors and Mentors using telephone, email, IM and virtual classroom sessions conversations, ensuring that students understand and have the chance to practice and perfect communication with authority figures.
5. Provide instruction in foreign language. Knowledge of a second language is essential in many occupations. In addition, knowledge of a second language will boost proficiency, improve memory and self-discipline, and enhance verbal and problem-solving skills.

Standard E: A basic curriculum necessary to enable students to enter academic or professional-technical postsecondary educational programs is provided.

Goal: Develop an educated citizenry for the 21st century through a dynamic, interactive academic program where student capabilities rather than textbooks drive pacing. Students must be well grounded in basics such as reading, writing, mathematics, science, and social studies.

Objectives: iSVHS will:

1. Select curriculum based on sound pedagogical theory and practice, aligned to state content and national quality standards, and that will accommodate multiple learning styles and individual needs.
2. Provide an independent study program that enables students to study at their own pace within a supportive, structured environment. This approach will enable students to move through course materials as quickly or slowly as they require, allowing them to truly master the material prior to moving on.
3. Facilitate a wide range of student interests and explorations through the provision of “curriculum tracks” for college, career or vocational bound students.
4. Allow students the opportunity to demonstrate understanding of new material and to apply the concepts to unique and relevant situations, thereby personalizing the knowledge and skills learned.

Standard F: The skills necessary for students to enter the work force are taught.

Goal: Provide students with the basic skills that prepare them for future employment using learning tools such as computers, scientific equipment, and local and national resources. These tools assist students in learning how to learn so that they become lifelong learners and are prepared to enter the workforce with a solid foundation of knowledge and skills.

Objectives: iSVHS will:

1. Teach students the core academic requirements aligned to state and national content and quality standards.
2. Expand beyond core academic requirements to provide a dynamic online curriculum that is based upon the best practices of online learning combined with 21st century skills key to succeeding in today’s workforce.
3. Train students in technological techniques including internet, computer software, and technologically based communication techniques relevant in today’s work environment.
4. Integrate self-discipline and motivation into every aspect of the student’s work, while supplying students with the support and infrastructure to succeed.

Standard G: The students are introduced to current technology.

Goal: Provide students with a technology environment using tools such as computers, scientific equipment, and networks linked to local and nationwide resources.

Objectives: iSVHS will:

1. License and incorporate the best-of-breed technology to facilitate the delivery of exciting, engaging and rigorous online curriculum.
2. Train instructors on the application of technology toward online education such that they can instruct students not only on the courses being taught, but also in the technology used to interact with the content, as well as to communicate with other students and school staff.
3. Supply every full-time student with a computer and printer along with a stipend for an internet connection, thus equalizing the playing field for all students enrolled at iSVHS.
4. Provide students and their families with an online orientation that will enable them to become familiar with all aspects of the online learning environment and provide 24-hour technical support to iSVHS students.
5. Integrate technology into the everyday school environment. By using technology every day to communicate, complete homework and accomplish other school related tasks; students will practice using technology in a working and relevant environment every day.

Standard H: The importance of students acquiring the skills to enable them to be responsible citizens of their homes, schools and communities is emphasized.

Goal: Provide students with the skills and understanding necessary to become responsible citizens in their respective jobs and communities of the 21st century.

Objectives: iSVHS will:

1. Enable iSVHS students to pursue their goal of obtaining their high school diploma while responding to their specific life circumstances that make attending a traditional school impractical or impossible.
2. Recognize that it is the responsibility of a school to provide opportunities beyond academics to explore their skills and passions. iSVHS will assist students to create and operate school clubs that are specific areas of interest to the student body, and directly applicable to post high school careers. These may be related to academics, but can also focus on non-academic activities. These clubs will enable peer-to-peer, student-to-staff and student-to-community interaction, allowing students to further explore their life interests and practice their skills.
3. Require every student that enters the ninth grade in 2009, in order to graduate, to participate in a community-based service learning project (Senior Project). This requirement is intended to help students understand the importance of their community and what it means to be stewards and participants in that community.
4. Use an independent study program to train student to develop life skills such as self-discipline, motivation, time management, direct and indirect collaboration, honesty and integrity.

Learning Community

iSVHS students can make connections with iSVHS staff, students and other families –both face-to-face and through virtual means. iSVHS provides a vibrant learning community that enriches the high school experience of iSVHS students. While some students are self-sufficient and desire little support, others may seek more structure, guidance, encouragement and collaboration.

iSVHS students can join student clubs and organizations such as becoming a member of the school newspaper, science club, photography or video game club or perhaps run for student government. Students can even start their own club by engaging other students online to discuss specific areas of interest. Students use a school sponsored and staff monitored bulletin board to engage in conversations ranging from academic to general interest topics. The same virtual classroom technology that is utilized by iSVHS for Instructor Office hours, doubles as a platform that for club members to come together and engaged in real-time club meetings or activities.

iSVHS, through the effort of our Community Coordinators, will also organize face-to-face activities such as an occasional dance, field trips or social gathering for students and families. Graduation ceremonies will be held on a statewide or regional level, enabling students and families to meet and participate together.

b. An “educated person” in the twenty-first century, and how learning best occurs. See Section 33-5205(3)(a), Idaho Code.

A recent national survey of human resource officials found that:

- Almost 70% believe that high school graduates fall short in critical thinking skills
- 81% believe high school graduates are deficient in written communications
- Almost a third said they will reduce their hiring of employees with just a high school diploma
- 42% said they will hire more people with advanced degrees

According to a 2004 RAND report, *The 21st Century at Work: Forces Shaping the Future Workforce and Workplace in the United States*, the marketplace will require knowledgeable workers in every industry – from nanoscientists to package deliverers – “requiring high-level cognitive skills for managing, interpreting, validating, transforming, communicating, and acting on information. Valued skills include such non-routine analytic skills as abstract reasoning, problem solving, communication, and collaboration.”

All of these findings indicate that the traditional methods of education may fall short of what is needed to produce high school graduates are prepared to participate and be productive in the global economy of the 21st century. iSVHS believes that through the incorporation of online learning “best practices” combined with

rigorous curriculum and community activities, we can help our students to reach their potential and be prepared to enter into the 21st century workforce. Graduates of iSVHS will:

- Have been exposed to and gained proficiency in the Idaho educational state standards
- Be able to gather, manage and communicate information effectively
- Have high-level thinking, problem-solving and interpersonal skills
- Be self-directed and self-motivated
- Have mastery of the effective use of digital technologies and communication tools

An education in the 21st century integrates core academics within a technology rich environment, driven by self-discipline and motivation. iSVHS will utilize the Online Learning Best Practices identified in Exhibit G to enhance iSVHS student's ability to obtain 21st century learning skills.

c. The manner by which special education services will be provided to students with disabilities who are eligible pursuant to the federal Individuals with Disabilities Education Act. See Section 33-5205(3)(q), Idaho Code.

iSVHS is committed to serving all children in Idaho, including those with disabilities. iSVHS believes that every student is entitled to a Free and Appropriate Public Education and will tailor the educational program at iSVHS to meet the individual needs of each student. Individualized services may include individual or small group instruction, curricular or instructional modifications, transition services, assistive technology devices, or other specialized services. In addition, some special education students may require related services such as physical, occupational or speech therapy, and/or special transportation. iSVHS is prepared to accommodate all students attending the school either directly or through contracted services with 3rd parties.

Enrolling Students with Special Needs

The mission of iSVHS is to serve students whose needs are not well met for a variety of reasons in traditional classroom settings. In addition to the services and programs required by state and federal law, iSVHS provides enrollment counseling to all students who have been in the past or who currently are on an Individualized Education Plan pursuant to IDEA or Section 504 Plan. The enrollment counseling process is led by Special Needs Enrollment Counselors who hold current state certification in special education. The enrollment counseling process has two intended outcomes: first, it is an educative process for students and families; it helps them become familiar with the requirements and unique challenges that online learning could pose given the student's need. Second, it allows the school to better understand the student's needs and make adequate provision for servicing those needs.

The Special Needs Enrollment Counseling Process begins with the self-identification by the student and/or family that the student has need of special services. After the school has obtained permission from the parent/legal guardian, or from the student, if the student is emancipated or attained the age of majority, the student's special education records are requested from the resident district. These records are received via electronic fax and stored online in a password protected environment. In accordance with FERPA and IDEA requirements, only those who have legitimate educational reasons for viewing the records can obtain access to them. Once the records have been received, the Special Needs Enrollment Counselor reviews the records and contacts the student and parent/legal guardian for an initial consultation about the student's needs and to assure that the incoming student's special services records are in compliance with federal and state guidelines.

Student Services

iSVHS offers several types of academic support for students on IEP's. iSVHS offers three levels of most core academic classes. Students with special needs who are admitted to the school will be placed in the level of each core course that best corresponds to their current needs and abilities as well as to their target performance goals. Course placement decisions are made jointly by the Special Needs Enrollment Counselor and the School guidance counselor, in conjunction with the IEP team and goals. iSVHS will develop program adaptations or contract for services to address the needs of severely disabled students whose IEP's require full-time, one-on-one, or professional support.

In addition to instructional work with Special Education teachers, students' progress will be monitored regularly by a Special Needs Mentor. The Mentor will informally communicate progress to the student and family weekly by phone and will coordinate with the rest of the Student Support Team to ensure that students' academic

needs are accommodated in the online classroom. A formal, written progress report will be issued with the student's quarter and semester course grades.

Identifying and Evaluating Students with Special Needs

Parents or school administrators or staff may recommend that a currently-enrolled student be screened for special education services at any time during the school year, and will use the Idaho Special Education Manual for identifying, evaluating, programming, developing individualized education plans, planning services, developing our discipline policy, budgeting, and providing transportation for special needs students, as necessary.

Recommendations may be based on evidence including, but not limited to, student's cumulative academic records, enrollment records, health records, and report cards and must be made in writing to the school Principal. Once the parent(s)/legal guardian(s) permission to evaluate the student is obtained, the school will either perform the initial evaluation directly or contract with a 3rd party to perform an initial evaluation of the student's academic achievement level and/or needs. The evaluation process is designed to assess at minimum the educational and learning needs of the individual student. Parents/legal guardians also have the right to obtain an independent evaluation.

Once an evaluation has been completed, students who are identified as having special needs will go through the Special Needs Enrollment Counseling process to ensure that students and families are aware of the services available and the unique opportunities and/or challenges of online learning. Should a special needs child and family decide to enroll in iSVHS, the Special Needs Team will create IEP or 504 Plan documentation as appropriate based on the evaluation findings and recommendations. Once the documentation has received all necessary signatures, the student is assigned a Special Needs Mentor. From that point, the Special Needs Team will adhere to state and federal law for timelines and procedures for reporting and evaluation.

Any staff hired by iSVHS to assist special needs students must meet the minimum requirements of IDEA for qualified staff.

Least Restrictive Environment (LRE)

In the event that the IEP team determines that the student's academic needs cannot be met by the program offered by iSVHS, the IEP team of iSVHS will determine the least restrictive environment with PL 94-142. A continuum of placement options will be available for all students with disabilities, including those attending iSVHS. This continuum may include supplementary aids and services in conjunction with regular class placement, and may include iSVHS contracting with a school district or private provider.

Section 504 /ADA

iSVHS shall be solely responsible for its compliance with Section 504 and the ADA. Any facilities of iSVHS shall be accessible for all students with disabilities in accordance with the ADA.

Further, iSVHS will adopt a policy which outlines the requirements for identifying and serving students with a 504 accommodation plan. iSVHS recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of iSVHS. Any student who has an objectively identified disability which substantially limits a major life activity such as learning is eligible for accommodation by iSVHS.

Confidentiality

iSVHS will maintain the confidentiality of personally identifiable information regarding children with disabilities.

Record Keeping

iSVHS will follow IDEA and FERPA guidelines for protecting and keeping confidential information relating to all students, including the special needs of students.

d. The plan for working with parents who have students who are dually enrolled pursuant to Section 33-203(7), Idaho Code. See Section 33-5205(3)(r), Idaho Code.

In accordance with 33-203, local school districts and parents retain the decision-making capacity regarding dual enrollment. Requests for dual enrollment for courses not provided by iSVHS, will be honored by iSVHS with

the understanding that shared state apportionment funding may be collected from the resident district, per State Board of Education rules, and Charter Board Policy by the dually attended district.

Dual enrollment will include the option of enrollment in a post-secondary institution and credits earned from an accredited post-secondary institution shall be credited toward State Board of Education high school graduation requirements.

If an iSVHS student wishes to participate in nonacademic public school activities, iSVHS will confirm that the student has demonstrated grade-level academic proficiency via recognized achievement tests, portfolios, or other mechanisms. iSVHS recognizes that any iSVHS student wishing to participate in non-academic public school activities must reside within the attendance boundaries of the school for which the student participates. iSVHS will work with resident school districts, students and families in an attempt to allow student participation in extra-curricular activities of the resident school district to the extent possible.

Tab 4: Assessment of Student Educational Progress

a. The measurable student educational standards the public charter school will use. See Section 33-5205(3)(b), Idaho Code.

iSVHS intends to create a school that motivates and assists all students in meeting or exceeding proficiency on state academic standards. iSVHS ensures alignment of the curriculum with Idaho Content Standards in order to ensure success for all students in meeting the requirements of state-required standardized tests. These standards will serve as a guide in developing school goals and in making decisions regarding expenditures of resources, allotment of budget, staff development, program priorities, and policy decisions.

Measurable Student Outcome
<p>Student Performance On State Proficiency Test</p> <ul style="list-style-type: none"> After three years of continuous enrollment at iSVHS, 70% of iSVHS students will demonstrate proficiency on the ISAT in the Reading and Math Components.
<p>Academic Progress</p> <ul style="list-style-type: none"> iSVHS students' average semester course completion rate will demonstrate a year over year increase until stabilizing at 80% or higher.
<p>Retention Rate</p> <ul style="list-style-type: none"> Within two years of the school's commencement, iSVHS will maintain a retention rate of 65% or higher.
<p>Graduation Rate</p> <ul style="list-style-type: none"> iSVHS will realize a year over year increase in the graduation rate percentage of all continuously enrolled eligible seniors until stabilizing at 85% or higher.
<p>Parent Satisfaction</p> <ul style="list-style-type: none"> Of the iSVHS parents responding to an annual parent survey, on a 1-5 scale, iSVHS will maintain a score of 3.75 (1=Unsatisfied 3=Neutral 5=Satisfied).
<p>Professional Development</p> <ul style="list-style-type: none"> Each year 100% of iSVHS teachers will participate in a minimum of three school-sponsored professional development activities.

These and other similar curriculum specific educational objectives, combined with Individual Student Learning Plans will enable iSVHS to measure, not only individual student success, but also overall program effectiveness. Exhibit E – Sample iSLP demonstrates the detailed level at which iSVHS students are measured on a course by course basis.

b. The method by which student progress in meeting the identified student educational standards is to be measured. See Section 33-5205(3)(c), Idaho Code.

Mastery of Course Content

Students will demonstrate mastery of state standards through their ongoing attainment of their Individual Student Learning Plans, which utilize iSVHS's course level Idaho state alignment and assessments. Portfolios and exhibits will be assessed according to school-wide rubrics, with input from iSVHS instructors across all

content areas and outside community members. "Mastery" for special needs and LEP students will be defined appropriately according to the student's Individualized Education Plans ("IEP") and English proficiency levels.

iSVHS gives high priority to multiple, varied, and frequent opportunities for students to demonstrate mastery of course content and as a best practice to strengthen student learning. iSVHS courses average approximately 50 graded assignments per semester course; these assignments include practice assignments, quizzes, journals, class discussions, worksheets, group projects, web research projects, essays, research papers, and exams.

Finally, all iSVHS students will be required to achieve a proficient or advanced score on the ISAT in order to graduate with a high school diploma. The ISAT or other state mandated test as may be required from time-to-time will also be utilized to demonstrate mastery of course content.

Traditional Academic Courses

Courses licensed and/or developed by iSVHS allow students multiple opportunities to demonstrate mastery of traditional academic course content. Because our students are unique individuals with unique learning styles and strengths, we also allow students to demonstrate their learning in multiple formats. These formats include self-checks, quizzes, and exams which utilize a combination of objective (multiple choice, true/false, matching, and fill-in-the-blank) and subjective (short answer and essay) questions. Students may also be assessed through research or creative writing papers, written assignments including reviews and essays, case studies, simulations, group projects, and portfolio pieces. The focus of traditional academic assessment is on authentic assessment types that demonstrate mastery of content standards and is appropriately weighted to take into account common student characteristics such as test-taking anxiety and learning difficulties.

Physical Education

Students demonstrate mastery of concepts, principles, and rules related to health and physical education through activities, online quizzes and self-checks. Students apply learned concepts and principles as individuals or by participating in organized group sports; they report their progress through journals and other documentation as appropriate. These progress reports are evaluated by iSVHS instructors. iSVHS provides the necessary equipment needed to complete certain individual activities, including monitors, pedometers, and resistance bands.

Literacy, Numeracy, and Core Skills

iSVHS will meet or exceed standards and benchmarks currently outlined in IDAPA 08.02.03.107 or as modified from time-to-time by the Idaho Board of Education for each particular year.

- Norm-Referenced Exams: Students will participate in the norm-referenced exams as prescribed by Idaho Department of Education standards. Performance on these exams will be used to help instructors identify and prescribe customized remediation, where necessary.
- Performance-Based Exams: Will be used to track student performance relative to state standards. These exams provide an analytical approach to student performance and will be used as key criteria to adjust instructional strategies for all students, but especially for high- and low- achieving students.
- Performance Rubric: Literacy, numeracy, and other core skills affect student performance across the curriculum. Therefore, a set of standard rubrics will be used to ensure that students demonstrate mastery of these core skills as they complete assignments and exams required for course completion.
- Criterion-Based Testing: Will show progress in a specific subject and are often included as part of a curriculum package. iSVHS will use packaged pre- and post-course assessments to track student progress on the core content of the curriculum, where possible.

Portfolio Projects

It shall be the discretion of the school to use or to choose not to use Portfolio Projects as an additional component of the educational program at iSVHS.

Portfolios will, however, be a consideration for a student's Senior Project requirement for graduation.

Community-Based Service Project

Students entering the ninth grade in 2008 will demonstrate their skills, knowledge, and awareness of their place in the local community by performing a community-based service project during their senior year that includes the following: a presentation and a research paper. iSVHS staff will facilitate students from the

design and implementation phase to the completion of the community-based service project. The iSVHS community-based service project will meet the Idaho Administrative Procedures Act 08.02.03.107.10 Senior Project graduation requirements.

Data Collection

iSVHS will leverage technology to collect and manage student data efficiently, accurately, and securely. iSVHS will utilize a Student Information System (“SIS”) that integrates with the Learning Management System (“LMS”) in order to collect essential data about student demographics and performance and to enable iSVHS to provide accurate information in a timely manner and in compliance with FERPA and other student privacy requirements.

iSVHS will collect mandated student data as part of the enrollment process and report enrollment statistics to the state in compliance with legislation.

iSVHS will be held by the results it generates as measured by student performance and overall family satisfaction. Results obtained from the Measure Student Outcome listed above, as well as NCLB can be used to quantify student performance at iSVHS.

Report of Individual Student Progress

Regular meetings will be scheduled between the student, parent/legal guardian, and Mentor to report student progress and to provide assignments for the next learning period. Parents/legal guardians and students will be routinely informed of student progress through scheduled meetings. Parents/legal guardians are also provided “observer access” to iSVHS’s Learning Management System so that they can review their student’s performance at any given time.

Planned Student Progress Reports

Parents and legal guardians are considered valuable members of the Student Support Team supporting each student and as such are apprised of student progress and/or problems on a regular basis. Each student’s parent or legal guardian will receive at minimum a monthly grade update for each course. If the student’s progress or performance in any class is unsatisfactory, the Student Support Team leader and/or Mentor will contact the parent/legal guardian on record to notify him/her of the problem and, where possible, to enlist support in the implementation of the interventions recommended by the Student Support Team.

Informal progress reports will be provided by the Mentor within three school days of written or verbal request by parent(s)/legal guardian(s). Mentors will also be prepared to provide an informal overview of student progress to parent(s)/legal guardian(s) during the regular checkup calls to students conducted by the Mentor.

Written reports will be mailed to students and parent(s)/legal guardians within 20 school days of receipt of results by iSVHS. Parents/legal guardians will also be provided an Observer Role within the Learning Management System so that they can monitor their child’s progress on their own timetable and at any time.

Diagnostic Student Tests

In addition to the methods of measuring and reporting of student performance described above, iSVHS intends to implement *placement assessment testing* as well as *progress assessment testing* in order to realize the goal of being an assessment-centered program. The iSVHS learning model dictates that we will incorporate four overlapping, pedagogical “lenses” (Anderson 2004 and Bransford 1999) in order to impact student outcomes. These lenses are:

- Learning-centered
- Knowledge-centered
- Assessment-centered, and
- Community-centered

Placement Assessment Testing

Placement assessment testing is a series of tests in Math, Science, Reading and Language Arts (Writing) that will be required by all new students and that will facilitate the appropriate placement of students into courses. Students may complete all subject area placement tests prior to starting the first semester with iSVHS or may take only the placement assessment tests for subjects areas that they are enrolled in during the first semester.

Progress Assessment Testing

Progress assessment testing is a tool to allow subject area instructors to deliver assessment tests at the beginning, throughout and at the end of the course. These tests will allow iSVHS to monitor student growth over time in a subject area. This testing will be used in conjunction with the course content specific assessments.

c. A provision by which students of the public charter school will be tested with the same standardized tests as other Idaho public school students. See Section 33-5205(3)(d), Idaho Code.

As a public school, iSVHS will be held to the same student performance standards as other public high schools throughout the State of Idaho. As a component of enrollment, iSVHS will inform students and their parent(s)/legal guardian(s) of the requirement to participate in Idaho state standards testing. iSVHS will participate in all components of the Idaho State Assessment program applicable to students enrolled in grades 9 – 12.

iSVHS will assemble a team of Idaho licensed and/or certified staff (Proctors) to administer state exams throughout the State of Idaho, ensuring all iSVHS students has the opportunity to participate in these assessment exams. Proctors for the state exams will be selected and trained in accordance with regulations as established by the State Board of Education or any other applicable governing authority. Locations of regional testing facilities will be determined annually based upon iSVHS student demographics. The results of these tests will be used to measure the performance of iSVHS students against their peers in the State of Idaho.

d. A provision that ensures that the public charter school shall be state accredited as provided by rule of the Board. See Section 33-5205(3)(e), Idaho Code, and IDAPA 08.02.02, “Rules Governing Uniformity,” Section 140.

Upon approval of this charter application, iSVHS plans to request affiliation with the Northwest Association of Schools (NAAS). iSVHS will follow the documented membership procedure for Idaho schools as described at <http://www.sde.state.id.us/accreditation/docs/MembershipProcedures.pdf>.

iSVHS will obtain accreditation in accordance with Idaho Code 33-119. Idaho Administrative Procedures Act (IDAPA) 08.02.02.140, Accreditation, which defines the State Board of Education’s accreditation requirements, will be utilized. This would include developing the following:

1. A LEA/Charter School Strategic Plan,
2. A Continuous School Improvement Plan,
3. An aligned and focused plan for the improvement of school and staff capacity (including structure, resource allocation, and teacher skill sets) to increase student achievement
4. A plan to meet state approved accreditation standards
5. Submitting reports as requested, and
6. Meeting the Elements of Thoroughness.

Insight currently operates an affiliate school, Insight School of Washington, and has received Provisional Accreditation from NAAS for that school. Through the same or similar school program and model iSVHS anticipates no difficulties in obtaining and retaining NAAS accreditation.

e. A provision describing the school’s plan if it is ever identified as an in need of improvement school as outlined in the No Child Left Behind Act. (4-11-06)

The federal *No Child Left Behind (NCLB) Act of 2001* requires state education agencies to have a single accountability system and to hold schools and districts accountable for the academic achievement of its students. All schools, districts, and the state are accountable for meeting adequate yearly progress (AYP) each year. The federal law contains mandatory sanctions for districts repeatedly not meeting AYP.

If iSVHS was to be placed on "Improvement Status", iSVHS will abide by NCLB policy that states that it must advise parents/legal guardians of students immediately. In addition, iSVHS will assist those students and families requesting transfer to another school and district if requested.

A Corrective Action Plan (Plan) will be instituted by the Board of Directors of iSucceed Virtual High School, Inc., the governing body of iSVHS, within 90 days of being placed in Improvement Status. The Plan will be developed, governed and lead by a Board of Directors sub-committee including; a member of the Board of Directors, staff of iSVHS, parent(s)/legal guardian(s) of students of iSVHS, representative of the State Board of Education or Public Charter School Commission (if possible), and a representative of the community. The specifics of the Plan will depend on the specific causes and reasons for iSVHS being placed on Improvement Status.

Once notified of being placed on Improvement Status, the Board of Directors will call an emergency meeting of the Board to form the sub-committee, as well as authorize iSVHS administrative staff to initiate communication to all parent(s)/legal guardian(s) of iSVHS students. The subcommittee will review the specifics of the school performance issues, conduct external interviews, and produce a recommendation including the Plan for the Board of Directors within 90 days. The Plan may include recommendations such as; curriculum replacement and instructional model modifications, student assessment and tutoring services, replacement of iSVHS staff (leadership, administration or instructional personnel), and/or modifications of school policy and governance procedures. The Plan will include corrective actions, as well as measurement metrics that will enable the Board of Director to quickly and accurately measure the effectiveness of the corrective actions and adjust as may be required to ensure the Plan is successful. The Plan will also include methods for communicating progress toward improvement to families of students enrolled at iSVHS, as well as the State Board of Education of Idaho and the Public Charter School Commission.

Tab 5: Governance

a. A description of the governance structure of the public charter school including, but not limited to, the persons or entity who shall be legally accountable for the operation of the public charter school. See Section 33- 5205(3)(f), Idaho Code. (consider including organizing group, board of directors, and duties)

iSVHS shall be operated by iSucceed Virtual High School, Inc., an Idaho non-profit public benefit corporation. iSucceed Virtual High School, Inc.'s Amended Articles of Incorporation (Exhibit A) are filed with the Idaho Secretary of State. iSucceed Virtual High School, Inc. shall be governed pursuant to its Amended Corporate Bylaws (Exhibit B), which shall be maintained to be consistent with this charter. The Board of Directors for iSucceed Virtual High School will also adopt and comply with a comprehensive conflict of interest policy. All iSVHS accounts will be maintained separately from any other accounts. Internal auditing and annual state mandated auditing practices will be followed.

Board of Directors

iSVHS will be governed by the Board of Directors of iSVHS, whose major roles and responsibilities will include, but not be limited to: establishing and approving all major educational and operational policies, approving all major contracts, approving the annual budget, monitoring the performance of contracted services, overseeing fiscal affairs, meeting corporate requirements and selecting and evaluating key executive staff and employment of teaching personnel.

The initial Board of Directors was assembled based upon expertise and/or interest in one or more of the following areas: education, school operations, public school finance/general finance, virtual learning, government, community outreach and service, law, or any other area of expertise which would increase the likelihood of success of iSVHS. Initial Board members shall serve terms as described in the Amended Corporate Bylaws. The Board shall be a minimum of three members and a maximum of seven members.

Duties

The Board of Directors will be legally accountable for the operations of iSVHS. The primary method for executing their responsibility is the oversight of school operations, the adoption of policies that offer guidance and interpretation of the charter, and procedures to assist the staff in facilitating the implementation of such policies.

The Board of Directors will hold regular Board meetings at least once quarterly and will hold additional Special Meetings as needed, and will be responsible for carrying out School Board responsibilities including, but not limited to, the following:

1. Development, review, or revision of the school accountability and mission. (Upon Public Charter School Commission or designee approval)
2. Development of the school calendar and schedule of Board meeting.
3. Development of Board policies and procedures.
4. Approve of the annual budget and quarterly financial reports.
5. Participation in the dispute resolution procedure and complaint procedures when necessary.
6. Election of the Board and Officers as necessary.
7. Approval of charter amendments. (upon Public Charter School Commission or designee approval)
8. Approval of annual fiscal and performance audits.
9. Approval of personnel discipline (i.e., suspensions or dismissals) as needed.
10. Appoint an administrative panel to act as a hearing body and take action on recommended student expulsions.
11. Hiring, supervision, evaluation and if necessary, discipline and dismissal of iSVHS employees employed by iSucceed Virtual High School, Inc.
12. Creation of external or sub-committees as needed, including but not limited to, compensation committee and an audit committee.
13. Approve all contracts.
14. Hiring/employing teaching personnel.

The Board of Directors may initiate and carry on any program, activity or may otherwise act in any manner which is not in conflict with or inconsistent with, or preempted by any law and which is not in conflict with the purposes for which schools are established.

The iSucceed Virtual High School, Inc. Board of Directors shall adopt a conflicts code which shall comply with the Political Reform Act and Corporations Code/ Ethics in Government Codes conflicts of interest rules, and any charter school specific conflicts of interest regulations.

As permitted and to the extent permitted by law, the iSucceed Virtual High School Inc. Board of Directors may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of iSVHS any of those duties with the exception of budget approval or revision, approval of the fiscal and performance audits, approval of contracts as established by the Board and the adoption of Board policies. The Board of Directors however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

- Be in writing,
- Specify the entity/individual designated;
- Describe in specific terms the authority of the Board of Directors being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation; and
- Require an affirmative vote of a majority of Board of Directors members.

Relationship between Board of Directors and School Administration

The Executive Director (“ED”) will be the leader of the school. The ED will ensure that the mission, goals and objectives of iSVHS are achieved through the orderly operation of the school, the supervision of all employees in the school, and consistent and timely community outreach.

The ED is assigned to perform specific tasks and is required to undertake or delegate some or all of those detailed below. These tasks may include but are not limited to the following:

- Ensure the school enacts its mission
- Supervise and evaluate the school Principal and Operations Manager
- Communicate and report to the Board of Directors
- Oversee school finances to ensure financial stability
- Participate in and develop professional development workshops as needed
- Serve or appoint a designee to serve on any committees of the school
- Interview and recommend employee hiring, promotion, discipline, and/or dismissal
- Ensure compliance with all applicable state and federal laws and help secure local grants
- Communicate with parents/legal guardians, recruit new families and students, and assure families of academic growth
- Take responsible steps to secure full and regular attendance at school of the students enrolled in accordance with policies established by the Board of Directors
- Complete and submit required documents as requested or required by the charter and/or Board of Directors and/or the State
- Identify the staffing needs of the school and offer staff development as needed
- Maintain up-to-date financial records in cooperation with iSVHS employed financial personnel
- Ensure that appropriate evaluation techniques are used for both students and staff
- Establish and maintain a system to handle organizational tasks such as student records, instructor records, instructor credentialing information, contemporaneous attendance logs, purchasing, budgets, and timetables
- Hire qualified substitute instructors as needed
- Ensure the security of any school facilities or events
- Promote and publish the iSVHS program in the community and promote positive public relations and interact effectively with media
- Provide all necessary financial reports as required for proper reporting
- Manage student discipline, and as necessary participate in the suspension and expulsion process
- Participate in special education meetings as necessary

The above duties, with the exception of personnel matters, may be delegated or contracted as approved by the Board of Directors to a business administrator of the school or other employee, or to a third party provider.

b. The process to be followed by the public charter school to ensure parental involvement. See Section 33-5205(3)(f), Idaho Code.

iSVHS will be held accountable by the results it generates as measured by student performance and overall family satisfaction. Our ability to satisfy the needs of students and parents/legal guardians will result in student retention year-over year, as well as increased new enrollment. iSVHS will put the following initiatives and programs in place to hold iSVHS accountable and to keep the lines of communication open with the parents/legal guardians of the students we serve.

Report of Individual Student Progress

Regular meetings will be scheduled between the student, parent/legal guardian, and Mentor to report student progress and to provide assignments for the next learning period. Parents/legal guardians and students will be routinely informed of student progress through scheduled meetings. Parents/legal guardians are also provided “observer access” to iSVHS’s Learning Management System so that they can review their student’s performance at any given time.

Parent Orientation

Students and their families will be provided with an opportunity for a face-to-face orientation, as well as an online orientation that will enable them to become familiar with all aspects of the iSVHS online learning environment.

Parent Advisory Counsel

The iSVHS Parent Advisory Council is a school-facilitated informal group of parents/legal guardians of the school that meet virtually and/or face-to-face from time to time to; give input on how iSVHS can be improved for all students, serve as a resource for new families considering enrolling in iSVHS, and a forum for reaction to future school plans.

Family Satisfaction Surveys

Student and parent satisfaction surveys are anonymous surveys that can be completed online. The surveys are administered upon completion of the enrollment, registration, and orientation processes. A summative satisfaction survey targeting course content and student support is administered upon completion of each semester of course work. A program satisfaction survey is conducted at the end of the student’s course of study.

The results of the satisfaction surveys are aggregated by contracted program evaluators and distributed within 30 days of the final submission date for each survey to the Executive Director, School Principal, Operations Manager, and to the central office. These results are used as part of iSVHS self-study and evaluation processes for continual improvement.

c. The manner in which an annual audit of the financial and programmatic operations of the public charter school will be conducted. See Section 33-5205(3)(k), Idaho Code.

Independent Fiscal Audit

The books and records of iSVHS will be kept in accordance with generally accepted accounting principles, and shall be conducted in accordance with applicable provisions within Idaho State Statutes governing audits of charter schools.

iSVHS’s Board of Directors will form an audit committee each fiscal year to oversee selection of an independent auditor, who has experience with public school audits, and the completion of an annual audit of the School’s financial affairs. The audit will verify the accuracy of the school’s financial statements, attendance and enrollment, accounting practices and review the schools internal controls.

iSVHS will comply with the schedule established by the Public Charter School Commission for completion of the annual audit such that it can be delivered in a timely fashion to the Idaho Department of Education. The Executive Director, along with the audit committee, will review any audit exceptions or deficiencies and report to the iSVHS Board of Directors with recommendations on how to resolve them. The Board of Directors will

submit a report to the Public Charter School Commission or the State Board of Education describing how the exceptions and deficiencies have been or will be resolved to their satisfaction along with an anticipated timeline for the same. Any disputes regarding the resolution of audit exceptions and deficiencies will be referred to the dispute resolution process referenced above.

Audit of Programmatic Operations

iSVHS will compile and provide to the State Board of Education and the Public Charter School Commission an annual performance report. This report may include the following data:

- Summary data showing student and school progress toward the goals and outcomes discussed above.
- A summary of major decisions and policies established by the iSVHS during the year.
- Data on the level of parent involvement in iSVHS governance (and other aspects of the school, if applicable) and summary data from an annual parent and student satisfaction survey.
- Data regarding the number of staff working at iSVHS and their qualifications, proof of required credentialing, background clearance, and tuberculosis clearance.
- A copy of iSVHS health and safety policies.
- Information demonstrating whether iSVHS implemented the means listed in the charter to strive to achieve a racially and ethnically balanced student population.
- An overview of iSVHS admissions practices during the year.
- Analyses of the effectiveness of iSVHS internal and external dispute mechanisms.
- Other information regarding the educational program and the administrative, legal and governance operations of iSVHS relative to compliance with the terms of the charter generally.

iSVHS agrees that the Public Charter School Commission may expand upon the above list, and iSVHS reserves the right to utilize outside parties in the development of a programmatic audit and the resulting report. iSVHS will use the information compiled in the performance report to evaluate and improve upon its programs as necessary.

Dispute Resolution

The Public Charter School Commission and the Board of Directors of iSucceed Virtual High School, Inc., will resolve disputes relating to provisions of the charter following the procedures set forth in Section 33-5209, Idaho Code, and applicable rules of the State Board of Education for notice of defect and submission of a corrective action plan.

Tab 6: Employees of the Charter School

a. The qualifications to be met by individuals employed by the public charter school. This should include a requirement for all staff members to submit to a criminal history check, and required by Section 33-130, Idaho Code and that all instructional staff shall be certified teachers, as required by the Board. See Section 33-5205(3)(g), Idaho Code.

Employee Qualifications

iSVHS will recruit professional, effective, and qualified personnel to serve in administrative, instructional, instructional support, and non-instructional support capacities. iSVHS believes that all of its employees play a key role in creating a successful learning environment and will recruit qualified employees. iSVHS employees will meet or exceed qualifications required by Idaho State law, and will be required to comply with the professional codes and standards approved by the State Board of Education, including standards for ethics or conduct.

iSVHS job postings and the hiring process will be free of discriminatory practices on the basis of race, ethnicity, religion, gender, sexual orientation, national origin, disability, or veteran status.

Background Checks

In accordance with iSVHS health and safety policies all employees shall be fingerprinted, and undergo and clear background checks prior to commencing employment with iSVHS. Corresponding documentation associated with employee fingerprinting and background checks will be provided to the State Department of Education and/or the Public Charter School Commission thirty days prior to the first day of school.

Instructor Certification

A copy of the certificates for all iSVHS instructors and administration staff (as required) will be kept and maintained on file at the iSVHS administration office and will be provided to the State Board of Education or the Public Charter School Commission in accordance with IDAPA 08.03.01.301.16.

Targeted Staff Size

iSVHS staffing will be dependent upon student enrollment and will fluctuate from year to year dependent upon student enrollment, however, it is iSVHS will strive to maintain a student to instructor ratio that does not exceed 32:1, and a student to mentor ratio of 75:1. Based upon these target ratios, and a projected first year enrollment of 200 students, iSVHS is projecting total staffing requirements as shown below.

	<u>Year 1</u>
Executive Director	1
Principal	1
Assistant Principal	0
Operations Manager	1
Instructors	6-7
Mentors	3
Instructional Aides/Counselors	2
Clerical and Support	2

Executive Director

The Executive Director (“ED”) will be the leader of the Insight Administrative Team and will report directly to Insight as well as the iSucceed Board. . The ED will ensure that the mission, goals and objectives of iSVHS are achieved through the orderly operation of the school, the supervision of all employees in the school, and consistent and timely community outreach. The Executive Director for iSVHS will be the primary person responsible for the performance – academic, satisfaction, service and financial – of the school. As a school of choice, service quality and responsiveness is critical to student success and success of the school.

The ED will be assigned to perform specific tasks as outlined in a written job description. These duties may be delegated to various personnel or contracted to other individuals/entities as approved by the Board of Directors.

The ideal candidate for Executive Director of iSVHS will be an individual that has been a general manager of a business unit for a national organization, where that business unit interacted significantly with the education

community, public and/or the government. The candidate will have a high level of energy and passion for our mission and value education, as well as the ability to solve problems creatively, work professionally, and manage with the highest level of service. The ideal candidate will be creative, mission-driven, have developed communication and listening skills, embrace accountability, seek to constantly raise the bar, tech-friendly, and a team player.

Principal Description

The Principal of iSVHS is the educational leader of the school and the primary person responsible for the academic success of students. As a school of choice, academic success, in addition to satisfaction, is critical to the success of the school. The Principal will report to the Executive Director of the school. The Principal will have designated performance tasks as outlined in a written job description.

Operational Manager Description

The Operations Manager for iSVHS is the primary person responsible for the operations and service level of the school and will be responsible for building iSVHS into a world-class service operation. As a school of choice, service quality and responsiveness are critical to student success and the success of the school. The Operational Manager will report to the school's Executive Director. The Operational Manager will have designated performance tasks as outlined in a written job description.

Instructor Profile

Online learning requires a new breed of instructor. While many face-to-face instructors have successfully made the transition to the online classroom, others have found that online teaching is not a good fit for them. Candidates for online instructor positions are to take an online orientation course and self-assessment to become familiar at a detailed level with the expectations and roles of an online instructor. This orientation program helps prospective online instructors identify well in advance whether online teaching is a viable teaching environment for them. Successful candidates are thoroughly trained before assuming responsibilities in the online classroom (see "Instructor Training" below).

Instructional personnel will have and maintain the necessary credentials as required by the State of Idaho. The position of Instructor will have designated performance tasks as outlined in a written job description.

Instructor Recruitment and Hiring

Personalizing education is our mission. iSVHS is committed to recruiting and hiring the best state certified highly qualified instructors to meet the individual needs of iSVHS students. Instructors are hired based on demonstrated competency in the subject matter, their ability to effectively teach high school age students, and their understanding of and ability to implement effective online pedagogy.

The following process is commonly used during the recruitment and hiring process.

- Teaching needs are identified by the Executive Director and Principal.
- Positions are posted at various educational recruitment sites that are state specific and may include local colleges, universities and education websites.
- Positions are then posted to an Applicant Tracking System (ATS).

When an instructor applies for an open position they are directed to the ATS where the following screening process ensues:

- Instructors first submit online letters of interest, certifications and resume through the ATS. The ATS utilized by iSVHS include methods for evaluating an instructor's ability to teach in an on-line environment.
- iSVHS will administer an online screening survey to assess specific areas of teaching talent.
- Those instructors who score well during the survey will be required to participate in an on-line questionnaire to determine writing skill and proficiency.
- Phone interviews utilizing subject matter experts will then be conducted with applicants.
- Applicants are selected from based upon available positions and the results of the phone interviews.

Instructor Evaluations

The performance of all new instructors will be reviewed through performance evaluations as provided for in the Idaho code. At a minimum, all instructor evaluations will be performed in accordance with the provisions of the Idaho Code and Idaho Administrative Procedures Act.

If an instructor's performance is considered unsatisfactory and, after appropriate support is given for remediation, the instructor's performance does not improve within the allotted timeframe, the instructor's contract will be terminated, in accordance with the process and procedures, including due process rights, outlined for applicable instructional personnel as contained in the Idaho Code.

All evaluations include a written self-evaluation, a written evaluation by the Principal, and a discussion between the instructor and the Principal. Written evaluations and recommendations for improvement will be made available to the instructor after the discussion. All documentation relevant to the evaluation of the employee will be maintained in the employee's personnel file.

Instructor Training

iSVHS instructors will be highly qualified and highly trained to perform in their new role as an online instructor. Most online instructors are emigrants in a land of "digital natives"; from the first day of class, they must convey a sense of comfort with and deep knowledge of not only the content, but also the technology used to deliver the content, organizational goals, their responsibilities within the organization, and how best to provide support for online students.

To this end, initial training and periodic updates are provided to iSVHS online instructors. Examples of training session may include:

Best practices in online communication and classroom management

Best practices include how and when to use communication tools, including the discussion board, the chat room, and email, effectively; how to identify and reduce opportunities for academic dishonesties; how to establish and maintain individual relationships with students; and how to accommodate the needs of iSVHS students.

Course content, assessment, and evaluation

Face-to-face instructors use a textbook, formally present/expand upon content in the textbook, and develop/share supplemental assignments and activities to test student comprehension and ability to apply concepts. Online instructors also use a textbook (whether online, offline, or integrated into the course content), but the online course itself contains the formal presentation of content and assignments, activities, and assessments. The time an instructor would use to prepare a presentation and supplementary assignments in the face-to-face classroom is reallocated to one-on-one communication and feedback in the online world.

Instructors are trained well in advance of course deployment in what content is available to the students, the modes in which it is delivered, and the specific requirements for assignments and assessments.

iSVHS operations, policies and strategies for policy implementation

To be an effective member of the educational team, online instructors must have a deep understanding of the mission and organization of iSVHS and the needs and characteristics of the students and community of the school they are operating within. Instructors are educated about the policies that have been created to ensure students achieve the intended educational outcomes and are trained in strategies for implementing those policies in their online classrooms.

Effective use of the Learning Management System (LMS)

As described above, the Learning Management System is a portal or gateway to the school. It provides a suite of tools to facilitate all aspects of the online learning process, including content delivery, communication, and assessment and evaluation.

Student Support Teams

iSVHS's ultimate goal is a personalized, customized education for each student requiring a new model of student support. Online instructors are trained in the roles and responsibilities of various members of the

educational team as part of the Student Support Team, as well as in their own roles and responsibilities as a critical participant in these learning teams.

These sessions may be held at a central location or online.

Recruitment and Training of Local Administrative Support Team

The Executive Director and Principal will manage personnel recruitment and hiring. The administrative staff will be located in the local office and will, where possible, be recruited from the community. They will be trained using a combination of face-to-face and virtual training methods in the requirement of their position; the use of the Learning Management Systems; the Student Information System; the various school programs, functions, and operations performed by the local and central offices; the organizational points-of-contact for each function; and the school governance and policies.

Recruitment of Student Support Team and Special Educator Coordinators

The Executive Director and Principal will manage personnel recruitment and hiring. iSVHS student support staff may or may not be located in the local office. They may be recruited from school districts, community, state colleges and universities. Members of the student support staff will be trained to fulfill their responsibilities; in the use of the Learning Management System and Student Information System; the various school programs, functions, and operations performed by iSVHS; the organizational points-of-contact for questions they are likely to encounter; and school policies. Instructors will also be trained in best practices for online education and in the instruction of the content for which they will be responsible.

Student Support Team, Special Education, and Local Administrative Support Team

Once authorization is received, iSVHS will recruit and hire school and local office staff to launch and operate iSVHS. The following are the personnel that may be hired, the main functions that they'll perform, and their general accountabilities.

- **Mentors/Counselors:** *Functions:* main contact with student/family; develop Personal Education Plans; coach on learning strategies; monitor/remediate student progress; *Accountability:* student outcomes (for assigned students), 360 degree view of assigned students; effective deployment of learning strategies; good parent/family relationships; program improvement.
- **Special Education Coordinator:** *Functions:* help in identifying students with special needs or learning disabilities; development & monitoring individual learning plans; input on program improvement relative to Special Ed; internal education; *Accountability:* student outcomes (for assigned students), program improvement.
- **Business Operations Manager:** *Functions:* fulfillment, student services; technology liaison; accounting/finance/budget; office manager; *Accountability:* operational/financial performance; student/parent satisfaction; reporting.
- **Administrative Assistant:** *Functions:* as directed; student/parent satisfaction *Accountability:* operational/financial performance; student/parent satisfaction.

b. The procedure that the public charter school will follow to ensure the health and safety of students and staff. See Section 33-5205(3)(h), Idaho Code.

Facility Safety: iSVHS is a full-time, online, charter school. The physical facility will house staff and administration.

- The administration office will comply with building safety standards as outlined in Idaho code, 39-4130.
- To the extent that such is applicable state facility inspections will occur for all school buildings.
- Policies and procedures will be in place in order to respond to natural disasters and emergencies, including fires and bomb threats.
- The administration office will be a gun-free, drug-free, alcohol-free and tobacco-free workplace.
- All visitors to the administrative office must sign in and wear a visitor's pass while at the offices.

Staff Safety:

- All employees, in compliance with Idaho Code 33-130 will be required to pass criminal history checks in order to work at iSVHS.
- Staff will receive training in emergency response, including appropriate “first responder” training.
- iSVHA will establish policies relating to the administration of prescription drugs and other medicine.
- The Board of Directors shall establish a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus (HIV) and hepatitis B virus (HBV).

Student Safety:

- iSVHS will clearly outline procedures for suspension, expulsion and re-enrollment of students, including a plan for denial of attendance to any student who is or has been detrimental to the health and safety of the other students.
- Internet safety procedures will be in place that includes the operation of technology-enabled filters and blockers to protect against student access or distribution of inappropriate Internet content access from iSHVS supplied laptops.
- All students enrolled will be required to provide records documenting immunizations or parental waiver, and have a birth certificate or other identification before being enrolled in iSVHS.

c. A provision which ensures that all staff members of the public charter school will be covered by the public employee retirement system, federal social security, unemployment insurance, worker’s compensation insurance, and health insurance. See Section 33-5205(3)(m), Idaho Code.

All personnel employed by iSVHS will be covered by Federal Social Security, Unemployment and Worker’s Compensation Insurance, and Health Insurance, and, if eligible, may select to participate in the Public Employee Retirement System of Idaho (PERSI).

d. A description of the transfer rights of any employee choosing to work in a public charter school authorized by the Commission and the rights of such employees to return to any public school in the school district after employment at such public charter school. See Section 33-5205(3)(o), Idaho Code.

Due to the fact that iSVHS will be a state-wide virtual public charter school program chartered through the Idaho Public Charter School Commission, transfer rights of teachers to a home chartering entity or chartering school district are inapplicable.

e. Provision re staff as separate unit for purposes of collective bargaining [33-5205(3)(p)]

The teaching personnel of iSVHS will be a separate unit for purposes of collective bargaining.

f. A statement that all teachers and administrators will be on written contract as required by Section 33-5206(4), Idaho Code.

Certified teachers at iSVHS will accrue educational experience for their service at iSVHS. All teacher contracts will be on a written contract in a form approved by the State Superintendent of Public Instruction.

Tab 7: Admission Procedure

a. Admission procedures, including provision for over enrollment [33-5205(3)(i)]

In education, one size does not fit all, and iSVHS is dedicated to providing students and families with an online learning environment that can meet the unique needs of each individual student.

iSVHS will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition nor discriminate against any student based on ethnicity, creed, gender, national origin, or disability.

iSVHS will follow Idaho's Model Admission Procedures as outlined in IDAPA 08.02.04-203 and shown below.

1. Perspective students will be given the opportunity to enroll regardless of race, color, national or ethnic origin, religion, sex, social or economic status, or special needs.
2. iSVHS founders or employees will have first preference for admission to the school, with a maximum of 10% of the student population.
3. Prior to enrolling each year, iSVHS may advertise utilizing local media such as newspaper, radio, and television. iSVHS will also utilize online advertising via email and the school website. A student enrollment application will be made available through traditional mail, email, or online to interested students and families. In accordance with IDAPA 08.02.04.203.02, iSVHS shall:
 - a. Ensure that the enrollment process includes the dissemination of enrollment information, taking into consideration the language demographic of the attendance area,
 - b. At least three (3) months in advance of the enrollment deadline established by iSVHS, to post the enrollment information and process in a highly visible and prominent location within the area of attendance of iSVHS.

In addition, iSVHS shall ensure that the marketing process includes the dissemination of press release or public service announcements, to media outlets that broadcast within, or disseminate printed publications within, the area of attendance of iSVHS; iSVHS must ensure that such announcements are broadcast or published by such media outlets on not less than three (3) occasions, beginning not later than fourteen (14) days prior to the enrollment deadline each year.

Finally, such enrollment information shall advise that all perspective students will be given the opportunity to enroll in iSVHS, regardless of race, color, national or ethnic origin, religion, gender, social or economic status or special needs.

4. iSVHS will maintain an educational service boundary that includes the entire State of Idaho. iSVHS will provide a high school only educational program, and will enroll only high school students. iSVHS will not enroll students residing outside the State of Idaho.
5. No geographic preference will be given to students within the State of Idaho.
6. Once enrolled in iSVHS, students will not be required to reapply each year thereafter.

Over Enrollment Procedure

With iSVHS being an online school, it is not anticipated that an over enrollment situation would occur, however if demand did greatly exceed the anticipated enrollment target for each year, iSVHS would utilize the following procedure. Enrollment deadline and/or student cap will be determined and established by the Board annually. Various considerations will be given in determining these dates and figures, including but not limited to; finances, cash flow and practical considerations related to the provision of a full educational program.

1. Children of iSVHS founders' would have first preference for admission to the school, with a maximum of 10% of the student population consisting of founder children. Any founders' children in excess of 10% will be placed on the primary attendance area sibling list.
2. Four lottery pools will be established and prioritized as shown:
 - a. returning students,
 - b. children of founders',
 - c. siblings of pupils already attending, and
 - d. all other students.

Applications will be drawn for placement using the Equitable Selection Process outlined in Subsection 203 of the Administrative Rules Governing Charter Schools. The process will begin with a randomly drawn grade and continue with randomly selected grades. Those on the "final selection list" may be

placed in the school any time during the year when an opening occurs. Available positions will be filled from the final selection list established from the initial lottery.

3. Once on the final selection list, students will remain eligible for placement within the school without repeating the application process. Each year, iSVHS will contact all students on the final selection list and request verification of the continued desire to be on the final selection list. The order of these final selection lists will be revised annually based on the lottery results. Students wishing to be removed from the final selection list must make their request directly to iSVHS, preferably in writing.
4. Once the enrollment period is complete and the final selection list have been established through lottery as described above, subsequent applications will be added to the bottom of the final selection list on a first come-first served basis.
5. A lottery will be held by June 30 to establish the final selection list order of entrance for the upcoming school year in the initial year and each year thereafter. All openings during the school year will be filled according to the order established by that lottery. The lottery will be held in a public forum and the Executive Director of iSVHS will conduct the lottery selection.

b. The disciplinary procedures that the public charter school will utilize, including the procedure by which students, including special education students, may be suspended, expelled, and reenrolled [33- 5205(3)(l)]

Standards for Behavior

iSVHS recognizes and strives to meet the individual needs of each student through programs which promote the development of self-esteem, a sense of community, cooperation and vision. This expanded view of school will result in well-educated, productive and socially responsible citizens. To this end, we believe iSVHS should reflect the desires and expectations held by our community for our children, and that iSVHS must provide an environment that ensures the safety and well being of students. For this reason, it is important iSVHS have clear expectations and guidelines for students.

To follow is a draft plan discipline plan for iSVHS students. The final plan will be provided to all students and their parent(s)/legal guardian(s) as part of the iSVHS Student Handbook, a draft of which is provided as Exhibit H.

Discipline Procedures and Referrals

Due to the virtual nature of the Charter School, iSVHS does not anticipate significant disciplinary issues or problems among the student body.

iSVHS, as a public virtual charter school, will adhere to all federal and state laws and regulations as well as school approved policies and procedures relating to student conduct and discipline, as well as the required reports for disciplinary infractions by students. iSVHS will comply with all requirements of due process for student disciplinary violations.

If a discipline issue occurs, the staff member closest to the event will notify the Mentor assigned to the student to discuss and determine the degree of disruption caused by the student's behavior. Minor infractions may result in no documented Discipline Incident Referral, but are rather resolved directly between the Mentor and the student. Multiple minor infractions or repeated offenses may be escalated to the administration team for written referral by the ISO administrative staff.

For significant infractions, the Mentor will complete a Discipline Incident Referral detailing the behavior, the disruption and required consequences, sending this to the parents/legal guardians of the offending student. The Discipline Incident Referral must be signed by the parent/legal guardians and will be placed in the student's cumulative file.

Students who receive Discipline Incident Referral will have the following consequences:

First Offense	-	Written warning
Second Offense	-	1 day suspension (blocked from school access)
Third Offense	-	3 day suspension (blocked from school access)
Fourth Offense	-	Referral to the school administrator for possible expulsion

Behaviors such as: violence toward others, bullying, harassment, intimidation, disrespect toward instructors, non-compliance, and other behaviors that a staff member deems as disruptive to an orderly learning environment may result in an automatic referral to the Principal.

Drugs and Weapons

iSVHS has a zero tolerance policy related to drugs and weapons. Students in possession of drugs or weapons while attending a school sponsored event or activity will be automatically suspended with an expulsion hearing scheduled.

Virtual Classroom Conduct

In order for a virtual classroom session to be educationally effective for students, all students should abide by a standard set of rules. The following rules govern student conduct in the virtual classroom:

- Students' written and oral communications must be free of vulgar, belittling, or offensive language.
- Students must abide by rules established by the course instructor.
- Students must comply with usage instructions communicated orally or in writing by the instructor.

Use of Language and Images

Students must not use vulgar, obscene, abusive, or demeaning language, writing, pictures, signs, or acts in written or oral communications, including email, discussion board, listserv, virtual classroom, student websites, or in photographs. Students are prohibited from posting content from or links to suggestive, lewd, or otherwise inappropriate websites.

Dress Code

iSVHS dress code guidelines reflect the following goals:

- To maintain an academic environment that is conducive to rigorous academic pursuits.
- To show respect for self and others.
- To minimize any distractions from the learning environment.
- To prepare students of life by encouraging personal responsibility and appropriateness in dress and appearance.
- To allow for consistent application of guidelines.

Students are to present themselves at iSVHS activities in a manner that is modest, clean, and appropriate for the iSVHS learning environment.

- Cloths must be in good condition and free of rips, holes or ragged edges.
- Cloths must be free of messages that suggest sex, drugs, alcohol, tobacco products, violence, racism, discriminatory language, gangs or other content inconsistent with the iSVHS education mission as interpreted by iSVHS administrative staff.

Personal Respect

iSVHS instructors, administrators, and students know that personal respect is the foundation of learning. Language, comments, or images that show a lack of respect for individuals or groups will lead directly to disciplinary action.

Defiance

Students should follow the reasonable requests of iSVHS staff; failure to do so is considered as defiance toward iSVHS personnel and rules. Defiance is defined as defying instructions of school personnel, the bold resistance of school authority, and/or contemptuous behavior or attitude that is manifested by breaking of school rules. Acts of defiance may result in disciplinary action.

Harassment, Intimidation, and Bullying

iSVHS has a zero tolerance policy towards intimidation, harassment, bullying, and/or fighting. Intimidation, harassment, bullying, fighting and racial and/or sexual harassment are violent acts against others. These

behaviors cannot be tolerated, and the natural consequence is to be barred from interactions with others. A warning letter will be sent home for the first harassment, bullying, or intimidation offense. Subsequent offenses will lead to suspensions in accordance with iSVHS discipline policy.

iSVHS will promptly and thoroughly investigate reports of harassment and bullying, whether of a physical or of a nonphysical form. If it is determined that either has occurred, iSVHS will act appropriately within discipline codes and will take reasonable action to end the bullying.

Academic Dishonesty

iSVHS has a zero tolerance policy for academic dishonesty. Cheating (giving or receiving information) and plagiarism on class work will result in a zero grade for the assignment. Students will not have the opportunity to complete an additional assignment to make up lost points.

The following procedure governs identification and discipline for instances of academic dishonesty:

1. Instructor notifies student in writing that he or she has identified an instance in which the work's authorship is in question and requests that the student respond in writing within 3 school days. Instructor copies the Principal on the email.
2. Instructor sends Principal an email identifying the alleged infraction and providing evidence to support the allegation. Evidence can include links to websites that have been plagiarized, references to "collaboration catchers" embedded in quizzes/exams, time and date stamps on assignments, inconsistency in quality of work, comprehension of concepts, verbal print, etc.
3. Principal contacts the student and parent/legal guardian.
4. Principal makes a decision based on the evidence presented and informs instructor and student via email of the decision.
5. Student is placed on internal academic watch. Incident is reported to students' other instructors. Student's work is routinely run through plagiarism-identification software.

Additional disciplinary action may be taken, as necessary.

iSVHS realizes that verifying the authenticity of student work is problematic in both traditional and online school environments. iSVHS has implemented a number of policies and procedures in order to ensure students are doing their own work, including use of online tools to identify the amount of "borrowed" or plagiarized material in written assignments.

iSVHS utilizes an online plagiarism identification tool called TurnItIn.com to verify originality of students' written work. TurnItIn.com references not only the internet and "paper mills" available online, but also other student work that has been submitted through TurnItIn.com.

iSVHS intends to institute mid-term and final exams that are password protected. According to this plan, students must call the student services desk during posted business hours to obtain the password for their exam. Students must correctly answer three questions (e.g., zip code, mother's maiden name, and birth date) in order to obtain the password.

iSVHS plans to monitor, implement, and create best practices in ensuring the authenticity of student work in an online environment. Ultimately, however, we believe that one of the most powerful methods of verifying the authenticity of student work is a deep knowledge of the student's voice, style, and level of work which comes from working with students regularly in an instructional setting throughout the year.

Suspension and Expulsion

iSVHS recognizes that students are entitled to attend a free and public school and that even temporary denial of access may occur only after careful attention designed to protect the individual rights of the students. However, iSVHS is responsible for providing a safe learning environment for all students and school personnel.

The State of Idaho has empowered public schools to temporarily suspend or expel individual students when circumstances demonstrate that such an action is necessary for the protection of the right of other students, necessary for the orderly operation of the school process, due to habitual truancy and/or necessary for the protection of the safety of the other students. The iSVHS will comply with the procedures and provisions of Idaho Code 33-205 when addressing student expulsions and suspensions.

Suspension

Authority to temporarily suspend students has been delegated by Idaho legislature to school Administrators. No person other than the school Administrator or the Board of Directors may suspend a student from iSVHS.

Grounds for suspension may include the following:

1. A student may be suspended for disciplinary reasons, or for other conduct that is disruptive and detrimental to the instructional process of the school, or to the health and safety of the other students and the general climate of the school.
2. A student may also be suspended when, in the judgment of the Principal, the suspension is necessary to protect the health, welfare, or safety of the student or other students of the school.

The period of suspension by the Principal/Administration shall not exceed the time parameters outlined and provided in Idaho Code 33-205. This time period may be extended by the iSVHS Board of Trustees pursuant to Idaho Code 33-205. All due process rights afforded to a student pursuant to the Idaho Code will be provided relative to any student suspension.

Procedure for Suspension

1. Prior to suspension, steps will be taken to ensure compliance with all applicable policies and procedures.
2. Prior to suspension, unless an emergency exists, the Principal shall grant the student an informal hearing on the reasons for the suspension.
3. The student shall be given the opportunity to challenge the reasons for the suspension and explain the circumstances surrounding the event.
4. If the student is suspended, a complete explanation will be given orally and in writing to the student regarding the terms or conditions required to lift the suspension.
5. Written notice describing the reason for the suspension, term of the suspension, and conditions required to lift the suspension shall be provided to the parent(s)/legal guardian(s).
6. A copy of the written notice that was provided to the parent(s)/legal guardian(s) will be retained by the school and kept on file, with a copy forwarded to the Board of Directors.

Expulsion

Only the Board of Trustees, upon recommendation by the Discipline Appeals Board, may expel a student. Such may occur only in compliance with the procedures identified by the Idaho Code.

If a special Education or Special Services student accumulates, or is likely to accumulate, more than ten (10) days of suspension in a school year, the student's IEP Team must convene to determine if the current program and placement are appropriate and if the behavior is related to the student's disability. Based upon this determination, the IEP Team shall make needed modifications to the student's IEP. See below Discipline of Students with Disabilities.

Grounds for Expulsion (which may also serve as a basis for denial of enrollment)

A student may be expelled only for the following reasons:

1. Student is continually/habitually absent/truant.
2. Student is incorrigible.
3. Student engages in activities that are continually disruptive of school discipline or to the instructional effectiveness of the school.
4. Student engages or participates in activities that include the carrying of a dangerous weapon, concealed or exposed, while in attendance at school or at a school function.
5. Student knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school or a school function.
6. Student presence or actions are considered to be detrimental to the health, safety, or welfare of other students or staff.

Procedure for Expulsion

1. The student and the parent(s)/legal guardian(s) shall be notified of
 - a. The grounds of the proposed expulsion, and the date, time and place where a hearing with the Discipline Appeals Board will be held.

- b. The right to be represented by legal counsel.
 - c. The privilege against self-incrimination.
 - d. The right to confront and cross-examine adult witnesses who testify against the student and to submit evidence on his/her own behalf.
 - e. The student and parents will be provided with notice of all rights pursuant to Idaho Code § 33-205.
2. The student and the parent(s)/legal guardian(s) shall be provided a written copy of the expulsion notice including the charges being raised.
 3. Expelled students within the age of compulsory attendance fall under the purview of the Juvenile Corrections Act, and an authorized representative of the Board of Directors shall within five (5) days, give notice of the expulsion to the student's resident school district, and the prosecuting Attorney of the county in which the student resides.

A student may be denied enrollment in accordance with the provisions of the Idaho Code.

Discipline of Students with Disabilities

All procedures listed above will be followed when necessary to discipline students with disabilities as defined by the Individuals with Disabilities Act (IDEA). The following additional procedures will also be adhered to when disciplining student with disabilities.

When addressing students with disabilities as defined by either IDEA or Section 504, the above procedures will be followed, when necessary and applicable. In addition, steps will be taken to assure compliance with additional federal guidelines and due process implications when addressing individual disciplinary situations for students with disabilities, including but not necessarily limited to: multi-disciplinary team reviews for possible placement changes, provision of educational services, interim educational placement settings in conjunction with IEP team decisions, functional behavioral assessments and Intervention Plans and Manifest Determinations.

If a student on an IEP is expelled from school after a Manifestation Determination has found that the student's behavior was not a manifestation of the student's disability, educational services, consisting of services necessary to enable the student to appropriately progress in the general curriculum and appropriately advance toward achieving the goals set out in the student's IEP will be provided to that student in an alternative setting.

c. The procedures required for students using or under the influence of alcohol or controlled substances [33-210]

iSVHS has a zero tolerance policy related to the possession or use of illegal drugs or solicitation of the sale of controlled substances, including alcohol, while at school or a school function. Students found in violation of this policy will be automatically suspended with an expulsion hearing scheduled.

Procedures

1. First Offense for Use or Possession
 - a. Parent(s)/legal guardian(s) will be contacted.
 - b. Law enforcement agency shall be contacted.
 - c. Student shall be suspended for five (5) school days.
2. Second Offense for Use or Possession
 - a. Parent(s)/ legal guardian(s) will be contacted.
 - b. Law enforcement agency shall be contacted.
 - c. Student shall be suspended for five (5) school days.
 - d. Board of Directors may be petitioned for expulsion of the student.
3. Third Offense of Use or Possession
 - a. Parent(s)/legal guardian(s) will be contacted
 - b. Law enforcement agency shall be contacted.
 - c. The student will be suspended and the Board of Directors petitioned for expulsion.
4. First offense for Selling and/or Delivering Alcohol or Drugs
 - a. Parent(s)/legal guardian(s) will be contacted
 - b. The student will be suspended and the Board of Directors petitioned for expulsion.

c. Law enforcement agency shall be contacted.

iSVHS will comply with I.C. 33-210, including a provision of anonymity for any student voluntarily disclosing their use of alcohol, etc.

d. The public school attendance alternative for students residing within the school district who choose not to attend the public charter school [33-5205(3)(n)]

iSVHS is a school of choice, and no student is required to attend iSVHS. Any student in the State of Idaho not wishing to attend iSVHS would have the option to enroll in an existing public school presently serving the area that they reside.

e. The process by which the citizens in the area of attendance shall be made aware of the enrollment opportunities of the public charter school [33-5205(3)(s)]

iSVHS will implement a student outreach strategy that includes but is not limited to the following elements or strategies to ensure a racial and ethnic balance among students that is reflective of Idaho's student demographics:

- An enrollment process is scheduled and adopted to include a timeline that allows for a broad-based recruiting and application process.
- The development and dissemination of promotional and informational material will adhere to IDAPA 08.02.04.203.02 as stated earlier in Tab7.a.

Promotional and informational materials will be disseminated at least three months in advance of the enrollment deadline established by iSVHS. Methods of dissemination may include press releases, public service announcements, printed publications, and public meetings. All enrollment information will include a provision that all students will be given the opportunity to enroll in iSVHS regardless of race, color, national or ethnic origin, religion, gender, social or economic status, or special needs.

f. A plan for the requirements for the denial of school attendance [33-205; 33-5205(3)(i)]

Students may be denied attendance to the charter school for any of the following reasons:

- Being a habitual truant
- Being deemed incorrigible by the school Principal
- Being deemed by the Board of Directors to be disruptive to the school for disciplinary reasons
- Being detrimental to the health and/or safety of other students

In addition, students who attend the school after being expelled from another school or district may be placed on probation for one year. During this time, the student may be denied attendance for violation of the probationary requirements. Parent(s)/legal guardian(s) will be notified of disruptive behavior via phone calls, in writing, and during school conferences. If the situation causing concern is not immediately corrected, the student may be referred to the school Executive Director or for further discussion and appropriate action. The steps that will be followed to address these concerns are described above in (b) of this section.

g. The student handbook that describes the school rules and the procedure ensuring a student's parent or guardian has access to this handbook.

A student handbook will be assembled following state law and due process that outlines a Code of Conduct, including expectations and consequences for unacceptable behavior. The final handbook will be submitted to the Idaho Public Charter School Commission for approval prior to the start of the school year. The student handbook will be sent to the parent/legal guardian(s) and student upon acceptance of the student into iSVHS.

Provided as Exhibit H is a draft of the iSVHS Student Handbook. The final Handbook will be provided to all students and their parent(s)/legal guardian(s) prior to the start of the school year.

Tab 8: Business Plan

a. Detailed business plan

Business Description

iSucceed Virtual High School, Inc., an Idaho, non-profit public benefit corporation is organized exclusively for educational purposes within the meaning of IRC Section 501(c)(3) of the Internal Revenue Code.

Notwithstanding any provision of the Articles, iSucceed Virtual High School, Inc., shall not carry on any other activities not permitted to be carried on:

1. by a Corporation exempt from Federal Income tax under Section 501(c)(3) of the Internal Revenue Code of 1986 (or corresponding provision of any future United States Internal Revenue Law), or
2. by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code of 1986 (or corresponding provision of any future United States Internal Revenue Law).

iSucceed Virtual High School, Inc., through its predecessor name, was established on July 16, 2007

Marketing Plan

iSVHS is seeking to provide an alternative educational experience to high school aged students throughout the State of Idaho, that for one reason or another have not found success in a traditional high school. Full-time, online high school is not for every student, but for some it can be the bridge that brings them back to school, and provides them the opportunity to obtain a high school diploma.

iSVHS will utilize proven methods to publicize the availability of this alternative educational opportunity. iSVHS will utilize a combination of traditional media methods, such as direct mail, radio, and newspaper to further increase awareness within the target audience. The purpose of this outreach will be to direct interested students and families to participate in numerous local community information sessions, or to contact iSVHS directly via phone or internet.

The goal of the community information sessions is to meet face-to-face with interested families and students. During these sessions, representatives of iSVHS will present the educational philosophy, mission, goals, and describe in detail the educational methods used to ensure success. iSVHS understands that online learning is not for everyone, therefore, time will be taken to clearly articulate the expectations that each family and student should have as it relates to the school, as well as the expectations iSVHS has related to a student's course work and class participation. It is the goal of iSVHS to use these community information sessions as a means to assist families and students to determine whether this alternative learning approach is a good fit for them.

During these community information sessions, iSVHS will provide information packages that will include general iSVHS marketing collateral, a course catalog, course description, Idaho testing & graduation requirements, and an enrollment form. For those families and students who are interested but unable to attend, iSVHS will have staff available to conduct phone calls. Additionally, iSVHS will post a copy of the materials discussed and provided at the community information sessions online or will provide them directly upon request.

Management Plan

iSucceed Virtual High School, Inc., after consideration of similar service providers, has agreed, to negotiate, an arms-length, fully revocable Services Agreement with Insight Schools, Incorporated (Insight) to assist in the provision of curriculum, technology and administration of the school. The Board of Directors of iSucceed Virtual High School, Inc., will negotiate and manage the Services Agreement with Insight. The Board of Director of iSucceed Virtual High School, Inc., maintains ultimately legal responsibility for the performance, operation and management of iSVHS.

The Services Agreement contemplates Insight providing the following services to iSucceed Virtual High School, Inc. :

- Laptops and printers for student use, pre-loaded with proper platforms, configurations and filtering systems
- Broad selection of independent online courses aligned to Idaho state standards
- School platform (SIS, LMS, Virtual Classroom)
- Community building programs
- Student recruitment and outreach
- Administrative and support staff (instructional staff employed by iSucceed Virtual High School, Inc.)
- Back Office Services (i.e. accounts payable/receivable, payroll)

iSVHS intends to open in August of 2008. By a vote of the Board of Directors, the school operating policies including but not limited to; school calendar, admission policies, course curriculum, discipline policies, school staffing, budget, etc. will be approved. Once approved, the Executive Director of iSVHS will determine day-to-day operational practices of the school.

Resumes of the Board of Directors of the non-profit corporation

Exhibit C contains biographies for the Board of Directors.

Financial Plan

iSVHS was represented at the most recent Seminar for Reporting Attendance & Enrollment held on August 6, 2007 at the Ameritel Hotel in Boise. The seminar was conducted by Mr. Gregory Berg, Public School Finance, Idaho State Department of Education. The information provided was used as a basis for the financial model provided in Exhibit I.

Start-up Budget with Assumptions Form

See Exhibit I

Three (3) – year Operating Budget Form

See Exhibit I

First Year Month-Month Cash Flow

See Exhibit I

b. The school's budget must be in the Idaho Financial Accounting Reporting Management System (IFARMS) format

See Exhibit I

c. A proposal for transportation services with an estimated first year cost as required by Section 33-5208(4), Idaho Code.

iSVHS will be a full-time, online public high school and will not require students to attend classes at a traditional school building, nor will students be required to participate in extra-curricular activities that may be scheduled from time-to-time. Therefore, no transportation services will be provided to iSVHS students.

d. Plans for a school lunch program, including how a determination of eligibility for free and reduced price meals will be made.

iSVHS will be a full-time, online public virtual high school and will not serve lunch.

Tab 9: If this is a virtual public charter school, a brief description of how the school meets the definition of a public virtual school as defined by Section 33-5202A(6), Idaho Code.

A public virtual school in Idaho is defined as a public charter school that may serve students in more than one school district and through which the primary method for the delivery of instruction to all of its pupils is through virtual distance learning or online technologies.

iSVHS is proposing a full-time, online charter school that serves high school aged students from throughout the State of Idaho. iSVHS will provide a personalized, flexible, innovative, student-led/instructor-facilitated and supervised learning program, where high school aged students can study at their own pace, on their own schedule—with instruction, supervision, and support from a team of highly-qualified Idaho-certified instructors. We will also provide a broad selection of online courses aligned to Idaho state standards, while supplying each student with a school laptop computer and printer, and also providing a monthly internet stipend.

The computers provided to the students for their educational use will be fitted with appropriate programming and platform structure to operate the school's program as well as appropriate filtering systems. Additionally each student and parent/guardian will be required to enter into a computer use agreement assuring that the provided technological equipment will be used solely for the student's educational purposes.

iSVHS will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition nor discriminate against any student based on ethnicity, creed, gender, national origin, or disability.

Student enrolled in iSVHS will engage in a combination of asynchronous study, where they work at their own pace to master the course content, as well as weekly synchronous activities where they can participate with their peers and certified instructors to review specific course material in real-time over the internet using the "virtual classroom".

As a public school, iSVHS must abide by all student performance criteria as established by Idaho State standards, as well as Federal NCLB standards. All students of iSVHS are required to participate in Idaho Standards assessment testing, and iSVHS is required to report the results of those tests to the Idaho State Board of Education and the Public Charter School Commission.

Based upon this brief summary, the petitioners believe the program proposed for iSVHS meets the definition of a public virtual school.

Tab 10: Business Partnerships and Plan for Termination

a. A description of any business arrangements or partnerships with other schools, educational programs, businesses, or non-profit organizations, and copies of any contracts or lease agreements

A draft copy of the Services Agreement with Insight is provided as Exhibit J. Once final negotiations are completed, a final copy of the Services Agreement will be provided to the Public Charter School Commission.

b. Additional information the petitioners want the authorizing chartering entity to consider as part of the petition.

c. A plan for termination of the charter by the board of the public charter school.

In the case of termination or non-renewal of iSVHS, the Board is responsible for the dissolution of all business and affairs of the school:

- All records of students attending the school will be immediately transferred to new student schools, including the providing of students with written notice of information as to how to request a transfer of student records.
- All requests for student record transfers will be accommodated for up to one year subsequent to dissolution.
- Upon dissolution of the Corporation, should any such dissolution ever occur, assets shall be distributed to creditors pursuant to sections 30-3-114 and 30-3-115, Idaho Code. After paying or adequately providing for the debts and obligations of the Corporation, the remaining assets shall be returned to the authorized chartering entity for distribution in accordance with applicable law.

The Performance Certificate Appendices are excluded from this document due to their substantial length. However, they are available upon request from the PCSC office.

AUXILIARY DATA SUBMITTED BY SCHOOL

The renewal process included an optional opportunity for schools to submit auxiliary performance data of which the PCSC may not otherwise be aware. Schools were invited to make their case for renewal by providing academic, mission-specific, operational, or financial information that was not already captured by the performance framework.

In March of the pre-renewal year, PCSC staff discussed with each school's leadership the kinds of auxiliary data that would be particularly helpful for that individual school. The Renewal Guidance and Application document provided instructions and examples to assist schools in submitting meaningful data.

iSVHS's auxiliary data submission included the following:

- Supplementary Data Form -- The school used the *IPCSC Supplementary Renewal Data Form* to provide an overview of their attached documentation.
- Comparison of 2014-15 ISAT scores to 2015-16 scores "Attachment A"
The data provided is duplicate of data provided in the school's annual reports.
- Mobility Demographics for 2015-16 School Year "Attachment A"
- Graduation Rates and Demographics Charts "Attachment B"

The groups are not sufficiently defined in order to allow PCSC staff to verify the accuracy of this data. Although the charts indicate that 74% of "eligible to graduate" students graduated in 2016, it is unclear how "eligible to graduate" was defined. Also, it appears that students who did not meet that definition were exempted from the data.

- ISEE Enrollment Data for 2014-15 & 2015-16 SYs "Attachment C"
- 2016-17 Projected Budget submitted to the SDE "Attachment D"

All auxiliary data is included in its entirety without any modifications by PCSC staff.

Idaho Public Charter School Commission Supplementary Renewal Data Form

As part of the renewal process, you are invited to submit auxiliary data supporting your school's case for renewal. Submission of such data is optional. This form is intended to assist you in organizing and explaining the purpose of any materials you choose to submit.

If you would like to provide information demonstrating your school's outcomes, please complete this form and return it to the PCSC office by July 15, 2016.

Guidance for Form Submission

- A. Each school may submit this form, with attached documentation, one time only. No revisions will be accepted, so please be sure your original submission is clear, complete, and accurate. PCSC staff will be reviewing your data for accuracy and double-checking your calculations.
- B. Please note that anecdotal information will not be considered. Focus instead on reliable, measurable, and objective evidence that is not already captured by your performance framework. You are welcome to contact PCSC staff in advance of the July 15 deadline with any questions about what constitutes useful data. Examples are provided below, as well as in the *PCSC Renewal Application and Guidance*.
- C. Consider submitting data that separates different groups, such as at-risk students, general education students, LEP students, students who have been continuously enrolled for a significant period, etc. so that the results of one group do not mask those of another. Additionally, inclusion of academic growth data is strongly encouraged.
- D. Be sure to complete all columns of the form for each issue that you wish to address. Insert additional rows as needed.
- E. All financial and academic supporting documentation files should be in MS Excel format. Be sure to include clear headers for your data, as well as any other explanatory notes, to ensure that we are able to understand your results. The following sample Excel chart is an example of the type of data fields / detail we would expect to see in your documentation

Student ID #	Student Name	Grade	IRI Score	Scored 3	Notes
001	Paul Anderson	3	2	1	
002	Eliza Collister	3	3	1	
003	Billy Graham	3	2	0	
004	Robert Jones	3	1	0	
005	Jose Morales	3	3	1	
006	Susan Smith	3	2	0	
TOTALS	6			3	50%

	Students				Scored 3	Percent Scored 3/ proficient
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F. Clearly label and attach all supporting documentation files.

G. Any supporting documentation files containing individually-identifiable student data must be submitted through the secure server. Secure submission guidance may be found in the *PCSC Renewal Application and Guidance*.

► **Examples**

Subject Area	Issue	Attached Documentation
Academic/ K-3 Reading Success	Our K – 3rd grade students are showing significant gains in reading as demonstrated by their IRI scores.	Attachment A: Excel spreadsheet providing student level Fall and Spring IRI results for <i>all</i> students from the 2013-14, 2014-15, and 2015-16 school years. You may also separate the data by subgroup, such as ELA and SPED status.
Academic/ Growth for below grade-level students	Our high school has a sizable population of below grade level students who show significant growth after one year of attending the school.	Attachment B: Excel spreadsheet with <i>all</i> high school students' (those at grade level and for those below grade level) grade level assessment results at both the beginning of the school year and at the end of the school year.
Academic/ Math Success	Students who have been enrolled at our school for two years or more are much more likely to reach grade level benchmarks on the math MAP exam.	Attachment C: Excel spreadsheet of <i>all</i> students who took the MAP Math exam. Include students' scores as well as the number of years or parts of years that the student had been consecutively enrolled at your school.

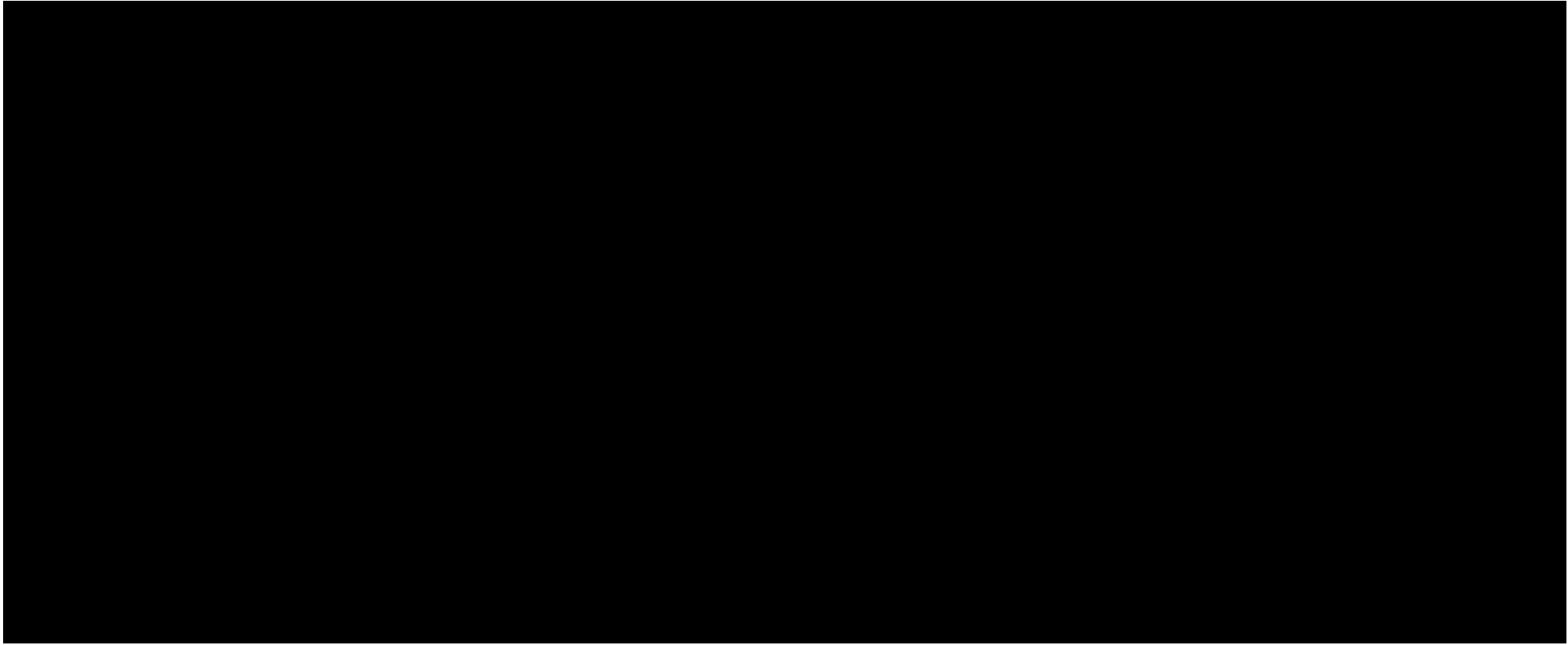
iSucceed Virtual High School #466

► Supplementary Data

Subject Area	Issue	Attached Documentation
<p>Academic measures / standardized testing</p>	<p>In comparing 14-15 ISAT scores to 15-16 ISAT scores, there was an overall increase in both English (+16.69%) and Math (+2.11%) for 15-16. While we feel that some of the instructional measures assisted in this increase for continuing students, students enrolled with iSucceed can be highly mobile. If student have attended the school for less than 3 quarters of instruction, this does not a fair representation of student knowledge but instead is a reflection of knowledge or skill they received PRIOR to attending. We believe that using a small subset of students and applying their scores to the overall school population is problematic in measuring academic accountability as each student will have and are less likely to be enrolled at the school for all 4 years. For these reasons, the school will be assessing a strategic plan for the 2016-2017 to identify and measure academic growth in the short term in order to assess curricular and instructional effectiveness that matches up to the actual program parameters and students we are serving.</p>	<p>Attachment A – i) Comparison of 14-15 to 15-16 ISAT scores, overall increase in scores ii) Mobility of enrollment demographics of student population</p>
<p>Academic measures / Graduation Rate</p>	<p>Students enrolled with iSucceed have different demographics than traditional schools as we see a higher number of students who either come to us behind in credits or are in the 5th, 6th, 7th cohort. The federal calculation of Graduation rate only takes into account those who graduate on time and lumps in 5th, 6th, 7th cohort in additional to counting student withdrawals that academic year against the school unless a records request is immediately found. Using the federal measure does not give an accurate picture of the school’s demographic population or program. Attached is data that demonstrates the Graduation rate measures outlined in the Charter’s original goals Eligible to Graduate at end of the year vs. Actual Graduates and outlines specific cohorts.</p>	<p>Attachment B – Charts i) Pivot Chart of Eligible to Graduate vs. Graduated - ii) Graduated cohort levels iii) Did Not Graduate cohort levels</p>

<p>Financial Measures / Contingency-Reserve, Expenses, Revenue</p>	<p>iSucceed endured a period of time with decreased enrollment, staff absences and turnover and administrative changes. Since that time, a hybrid partnership was established with the service provider in order to maintain financial stability and support enrollment growth. In the last year, the school's enrollment capture increased 35% from 2014 to 2015. This enrollment growth helps address prior financial issues due to enrollment drop while helping the school maintain a reserve to address future enrollment fluctuations.</p>	<p>Attachment C – Enrollment capture 2014 vs. 2015 indication increased funding to address financial benchmarks Attachment D - 16-17 projected budget * Quarterly reports (already submitted to PCSC)</p>
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ISAT Test scores - From AIR Test Management Center



ii. **Mobility Demographics Capture**

Source: ISEE upload June 2016

840 Total unique student enrollments 2015-2016

449 November enrollment capture Nov 2015

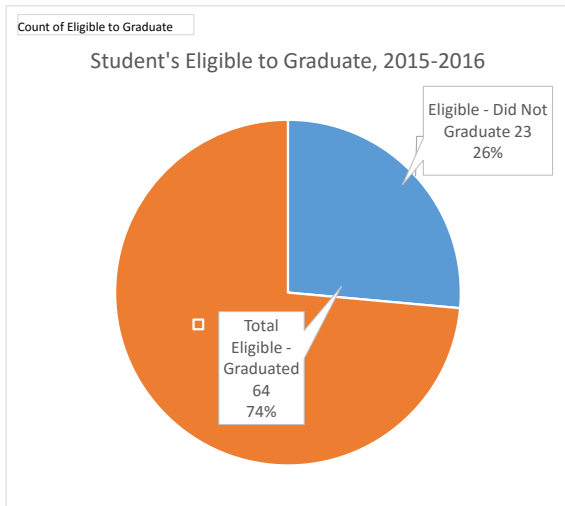
157 # of students who were enrolled the entire year fo 2015-2016

Row Labels	Count of Eligible to Graduate
Eligible - Did Not Graduate	23
Eligible - Graduated	64
Grand Total	87

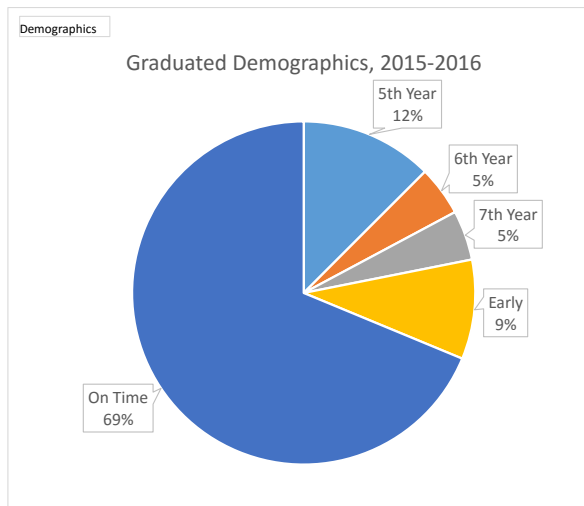
*Eligible to Graduate at end of school year by credits

Row Labels	Demographics
5th Year	8
6th Year	3
7th Year	3
Early	6
On Time	44
Grand Total	64

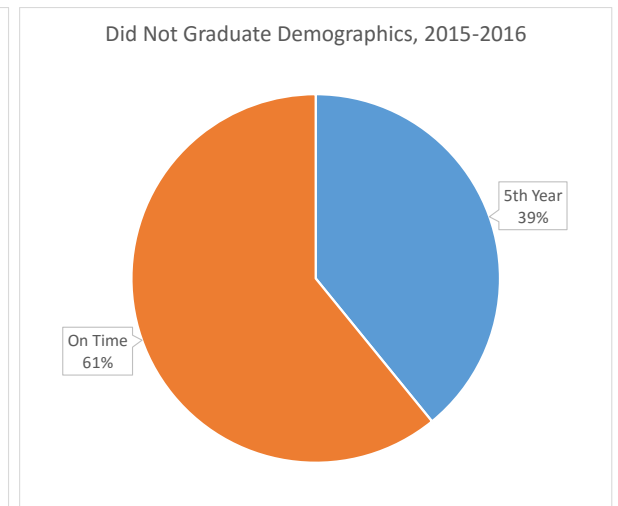
Row Labels	Demographics
5th Year	9
On Time	14
Grand Total	23



i - 74% Graduation rate when using Eligible vs. Actual



ii - 22% of Graduates were outside the 4th year cohort

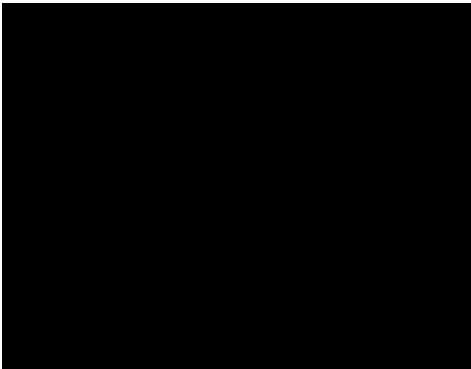


iii - ALL 6th and 7th Year cohorts graduated this year!

*3 potential summer graduates move to Graduated

Potential Grad Rate with summer grads	20	67	87	77%
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Eligible - Graduated
Eligible - Graduated
Eligible - Graduated
Eligible - Graduated
Eligible - Graduated
Eligible - Graduated
Eligible - Graduated
Eligible - Graduated



12	1/22/2016	4A	On Time
12	6/1/2016	4A	On Time
12	3/23/2016	4A	On Time
12	6/1/2016	4A	On Time
12	6/1/2016	4A	On Time
12	3/23/2016	4A	On Time
12	6/1/2016	1A	6th year
12	6/1/2016	1A	5th Year

Attachment C

Enrollment Increase
157 35%

Source: ISEE Reports

Effective Date : Idaho State Department of Education
 Page: 1 Attendance/Enrollment System
 Net Enrollment Report

School Year: 2014 - 2015

Provider(s): All
 Building(s): All

Charters: Both
 Period: 1
 Begin Date: 7/12/2014
 End Date: 11/7/2014

Bldg	Building	Pre	K	1st	2nd	3rd	4th	5th	6th	Elementary			10th	11th	12th	Secondary	All Grades	
										Net Total	7th	8th				9th	Net Total	Net Total
	Region 3																	
	466 iSUCCEED VIRTUAL HIGH SCHOOL																	
0654	iSUCCEED VIRTUAL HIGH	0	0	0	0	0	0	0	0	0	0	0	24	58	70	140	292	292

Effective Date : Idaho State Department of Education
 Page: 1 Attendance/Enrollment System
 Net Enrollment Report

School Year: 2015 - 2016

Provider(s): All
 Building(s): All

Charters: Both
 Period: 1
 Begin Date: 7/11/2015
 End Date: 11/6/2015

Bldg	Building	Pre	K	1st	2nd	3rd	4th	5th	6th	Elementary			10th	11th	12th	Secondary	All Grades	
										Net Total	7th	8th				9th	Net Total	Net Total
	Region 3																	
	466 iSUCCEED VIRTUAL HIGH SCHOOL																	
0654	iSUCCEED VIRTUAL HIGH	0	0	0	0	0	0	0	0	0	0	0	59	80	109	201	449	449



CODE	CONTENTS	BUDGET INCLUDED*
100	GENERAL FUND General M & O	N
220	SPECIAL REVENUE FUNDS Forest Reserve Fund	N/A
230-239	Special Project (Local)	N/A
240-249	Special Project (State)	N/A
250-289	Special Project (Federal)	N/A
290	Child Nutrition Fund	N/A
310	DEBT SERVICE FUNDS Bond Redemption & Interest Fund	N/A
410	CAPITAL PROJECT FUNDS Capital Construction Project Fund	N/A
420	Plant Facilities Fund	N/A
430	Plant Facilities Fund - School Bldg Main - Student Occupied Fund	N/A
510	ENTERPRISE FUNDS Enterprise Fund	N/A
610	INTERNAL SERVICE FUNDS Internal Service Fund	N/A
710/720	Trust Funds	

* Indicate with an asterisk which reports are included in this document.

2016 - 2017 SCHOOL BUDGET

This document represents the Board of Trustees' estimate of revenues, proposed expenditures and the fund balances of available school funds for the 2016 - 2017 fiscal year. The planning, preparation and presentation of the budget has been directed by the Board of Trustees and the use of these resources will enable the school district to accomplish its goals and objectives for the school year.

In compliance with Section 33-801, Idaho Code, and the policy of the State Superintendent of Public Instruction, this document has been presented at a public hearing in the school district on _____ and the Board of Trustees formally adopted this budget on _____.

SIGNED:  CHAIRPERSON OF THE BOARD 

SUPERINTENDENT/CHARTER SCHOOL ADMINISTRATOR _____

Laura Baker
 CONTACT PERSON (PLEASE PRINT) _____
 SCHOOL DISTRICT/CHARTER NAME **Succeed Virtual High School #466**
 EMAIL ADDRESS lbaker@succeedvhs.net _____
 PHONE NUMBER 208-375-3116 _____
 DATE 9-Jun-16 _____
Copy on file in the Office of the Superintendent of Public Instruction

ISUCCEED VIRTUAL HIGH SCHOOL

BUDGET REVENUES
July 1, 2016 - June 30, 2017

FUND NO: 100

Line	Code	REVENUES Item	Prior Year Budget	Proposed Budget		Line	Code	REVENUES Item	Prior Year Budget	Proposed Budget	
				120,000CR	Totals					Line Amounts	Totals
1	320000	Estimated Fund Balance	111,166			40	429000	Other County			
2		as of July 1	111,166			41	420000	TOTAL COUNTY **	0		0
3	411100	Taxes-General M & O				42					
4	411200	Taxes-Supplemental				43	431100	Base Support Program	1,839,172CR	1,978,400CR	
5	411300	Taxes-Emergency				44	431200	Transportation Support			
6	411400	Taxes-Tort				45	431400	Except Child/SEID Support			
7	411500	Taxes-Cooperative				46	431500	Border Tuition Support			
8	411600	Taxes-Tuition				47	431600	Tuition Equivalency			
9	411700	Taxes-Migrant				48	431800	Benefit Apportionment	101,323CR	249,898CR	
10	411900	Taxes-Other				49	431900	Other State Support	149,473CR	164,000CR	
11	412100	Taxes-Plant Facility				50	432100	Driver Education Prog.			
12	412500	Taxes-Bond & Interest **				51	432400	Professional Technical Prog			
13		TOTAL TAXES **	0			52	437000	Lottery/Additional State Maint	14,377CR	14,650CR	
14	413000	Penalty: Delinquent Taxes				53	438000	Rev In Lieu of/Ag Equip Tax			
15						54	439000	Other State Revenue			
16	414100	Tuition - Individuals				55					
17	414200	Tuition-Districts in Idaho				56	430000	TOTAL STATE **	2,104,345CR	*****	2,408,748CR
18	414300	Tuition-Out of State Districts				57					
19						58	442000	Indirect Unrestricted Fed.			
20	415000	Earnings on Investments	388CR			59	443000	Direct Restricted Fed.			
21						60	445100	Title I - ESEA			
22	416100	School Food Service				61	445200	Title VI, ESEA-Innovative Pr			
23	416200	Meal Sales: Non-Reimb.				62	445300	Perkins Ill-Voc Tech Act			
24	416900	Other Food Sales				63	445400	Adult Education			
25						64	445500	Child Nutrition Reimb.			
26	417100	Admissions/Activities				65	445600	Title V-B			
27	417200	Bookstore Sales				66	445800	Other Indirect Fed. Prog.			
28	417300	Clubs, Org. Dues, Etc.				67	448200	Impact Aid - P.L. 874			
29	417400	School Fees & Charges				68	440000	TOTAL FEDERAL **	0	*****	0
30	417900	Other Student Revenues	50CR			69					
31						70	451000	Proceeds: Bonds, Capital Leases			
32	418100	Community Service				71	453000	Sale of Fixed Assets	0	*****	0
33						72	450000	TOTAL OTHER **			
34	419100	Rentals				73					
35	419200	Contributions/Donations	375CR			74		TOTAL REVENUES **	2,105,538CR	*****	2,407,248CR
36	419300	Transportation Fees				75					
37	419900	Other Local	400CR			76	460000	TRANSFERS IN	35,823CR		
38		TOTAL OTHER LOCAL **	1,193CR			77					
39	410000	TOTAL LOCAL (Line 13 + 39)	1,193CR			78	400000	BAL.+ REVENUE + TRANS. (Lines 1 + 74 + 76)	2,030,195CR	*****	2,527,248CR

BUDGET
EXPENDITURES
July 1, 2016 - June 30, 2017

Line	Code	EXPENDITURES Functions/Programs	Prior Year Budget	Proposed Budget	100 Salaries	200 Benefits	300 Purchased Services	400 Supplies Materials	500 Capital Objects	600 Debt Retirement	700 Insurance- Judgment	800 Transfers
1	512	Elementary School Prog.										
2	515	Secondary School Prog.	704,530	834,244	647,818	179,726	6,000	700				
3	517	Alternative School Prog.										
4	519	Vocational-Technical Prog.										
5	521	Exceptional Child Prog.	77,076	81,490	55,209	19,281	6,000	1,000				
6	522	Preschool Exceptional Prog.										
7	524	Gifted & Talented Prog.										
8	531	Interscholastic Prog.										
9	532	School Activity Prog.										
10	541	Summer School Prog.	3,000	3,600			1,800	1,800				
11	542	Adult School Prog.										
12	546	Detention Center Prog.										
13												
14	500	TOTAL INSTRUCTION **	784,606	919,334	703,027	199,007	13,800	3,500	0	0	0	0
15												
16	611	Attend-Guidance-Health Prog										
17	616	Special Services Prog.	2,000	2,250			2,250					
18												
19	621	Instruction Improvement Prog	10,500	33,947	10,000	6,538	17,409					
20	622	Educational Media Prog.										
21	623	Instruction-Related Tech Prog	350	42,250			41,500	750				
22	631	Board of Education Prog.	38,750				5,750	3,500				
23	632	District Admin Prog.	111,025	236,417	175,000	52,167						
24												
25	641	School Administration Prog.										
26												
27	651	Business Operation Prog.	161,795	152,930	60,000	20,520	58,950	6,210		1,250	6,000	
28	655	Central Service Prog.										
29	656	Admin Tech Services Prog.	498,669	661,446			661,446					
30	661	Bldg-Care Prog. (Custodial)	96,000	94,135			79,750	250			14,135	
31	663	Maint-Non Student Occupied										
32	664	Maint-Student Occupied Bldgs										
33	665	Maintenance - Grounds										
34	667	Security Program										
35												
36	681	Pupil-To School Trans. Prog.	38,000	42,750			42,750					
37	682	Pupil-Activity Trans. Prog.										
38	683	General Transportation Prog.										

**BUDGET
EXPENDITURES**
July 1, 2016 - June 30, 2017

Line	Code	EXPENDITURES Functions/Programs Other Support Services Prog.	Prior Year Budget	Proposed Budget	100 Salaries	200 Benefits	300 Purchased Services	400 Supplies Materials	500 Capital Objects	600 Debt Retirement	700 Insurance- Judgment	800 Transfers
39	691	Other Support Services Prog.										
40												
41	600	TOTAL SUPPORT SERV.**	957,089	1,266,125	245,000	79,225	909,805	10,710	0	1,250	20,135	0
42												
43	710	Child Nutrition Program										
44	720	Community Services Program										
45	730	Enterprise Operations										
46	700	TOTAL NON-INSTRUCTION**	0	0	0	0	0	0	0	0	0	0
47												
48	810	Capital Assets-Student Occ										
49	811	Capital Assets-Non Student Occ										
50	800	TOTAL CAPITAL ASSETS PROG**	0	0	0	0	0	0	0	0	0	0
51												
52	911	Debt Services Prog.-Princ.										
53	912	Debt Services Prog.-Int.										
54	913	Debt Serv Prog-Retired Debt										
55	920	Transfers Out	72,500	89,539								89,539
56												
57	900	TOTAL OTHER SERVICES **	72,500	89,539	0	0	0	0	0	0	0	89,539
58												
59												
60		TOTAL EXPENDITURES ** (Lines 14+41+47+49+57) **	1,814,195	2,274,998	948,027	278,232	923,605	14,210	0	1,250	20,135	89,539
61												
62	950	Contingency Reserve (5% of Line 60)	95,750	108,000								
63												
64		TOTAL APPROPRIATION (Line 60 + Line 62)	1,909,945	2,382,998								
65												
66		BUDGET SUMMARY										
67												
68		Beginning Fund Balance	111,166	120,000CR								
69		Revenues + Transfers In	2,141,561CR	2,407,248CR								
70		TOTAL REVENUE (68 + 69)	2,030,195CR	2,527,248CR								
71												
72		Total Appropriation	1,909,945	2,382,998								
73		Unappropriated Balance	120,250	144,290								
74		TOTAL APPROPRIATION (72+73)	2,030,195	2,527,248								

BUDGET SUMMARY

The total on line 70 must equal the total on line 74

!SUCCEED VIRTUAL HIGH SCHOOL

BUDGET REVENUES
July 1, 2016 - June 30, 2017

FUND NO: 231

Line	Code	REVENUES Item	Prior Year Budget	Proposed Budget		Line	Code	REVENUES Item	Prior Year Budget	Proposed Budget	
				Line Amounts	Totals					Line Amounts	Totals
1	320000	Estimated Fund Balance				40	429000	Other County			
2		as of July 1	0			41	420000	TOTAL COUNTY **	0		
3	411100	Taxes-General M & O				42					
4	411200	Taxes-Supplemental				43	431100	Base Support Program			
5	411300	Taxes-Emergency				44	431200	Transportation Support			
6	411400	Taxes-Tort				45	431400	Except Child/SED Support			
7	411500	Taxes-Cooperative				46	431500	Border Tuition Support			
8	411600	Taxes-Tuition				47	431600	Tuition Equivalency			
9	411700	Taxes-Migrant				48	431800	Benefit Apportionment			
10	411800	Taxes-Other				49	431900	Other State Support			
11	412100	Taxes-Plant Facility				50	432100	Driver Education Prog.			
12	412500	Taxes Bond & Interest **				51	432400	Professional Technical Prog			
13		TOTAL TAXES **	0			52	437000	Lottery/Additional State Maint			
14	413000	Penalty: Delinquent Taxes				53	438000	Rev in Lieu of/Ag Equip Tax			
15						54	439000	Other State Revenue			
16	414100	Tuition - Individuals				55		TOTAL STATE **			
17	414200	Tuition-Districts in Idaho				56	430000		0		
18	414300	Tuition-Out of State Districts				57					
19	415000	Earnings on Investments				58	442000	Indirect Unrestricted Fed.			
20						59	443000	Direct Restricted Fed.			
21	416100	School Food Services				60	445100	Title I - ESEA			
22	416200	Meal Sales: Non-Reimb.				61	445200	Title VI, ESEA-Innovative Pr			
23	416800	Other Food Sales				62	445300	Perkins Ill-Voc Tech Act			
24						63	445400	Adult Education			
25	417100	Admissions/Activities				64	445500	Child Nutrition Reimb.			
26	417200	Bookstore Sales				65	445600	Title VI-B			
27	417300	Clubs Org. Dues, Etc.				66	445900	Other Indirect Fed. Prog			
28	417400	School Fees & Charges				67	448200	Impact Aid - P. L. 874			
29	417900	Other Student Revenues				68	440000	TOTAL FEDERAL **	0		
30						69					
31	418100	Community Service				70	451000	Proceeds: Bonds, Capital Leases			
32						71	453000	Sale of Fixed Assels			
33	419100	Rentals				72	450000	TOTAL OTHER **	0		
34	419200	Contributions/Donations				73					
35	419300	Transportation Fees				74		TOTAL REVENUES **	0		
36	419800	Other Local				75					
37						76	460000	TRANSFERS IN			
38		TOTAL OTHER LOCAL **	0			77					
39	410000	TOTAL OTHER ** (Line 13 + 38)	0			78	400000	BAL.+ REVENUE + TRANS. (Lines 1 + 74 + 76)	0		

ISUCCEED VIRTUAL HIGH SCHOOL

BUDGET
EXPENDITURES
July 1, 2016 - June 30, 2017

FUND NO: 231

Line	Code	EXPENDITURES Functions/Programs	Prior Year Budget	Proposed Budget	100 Salaries	200 Benefits	300 Purchased Services	400 Supplies Materials	500 Capital Objects	600 Debt Retirement	700 Insurance- Judgment	800 Transfers
1	512	Elementary School Prog.										
2	515	Secondary School Prog.										
3	517	Alternative School Prog.										
4	519	Vocational-Technical Prog.										
5	521	Exceptional Child Prog.										
6	522	Preschool Exceptional Prog.										
7	524	Gifted & Talented Prog.										
8	531	Interscholastic Prog.										
9	532	School Activity Prog.										
10	541	Summer School Prog.										
11	542	Adult School Prog.										
12	546	Detention Center Prog.										
13												
14	500	TOTAL INSTRUCTION **	0	0	0	0	0	0	0	0	0	0
15												
16	611	Attend-Guidance-Health Prog										
17	616	Special Services Prog.										
18												
19	621	Instruction Improvement Prog										
20	622	Educational Media Prog.										
21	623	Instruction-Related Tech Prog										
22	631	Board of Education Prog.										
23	632	District Admin Prog.										
24												
25	641	School Administration Prog.										
26												
27	651	Business Operation Prog.										
28	655	Central Service Prog.										
29	656	Admin Tech Services Prog.										
30	661	Bldg-Care Prog. (Custodial)										
31	663	Maint-Non Student Occupied										
32	664	Maint-Student Occupied Bldgs										
33	665	Maintenance - Grounds										
34	667	Security Program										
35												
36	681	Pupil-To School Trans. Prog.										
37	682	Pupil-Activity Trans. Prog.										
38	683	General Transportation Prog.										

**BUDGET
EXPENDITURES**
July 1, 2016 - June 30, 2017

Line	Code	EXPENDITURES	Prior Year		2016-2017													
			Budget	Proposed Budget	100	200	300	400	500	600	700	800						
39	691	Other Support Services Prog.																
40																		
41	600	TOTAL SUPPORT SERV.**	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
42																		
43	710	Child Nutrition Program																
44	720	Community Services Program																
45	730	Enterprise Operations																
46	700	TOTAL NON-INSTRUCTION**	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
47																		
48	810	Capital Assets-Student Occ																
49	811	Capital Assets-Non Student Occ																
50	800	TOTAL CAPITAL ASSETS PROG**	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
51																		
52	911	Debt Services Prog.-Princ.																
53	912	Debt Services Prog.-Int.																
54	913	Debt Serv Prog-Refund Debt																
55	920	Transfers Out	35,823															
56																		
57	900	TOTAL OTHER SERVICES**	35,823	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
58																		
59																		
60		TOTAL EXPENDITURES **	35,823	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
61																		
62	950	Contingency Reserve (5% of Line 60)																
63																		
64		TOTAL APPROPRIATION (Line 60 + Line 62)	35,823	0														
65																		
66		BUDGET SUMMARY																
67																		
68		Beginning Fund Balance																
69		Revenues + Transfers In																
70		TOTAL REVENUE (68 + 69)	0	0														
71																		
72		Total Appropriation	35,823															
73		Unappropriated Balance	35,823CR															
74		TOTAL APPROPRIATION (72+73)	0	0														

BUDGET SUMMARY
The total on line 70 must equal the total on line 74

ISUCCEED VIRTUAL HIGH SCHOOL

BUDGET REVENUES
July 1, 2016 - June 30, 2017

FUND NO: 245

Line	Code	REVENUES Item	Prior Year Budget	Proposed Budget	
				Line Amounts	Totals
1	320000	Estimated Fund Balance		*****	
2	411100	Taxes-General M & O	0	*****	0
3	411200	Taxes-Supplemental			
4	411300	Taxes-Emergency			
5	411400	Taxes-Tort			
6	411500	Taxes-Cooperative			
7	411600	Taxes-Tuition			
8	411700	Taxes-Migrant			
9	411800	Taxes-Other			
10	411900	Taxes-Plant Facility			
11	412100	Taxes-Bond & Interest			
12	412500	TOTAL TAXES **	0	*****	0
13	413000	Penalty: Delinquent Taxes			
14	414100	Tuition - Individuals			
15	414200	Tuition-Districts in Idaho			
16	414300	Tuition-Out of State Districts			
17	415000	Earnings on Investments			
18	416100	School Food Services			
19	416200	Meal Sales: Non-Reimb.			
20	416900	Other Food Sales			
21	417100	Admissions/Activities			
22	417200	Bookstore Sales			
23	417300	Clubs Org. Dues, Etc.			
24	417400	School Fees & Charges			
25	417500	Other Student Revenues			
26	418100	Community Service			
27	419100	Rentals			
28	419200	Contributions/Donations			
29	419300	Transportation Fees			
30	419800	Other Local			
31	410000	TOTAL OTHER LOCAL **	0	*****	0
32	410000	TOTAL LOCAL **	0	*****	0
33	410000	TOTAL OTHER LOCAL **	0	*****	0
34	410000	TOTAL LOCAL (Line 13 + 36)	0	*****	0
40	429000	Other County			
41	420000	TOTAL COUNTY **	0	*****	0
42	431100	Base Support Program			
43	431200	Transportation Support			
44	431400	Except Child/SED Support			
45	431500	Border Tuition Support			
46	431600	Tuition Equivalency			
47	431800	Benefit Appoitment			
48	431900	Other State Support			
49	432100	Driver Education Prog.			
50	432400	Professional Technical Prog.			
51	437000	Lottery/Additional State Maint			
52	438000	Rev in Lieu of/Ag Equip Tax			
53	439000	Other State Revenue			
54	430000	TOTAL STATE **	22,922CR	22,922CR	22,922CR
55	442000	Indirect Unrestricted Fed.			
56	443000	Direct Restricted Fed.			
57	445100	Title I - ESEA			
58	445200	Title VI, ESEA-Innovative Pr			
59	445300	Perkins III-Voc Tech Act			
60	445400	Child Nutrition Reimb.			
61	445500	Title V-B			
62	445600	Other Indirect Fed. Prog.			
63	448200	Impact Aid - P.L. 974			
64	440000	TOTAL FEDERAL **	0	*****	0
65	451000	Proceeds: Bonds, Capital Leases			
66	453000	Sale of Fixed Assets			
67	450000	TOTAL OTHER **	0	*****	0
68	450000	TOTAL REVENUES **	22,922CR	*****	22,922CR
69	460000	TRANSFERS IN	72,500CR	72,500CR	72,500CR
70	400000	BAL. + REVENUE + TRANS. (Lines 1 + 74 + 76)	95,422CR	*****	95,422CR

!SUCCEED VIRTUAL HIGH SCHOOL

BUDGET
EXPENDITURES
July 1, 2016 - June 30, 2017

FUND NO: 245

Line	Code	EXPENDITURES Functions/Programs	Prior Year Budget	Proposed Budget	100 Salaries	200 Benefits	300 Purchased Services	400 Supplies Materials	500 Capital Objects	600 Debt Retirement	700 Insurance- Judgment	800 Transfers
1	512	Elementary School Prog.										
2	515	Secondary School Prog.										
3	517	Alternative School Prog.										
4	519	Vocational-Technical Prog.										
5	521	Exceptional Child Prog.										
6	522	Preschool Exceptional Prog.										
7	524	Gifted & Talented Prog.										
8	531	Interscholastic Prog.										
9	532	School Activity Prog.										
10	541	Summer School Prog.										
11	542	Adult School Prog.										
12	546	Detention Center Prog.										
13												
14	500	TOTAL INSTRUCTION **	0	0	0	0	0	0	0	0	0	0
15												
16	611	Attend-Guidance-Health Prog										
17	616	Special Services Prog.										
18												
19	621	Instruction Improvement Prog										
20	622	Educational Media Prog.										
21	623	Instruction-Related Tech Prog	95,422	95,422			11,147	84,275				
22	631	Board of Education Prog										
23	632	District Admin Prog.										
24												
25	641	School Administration Prog.										
26												
27	651	Business Operation Prog.										
28	655	Central Service Prog.										
29	656	Admin Tech Services Prog.										
30	661	Bldg-Care Prog. (Custodial)										
31	663	Maint-Non Student Occupied										
32	664	Maint-Student Occupied Bldgs										
33	665	Maintenance - Grounds										
34	667	Security Program										
35												
36	681	Pupil-To School Trans. Prog.										
37	682	Pupil-Activity Trans. Prog.										
38	683	General Transportation Prog.										

!SUCCEED VIRTUAL HIGH SCHOOL

BUDGET EXPENDITURES
July 1, 2016 - June 30, 2017

FUND NO: 245

Line	Code	EXPENDITURES Functions/Programs Other Support Services Prog.	Prior Year Budget	Proposed Budget	100 Salaries	200 Benefits	300 Purchased Services	400 Supplies Materials	500 Capital Objects	600 Debt Retirement	700 Insurance- Judgment	800 Transfers
39	691	Other Support Services Prog.										
40												
41	600	TOTAL SUPPORT SERV.**	95,422	95,422	0	0	11,147	84,275	0	0	0	0
42												
43	710	Child Nutrition Program										
44	720	Community Services Program										
45	730	Enterprise Operations										
46	700	TOTAL NON-INSTRUCTION**	0	0	0	0	0	0	0	0	0	0
47												
48	810	Capital Assets-Student Occ										
49	811	Capital Assets-Non Student Occ										
50	800	TOTAL CAPITAL ASSETS PROG**	0	0	0	0	0	0	0	0	0	0
51												
52	911	Debt Services Prog -Princ.										
53	912	Debt Services Prog-Int.										
54	913	Debt Serv Prog-Retired Debt										
55	920	Transfers Out										
56												
57	900	TOTAL OTHER SERVICES **	0	0	0	0	0	0	0	0	0	0
58												
59												
60		TOTAL EXPENDITURES ** (Lines 14+41+47+49+57) **	95,422	95,422	0	0	11,147	84,275	0	0	0	0
61												
62	950	Contingency Reserve (5% of Line 60)										
63												
64		TOTAL APPROPRIATION (Line 60 + Line 62)	95,422	95,422								
65												
66		BUDGET SUMMARY										
67												
68		Beginning Fund Balance										
69		Revenues + Transfers In	95,422CR	95,422CR								
70		TOTAL REVENUE (68 + 69)	95,422CR	95,422CR								
71												
72		Total Appropriation	95,422	95,422								
73		Unappropriated Balance										
74		TOTAL APPROPRIATION (72+73)	95,422	95,422								

BUDGET SUMMARY

The total on line 70 must equal the total on line 74

Line	Code	REVENUES Item	Prior Year Budget	Proposed Budget	
				Line Amounts	Totals
1	320000	Estimated Fund Balance as of July 1		*****	
2			0	*****	0
3	411100	Taxes-General M & O			
4	411200	Taxes-Supplemental			
5	411300	Taxes-Emergency			
6	411400	Taxes-Tort			
7	411500	Taxes-Cooperative			
8	411600	Taxes-Tuition			
9	411700	Taxes-Migrant			
10	411800	Taxes-Other			
11	412100	Taxes-Plant Facility			
12	412500	Taxes-Bond & Interest			
13		TOTAL TAXES **	0	*****	0
14	413000	Penalty: Delinquent Taxes			
15					
16	414100	Tuition - Individuals			
17	414200	Tuition-Districts in Idaho			
18	414300	Tuition-Out of State Districts			
19					
20	415000	Earnings on Investments			
21					
22	416100	School Food Service			
23	416200	Meal Sales: Non-Reimb.			
24	416900	Other Food Sales			
25					
26	417100	Admissions/Activities			
27	417200	Bookstore Sales			
28	417300	Clubs, Org. Dues, Etc.			
29	417400	School Fees & Charges			
30	417900	Other Student Revenues			
31					
32	418100	Community Services			
33					
34	418100	Rentals			
35	419200	Contributions/Donations			
36	419300	Transportation Fees			
37	419900	Other Local			
38		TOTAL OTHER LOCAL **	0	*****	0
39	410000	TOTAL LOCAL (Line 13 + 38)	0	*****	0
40	429000	Other County			
41	420000	TOTAL COUNTY **			
42					
43	431100	Base Support Program			
44	431200	Transportation Support			
45	431400	Except Child/SED Support			
46	431500	Border Tuition Support			
47	431600	Tuition Equivalency			
48	431800	Benefit Apportionment			
49	431900	Other State Support			
50	432100	Driver Education Prog.			
51	432400	Professional Technical Prog			
52	437000	Lottery/Additional State Maint			
53	438000	Rev in Lieu of/Ag Equip Tax			
54	439000	Other State Revenue			
55					
56	430000	TOTAL STATE **	0	*****	0
57					
58	442000	Indirect Unrestricted Fed.			
59	443000	Direct Restricted Fed.			
60	445100	Title I - ESEA			
61	445200	Title VI, ESEA-Innovative Pr			
62	445300	Perkins III-Voc Tech Act			
63	445400	Adult Education			
64	445500	Child Nutrition Reimb.			
65	445600	Title VI-B			
66	445800	Other Indirect Fed. Prog.			
67	448200	Impact Aid - P.L. 874			
68	440000	TOTAL FEDERAL **	0	*****	0
69					
70	451000	Proceeds: Bonds, Capital Leases			
71	453000	Sale of Fixed Assets			
72	450000	TOTAL OTHER **	0	*****	0
73					
74		TOTAL REVENUES **	0	*****	0
75					
76	460000	TRANSFERS IN			
77					
78	400000	BAL + REVENUE + TRANS. (Lines 1 + 74 + 76)	0	*****	0

ISUCCEED VIRTUAL HIGH SCHOOL

BUDGET
EXPENDITURES
July 1, 2016 - June 30, 2017

FUND NO: 246

Line	Code	EXPENDITURES Functions/Programs	Prior Year Budget	Proposed Budget	100 Salaries	200 Benefits	300 Purchased Services	400 Supplies Materials	500 Capital Objects	600 Debt Retirement	700 Insurance- Judgment	800 Transfers
1	512	Elementary School Prog.										
2	515	Secondary School Prog.										
3	517	Alternative School Prog.										
4	519	Vocational-Technical Prog.										
5	521	Exceptional Child Prog.										
6	522	Preschool Exceptional Prog.										
7	524	Gifted & Talented Prog.										
8	531	Interscholastic Prog.										
9	532	School Activity Prog.										
10	541	Summer School Prog.										
11	542	Adult School Prog.										
12	546	Detention Center Prog.										
13												
14	500	TOTAL INSTRUCTION **	0	0	0	0	0	0	0	0	0	0
15												
16	611	Attend-Guidance-Health Prog										
17	616	Special Services Prog.										
18												
19	621	Instruction Improvement Prog										
20	622	Educational Media Prog.										
21	623	Instruction-Related Tech Prog										
22	631	Board of Education Prog.										
23	632	District Admin Prog.										
24												
25	641	School Administration Prog.										
26												
27	651	Business Operation Prog.										
28	655	Central Service Prog.										
29	656	Admin Tech Services Prog.										
30	661	Bldg-Care Prog. (Custodial)										
31	663	Maint-Non Student Occupied										
32	664	Maint-Student Occupied Bldgs										
33	665	Maintenance - Grounds										
34	667	Security Program										
35												
36	681	Pupil-To School Trans. Prog.										
37	682	Pupil-Activity Trans. Prog.										
38	683	General Transportation Prog.										

**BUDGET
EXPENDITURES**
July 1, 2016 - June 30, 2017

FUND NO: 246

Line	Code	EXPENDITURES Functions/Programs Other Support Services Prog.	Prior Year		2017							
			Budget	Proposed Budget	100	200	300	400	500	600	700	800
					Salaries	Benefits	Purchased Services	Supplies Materials	Capital Objects	Debt Retirement	Insurance-Judgment	Transfers
39	691	Other Support Services Prog.										
40												
41	600	TOTAL SUPPORT SERV.**	0	0	0	0	0	0	0	0	0	0
42												
43	710	Child Nutrition Program										
44	720	Community Services Program										
45	730	Enterprise Operations										
46	700	TOTAL NON-INSTRUCTION**	0	0	0	0	0	0	0	0	0	0
47												
48	810	Capital Assets-Student Occ										
49	811	Capital Assets-Non Student Occ										
50	800	TOTAL CAPITAL ASSETS PROG**	0	0	0	0	0	0	0	0	0	0
51												
52	911	Debt Services Prog.-Princ.										
53	912	Debt Services Prog.-Int.										
54	913	Debt Serv Prog-Refunded Debt										
55	920	Transfers Out										
56												
57	900	TOTAL OTHER SERVICES**	0	0	0	0	0	0	0	0	0	0
58												
59												
60		TOTAL EXPENDITURES ** (Lines 14+41+47+49+57) **	0	0	0	0	0	0	0	0	0	0
61												
62	950	Contingency/ Reserve (5% of Line 60)										
63												
64		TOTAL APPROPRIATION (Line 60 + Line 62)	0	0								
65												
66		BUDGET SUMMARY										
67												
68		Beginning Fund Balance										
69		Revenues + Transfers In										
70		TOTAL REVENUE (68 + 69)	0	0								
71												
72		Total Appropriation										
73		Unappropriated Balance										
74		TOTAL APPROPRIATION (72+73)	0	0								0

BUDGET SUMMARY

The total on line 70 must equal the total on line 74

ISUCCEED VIRTUAL HIGH SCHOOL

BUDGET REVENUES
July 1, 2016 - June 30, 2017

FUND NO: 261

Line	Code	REVENUES Item	Prior Year Budget	Proposed Budget	
				Line Amounts	Totals
1	320000	Estimated Fund Balance	9,568CR	10,000CR	
2		as of July 1	9,568CR		
3	411100	Taxes-General M & O			
4	411200	Taxes-Supplemental			
5	411300	Taxes-Emergency			
6	411400	Taxes-Tot			
7	411500	Taxes-Cooperative			
8	411600	Taxes-Tuition			
9	411700	Taxes-Migrant			
10	411900	Taxes-Other			
11	412100	Taxes-Plant Facility			
12	412500	Taxes-Bond & Interest **			
13		TOTAL TAXES **	0	*****	0
14	413000	Penalty/Delinquent Taxes			
15					
16	414100	Tuition - Individuals			
17	414200	Tuition-Districts in Idaho			
18	414300	Tuition-Out of State Districts			
19					
20	415000	Earnings on Investments			
21					
22	416100	School Food Service			
23	416200	Meal Sales: Non-Reimb.			
24	416900	Other Food Sales			
25					
26	417100	Admissions/Activities			
27	417200	Bookstore Sales			
28	417300	Clubs, Org. Dues, Etc.			
29	417400	School Fees & Charges			
30	417900	Other Student Revenues			
31					
32	418100	Community Service			
33					
34	419100	Rentals			
35	419200	Contributions/Donations			
36	419300	Transportation Fees			
37	419900	Other Local			
38		TOTAL OTHER LOCAL **	0	*****	0
39	410000	TOTAL LOCAL (Line 13 + 38)	0	*****	0
40	429000	Other County			
41	420000	TOTAL COUNTY **			
42					
43	431100	Base Support Program			
44	431200	Transportation Support			
45	431400	Except Child/SEID Support			
46	431500	Border Tuition Support			
47	431600	Tuition Equivalency			
48	431800	Benefit Apportionment			
49	431900	Other State Support			
50	432100	Driver Education Prog.			
51	432400	Professional Technical Prog.			
52	437000	Lottery/Additional State Maint			
53	438000	Rev in Lieu of/Ag Equip Tax			
54	439000	Other State Revenue			
55					
56	430000	TOTAL STATE **	0	*****	0
57					
58	442000	Indirect Unrestricted Fed.			
59	443000	Direct Restricted Fed.			
60	445100	Title I - ESEA			
61	445200	Title VI, ESEA-Innovative Pr			
62	445300	Perkins III-Voc Tech Act			
63	445400	Adult Education			
64	445500	Child Nutrition Reimb.			
65	445600	Title V-B			
66	445900	Other Indirect Fed. Prog.	41,310CR	39,600CR	
67	448200	Impact Aid - P.L. 874			
68	440000	TOTAL FEDERAL **	41,310CR	*****	39,600CR
69					
70	451000	Proceeds: Bonds, Capital Leases			
71	453000	Sale of Fixed Assets			
72	450000	TOTAL OTHER **	0	*****	0
73					
74		TOTAL REVENUES **	41,310CR	*****	39,600CR
75		TRANSFERS IN			
76	460000	BAL. + REVENUE + TRANS. (Lines 1 + 74 + 76)	50,878CR	*****	49,600CR
77					
78	400000				

ISUCCEED VIRTUAL HIGH SCHOOL

BUDGET
EXPENDITURES
July 1, 2016 - June 30, 2017

FUND NO: 251

Line	Code	EXPENDITURES Functions/Programs	Prior Year Budget	Proposed Budget	100 Salaries	200 Benefits	300 Purchased Services	400 Supplies Materials	500 Capital Objects	600 Debt Retirement	700 Insurance- Judgment	800 Transfers
1	512	Elementary School Prog.	78,088	49,600	30,000	7,935	9,485	1,650	530	0	0	0
2	515	Secondary School Prog.										
3	517	Alternative School Prog.										
4	519	Vocational-Technical Prog.										
5	521	Exceptional Child Prog.										
6	522	Preschool Exceptional Prog.										
7	524	Gifted & Talented Prog.										
8	531	Interscholastic Prog.										
9	532	School Activity Prog.										
10	541	Summer School Prog.										
11	542	Adult School Prog.										
12	546	Detention Center Prog.										
13												
14	500	TOTAL INSTRUCTION **	78,088	49,600	30,000	7,935	9,485	1,650	530	0	0	0
15	611	Attend-Guidance-Health Prog										
16	616	Special Services Prog.										
17												
18												
19	621	Instruction Improvement Prog										
20	622	Educational Media Prog.										
21	623	Instruction-Related Tech Prog										
22	631	Board of Education Prog.										
23	632	District Admin Prog.										
24												
25	641	School Administration Prog.										
26												
27	651	Business Operation Prog.										
28	655	Central Service Prog.										
29	656	Admin Tech Services Prog.										
30	661	Bldg-Care Prog. (Custodial)										
31	663	Maint-Non Student Occupied										
32	664	Maint-Student Occupied Bldgs										
33	665	Maintenance - Grounds										
34	667	Security Program										
35												
36	681	Pupil-To School Trans. Prog.										
37	682	Pupil-Activity Trans. Prog.										
38	683	General Transportation Prog.										

BUDGET EXPENDITURES
July 1, 2016 - June 30, 2017

Line	Code	EXPENDITURES Functions/Programs Other Support Services Prog.	Prior Year Budget	Proposed Budget	100 Salaries	200 Benefits	300 Purchased Services	400 Supplies Materials	500 Capital Objects	600 Debt Retirement	700 Insurance- Judgment	800 Transfers
39	691	Other Support Services Prog.										
40		TOTAL SUPPORT SERV.**	0	0	0	0	0	0	0	0	0	0
41	600											
42	710	Child Nutrition Program										
43	720	Community Services Program										
44	730	Enterprise Operations										
45	700	TOTAL NON-INSTRUCTION**	0	0	0	0	0	0	0	0	0	0
46												
47												
48	810	Capital Assets-Student Occ										
49	811	Capital Assets-Non Student Occ										
50	800	TOTAL CAPITAL ASSETS PROG**	0	0	0	0	0	0	0	0	0	0
51												
52	911	Debt Services Prog-Princ.										
53	912	Debt Services Prog-Int.										
54	913	Debt Serv Prog-Refned Debt										
55	920	Transfers Out										
56												
57	900	TOTAL OTHER SERVICES **	0	0	0	0	0	0	0	0	0	0
58												
59												
60		TOTAL EXPENDITURES ** (Lines 14+41+47+49+57)	78,088	49,600	30,000	7,935	9,485	1,650	530	0	0	0
61	950	Contingency Reserve (5% of Line 60)										
62												
63		TOTAL APPROPRIATION (Line 60 + Line 62)	78,088	49,600								
64												
65												
66		BUDGET SUMMARY										
67												
68		Beginning Fund Balance	9,568CR	10,000CR								
69		Revenues + Transfers In	41,310CR	39,600CR								
70		TOTAL REVENUE (68 + 69)	50,878CR	49,600CR								
71												
72		Total Appropriation	78,088	49,600								
73		Unappropriated Balance	27,210CR									
74		TOTAL APPROPRIATION (72+73)	50,878	49,600								

BUDGET SUMMARY

The total on line 70 must equal the total on line 74

SUCCEED VIRTUAL HIGH SCHOOL

BUDGET REVENUES
July 1, 2016 - June 30, 2017

FUND NO: 257

Line	Code	REVENUES Item	Prior Year Budget	Proposed Budget Line Amounts	Totals	Line	Code	REVENUES Item	Prior Year Budget	Proposed Budget Line Amounts	Totals
1	320000	Estimated Fund Balance as of July 1	28,551CR	10,000CR	10,000CR	41	420000	TOTAL COUNTY **	0	*****	0
2	411100	Taxes-General M & O				42					
3	411200	Taxes-Supplemental				43	431100	Base Support Program			
4	411300	Taxes-Emergency				44	431200	Transportation Support			
5	411400	Taxes-Tort				45	431400	Except Child/SED Support			
6	411500	Taxes-Cooperative				46	431500	Border Tuition Support			
7	411600	Taxes-Tuition				47	431600	Tuition Equivalency			
8	411700	Taxes-Migrant				48	431800	Benefit Apportionment			
9	411900	Taxes-Plant Facility				49	431900	Other State Support			
10	412000	Taxes-Bond & Interest				50	432100	Driver Education Prog.			
11	412500	Taxes-Other				51	432400	Professional Technical Prog.			
12	413000	Penalty: Delinquent Taxes	0	*****	0	52	437000	Lottery/Additional State Maint			
13	414100	Tuition - Individuals				53	438000	Rev In Lieu of/Ag Equip Tax			
14	414200	Tuition-Districts in Idaho				54	439000	Other State Revenue			
15	414300	Tuition-Out of State Districts				55		TOTAL STATE **	0	*****	0
16	415000	Earnings on Investments				56	430000				
17	416100	School Food Service				57	442000	Indirect Unrestricted Fed.			
18	416200	Meal Sales: Non-Reimb				58	443000	Direct Restricted Fed.			
19	416900	Other Food Sales				59	445100	Title I - ESEA			
20	417100	Admissions/Activities				60	445200	Title VI ESEA-Innovative Pr			
21	417200	Bookstore Sales				61	445300	Perkins III-Voc Tech Act			
22	417300	Clubs, Org. Dues, Etc.				62	445400	Adult Education			
23	417400	School Fees & Charges				63	445500	Child Nutrition Reimb.			
24	417900	Other Student Revenues				64	445600	Title VI-B	38,448CR	40,000CR	
25	418100	Community Service				65	445800	Other Indirect Fed. Prog.			
26	418200	Rentals				66	445900	Impact Aid - P.L. 874	38,448CR	*****	40,000CR
27	419200	Contributions/Donations				67	448200	TOTAL FEDERAL **			
28	419300	Transportation Fees				68	440000	Proceeds: Bonds, Capital Leases			
29	419800	Other Local	0	*****	0	69	451000	Sale of Fixed Assets			
30	410000	TOTAL OTHER LOCAL **	0	*****	0	70	453000	TOTAL OTHER **	0	*****	0
31						71		TOTAL REVENUES **	38,448CR	*****	40,000CR
32						72		TRANSFERS IN			
33						73					
34						74					
35						75					
36						76	480000	TRANSFERS IN			
37						77					
38						78	400000	BAL. + REVENUE + TRANS. (Lines 1 + 74 + 76)	66,999CR	*****	50,000CR
39											

ISUCCEED VIRTUAL HIGH SCHOOL

BUDGET
EXPENDITURES
July 1, 2016 - June 30, 2017

FUND NO: 257

Line	Code	EXPENDITURES Functions/Programs	Prior Year Budget	Proposed Budget	100 Salaries	200 Benefits	300 Purchased Services	400 Supplies Materials	500 Capital Objects	600 Debt Retirement	700 Insurance- Judgment	800 Transfers
1	512	Elementary School Prog.										
2	515	Secondary School Prog.										
3	517	Alternative School Prog.										
4	519	Vocational-Technical Prog.										
5	521	Exceptional Child Prog.	66,999	50,000	34,945	7,069	7,000	500	486			
6	522	Preschool Exceptional Prog.										
7	524	Gifted & Talented Prog.										
8	531	Interscholastic Prog.										
9	532	School Activity Prog.										
10	541	Summer School Prog.										
11	542	Adult School Prog.										
12	546	Detention Center Prog.										
13												
14	500	TOTAL INSTRUCTION **	66,999	50,000	34,945	7,069	7,000	500	486	0	0	0
15												
16	611	Attend-Guidance-Health Prog										
17	616	Special Services Prog.										
18												
19	621	Instruction Improvement Prog										
20	622	Educational Media Prog.										
21	623	Instruction-Related Tech Prog										
22	631	Board of Education Prog.										
23	632	District Admin Prog.										
24												
25	641	School Administration Prog.										
26												
27	651	Business Operation Prog.										
28	655	Central Service Prog.										
29	656	Admin Tech Services Prog.										
30	661	Bldg-Care Prog. (Custodial)										
31	663	Maint-Non Student Occupied										
32	664	Maint-Student Occupied Bldgs										
33	665	Maintenance - Grounds										
34	667	Security Program										
35												
36	681	Pupil-To School Trans. Prog.										
37	682	Pupil-Activity Trans. Prog.										
38	683	General Transportation Prog.										

**BUDGET
EXPENDITURES**
July 1, 2016 - June 30, 2017

Line	Code	EXPENDITURES Functions/Programs Other Support Services Prog.	Prior Year Budget	Proposed Budget	100 Salaries	200 Benefits	300 Purchased Services	400 Supplies Materials	500 Capital Objects	600 Debt Retirement	700 Insurance- Judgment	800 Transfers
39	691	Other Support Services Prog.										
40		TOTAL SUPPORT SERV.**	0	0	0	0	0	0	0	0	0	0
41	600	Child Nutrition Program										
42	710	Community Services Program										
43	720	Enterprise Operations										
44	730	TOTAL NON-INSTRUCTION**	0	0	0	0	0	0	0	0	0	0
45	700	Capital Assets-Student Occ										
46	700	Capital Assets-Non Student Occ										
47	810	TOTAL CAPITAL ASSETS PROG**	0	0	0	0	0	0	0	0	0	0
48	811	Debt Services Prog.-Princ.										
49	800	Debt Services Prog.-Int.										
50	912	Debt Serv Prog-Reindef Debt										
51	920	Transfers Out										
52	911	TOTAL OTHER SERVICES **	0	0	0	0	0	0	0	0	0	0
53	900	TOTAL EXPENDITURES **	66,999	50,000	34,945	7,069	7,000	500	486	0	0	0
54		(Lines 14+41+47+49+57) **										
55		Contingency Reserve										
56	950	(5% of Line 60)										
57		TOTAL APPROPRIATION	66,999	50,000								
58		(Line 60 + Line 62)										
59		BUDGET SUMMARY										
60		Beginning Fund Balance	28,551CR	10,000CR								
61		Revenues + Transfers In	38,448CR	40,000CR								
62		TOTAL REVENUE (68 + 69)	66,999CR	50,000CR								
63		Total Appropriation	66,999	50,000								
64		Unappropriated Balance										
65		TOTAL APPROPRIATION (72+73)	66,999	50,000								
66		BUDGET SUMMARY										
67		Beginning Fund Balance	28,551CR	10,000CR								
68		Revenues + Transfers In	38,448CR	40,000CR								
69		TOTAL REVENUE (68 + 69)	66,999CR	50,000CR								
70		Total Appropriation	66,999	50,000								
71		Unappropriated Balance										
72		TOTAL APPROPRIATION (72+73)	66,999	50,000								
73												
74												

BUDGET SUMMARY
The total on line 70 must equal the total on line 74

ISUCCEED VIRTUAL HIGH SCHOOL

BUDGET REVENUES
July 1, 2016 - June 30, 2017

FUND NO: 271

Line	Code	REVENUES Item	Prior Year Budget	Proposed Budget		Line	Code	REVENUES Item	Prior Year Budget	Proposed Budget	
				Amounts	Totals					Amounts	Totals
1	320000	Estimated Fund Balance as of July 1	5,613CR			40	429000	Other County			
2			5,613CR			41	420000	TOTAL COUNTY **	0		0
3	411100	Taxes-General M & O				42					
4	411200	Taxes-Supplemental				43	431100	Base Support Program			
5	411300	Taxes-Emergency				44	431200	Transportation Support			
6	411400	Taxes-10T				45	431400	Except Child/SED Support			
7	411500	Taxes-Cooperative				46	431500	Border Tuition Support			
8	411600	Taxes-1Tuition				47	431600	Tuition Equivalency			
9	411700	Taxes-Migrant				48	431800	Benefit Apportionment			
10	411900	Taxes-Other				49	431900	Other State Support			
11	412100	Taxes-Plant Facility				50	432100	Driver Education Prog.			
12	412500	Taxes-Bond & Interest **				51	432400	Professional Technical Prog			
13		TOTAL TAXES ***	0			52	437000	Lottery/Additional State Maint			
14	413000	Penalty: Delinquent Taxes				53	438000	Rev In Lieu of/Ag Equip Tax			
15						54	439000	Other State Revenue			
16	414100	Tuition - Individuals				55		TOTAL STATE **	0		0
17	414200	Tuition-Districts In Idaho				56	430000	Indirect Unrestricted Fed.			
18	414300	Tuition-Out of State Districts				57	442000	Direct Restricted Fed.			
19						58	443000	Title I - ESEA			
20	415000	Earnings on Investments				59	445100	Title I - ESEA			
21						60	445200	Title VI, ESEA-Innovative Pr			
22	416100	School Food Services				61	445300	Perkins III-Voc Tech Act			
23	416200	Meal Sales: Non-Reimb.				62	445400	Adult Education			
24	416900	Other Food Sales				63	445500	Child Nutrition Reimb.			
25						64	445600	Title VI-B			
26	417100	Admissions/Activities				65	445800	Other Indirect Fed. Prog.	14,440CR		16,448CR
27	417200	Bookstore Sales				66	448200	Impact Aid - P.L. 874			
28	417300	Clubs, Org. Dues, Etc.				67	448200	TOTAL FEDERAL **	14,440CR		16,448CR
29	417400	School Fees & Charges				68	440000				
30	417900	Other Student Revenues				69		Proceeds: Bonds, Capital Leases			
31						70	451000	Sale of Fixed Assets			
32	418100	Community Service				71	453000	TOTAL OTHER **	0		0
33						72	450000				
34	419100	Rentals				73		TOTAL REVENUES **			
35	419200	Contributions/Donations				74		TRANSFERS IN	14,440CR		16,448CR
36	419300	Transportation Fees				75					
37	419900	Other Local				76	460000				
38		TOTAL OTHER LOCAL **	0			77					
39	410000	TOTAL LOCAL (Line 13 + 38)	0			78	400000	BAL. + REVENUE + TRANS. (Lines 1 + 74 + 76)	20,053CR		16,448CR

ISUCCEED VIRTUAL HIGH SCHOOL

BUDGET
EXPENDITURES
July 1, 2016 - June 30, 2017

FUND NO: 271

Line	Code	EXPENDITURES Functions/Programs	Prior Year Budget	Proposed Budget	100 Salaries	200 Benefits	300 Purchased Services	400 Supplies Materials	500 Capital Objects	600 Debt Retirement	700 Insurance- Judgment	800 Transfers
1	512	Elementary School Prog.										
2	515	Secondary School Prog.										
3	517	Alternative School Prog.										
4	519	Vocational-Technical Prog.										
5	521	Exceptional Child Prog.										
6	522	Preschool Exceptional Prog.										
7	524	Gifted & Talented Prog.										
8	531	Interdisciplinary Prog.										
9	532	School Activity Prog.										
10	541	Summer School Prog.										
11	542	Adult School Prog.										
12	546	Detention Center Prog.										
13												
14	500	TOTAL INSTRUCTION **	0	0	0	0	0	0	0	0	0	0
15												
16	611	Attend-Guidance-Health Prog										
17	616	Special Services Prog.										
18												
19	621	Instruction Improvement Prog	20,053	16,448	2,000	408	13,290	750				
20	622	Educational Media Prog.										
21	623	Instruction-Related Tech Prog										
22	631	Board of Education Prog										
23	632	District Admin Prog.										
24												
25	641	School Administration Prog.										
26												
27	651	Business Operation Prog.										
28	655	Central Service Prog.										
29	656	Admin Tech Services Prog.										
30	661	Bldg-Care Prog. (Custodial)										
31	663	Maint-Non Student Occupied										
32	664	Maint-Student Occupied Bldgs										
33	665	Maintenance - Grounds										
34	667	Security Program										
35												
36	681	Pupil-To School Trans. Prog.										
37	682	Pupil-Activity Trans. Prog.										
38	683	General Transportation Prog.										

!SUCCEED VIRTUAL HIGH SCHOOL

BUDGET EXPENDITURES
July 1, 2016 - June 30, 2017

FUND NO: 271

Line	Code	EXPENDITURES Functions/Programs Other Support Services Prog	Prior Year Budget	Proposed Budget	100 Salaries	200 Benefits	300 Purchased Services	400 Supplies Materials	500 Capital Objects	600 Debt Retirement	700 Insurance- Judgment	800 Transfers
39	691	Other Support Services Prog										
40												
41	600	TOTAL SUPPORT SERV.**	20,053	16,448	2,000	408	13,290	750	0	0	0	0
42												
43	710	Child Nutrition Program										
44	720	Community Services Program										
45	730	Enterprise Operations										
46	700	TOTAL NON-INSTRUCTION**	0	0	0	0	0	0	0	0	0	0
47												
48	810	Capital Assets-Student Occ										
49	811	Capital Assets-Non Student Occ										
50	800	TOTAL CAPITAL ASSETS PROG**	0	0	0	0	0	0	0	0	0	0
51												
52	911	Debt Services Prog-Princ.										
53	912	Debt Services Prog-Int.										
54	913	Debt Serv Prog-Refned Debt										
55	920	Transfers Out										
56												
57	900	TOTAL OTHER SERVICES **	0	0	0	0	0	0	0	0	0	0
58												
59												
60		TOTAL EXPENDITURES ** (Lines 14+41+47+49+57) **	20,053	16,448	2,000	408	13,290	750	0	0	0	0
61												
62	950	Contingency Reserve (5% of Line 60)										
63												
64		TOTAL APPROPRIATION (Line 60 + Line 62)	20,053	16,448								
65												
66		BUDGET SUMMARY										
67												
68		Beginning Fund Balance	5,613CR									
69		Revenues + Transfers In	14,440CR	16,448CR								
70		TOTAL REVENUE (68 + 69)	20,053CR	16,448CR								
71												
72		Total Appropriation	20,053	16,448								
73		Unappropriated Balance										
74		TOTAL APPROPRIATION (72+73)	20,053	16,448								

BUDGET SUMMARY

The total on line 70 must equal the total on line 74

Line	Code	REVENUES Item	Prior Year Budget	Proposed Budget	
				Line Amounts	Totals
1	320000	Estimated Fund Balance			
2		as of July 1	0		0
3	411100	Taxes-General M & O			
4	411200	Taxes-Supplemental			
5	411300	Taxes-Emergency			
6	411400	Taxes-Tort			
7	411500	Taxes-Cooperative			
8	411600	Taxes-Tuition			
9	411700	Taxes-Migrant			
10	411900	Taxes-Other			
11	412100	Taxes-Plant Facility			
12	412500	Taxes-Bond & Interest **			
13		TOTAL TAXES	0		0
14	413000	Penalty: Delinquent Taxes			
15					
16	414100	Tuition - Individuals			
17	414200	Tuition-Districts In Idaho			
18	414300	Tuition-Out of State Districts			
19					
20	415000	Earnings on Investments			
21					
22	416100	School Food Services			
23	416200	Meal Sales: Non-Volunt.			
24	416900	Other Food Sales			
25					
26	417100	Admissions/Activities			
27	417200	Bookstore Sales			
28	417300	Clubs, Org. Dues, Etc.			
29	417400	School Fees & Charges			
30	417800	Other Student Revenues			
31					
32	418100	Community Service			
33					
34	419100	Rentals			
35	419200	Contributions/Donations			
36	419300	Transportation Fees			
37	419800	Other Local			
38		TOTAL OTHER LOCAL **	0		0
39	410000	TOTAL LOCAL (Line 13 + 38)	0		0
40	429000	Other County			
41	420000	TOTAL COUNTY **			
42					
43	431100	Base Support Program			
44	431200	Transportation Support			
45	431400	Except Child/SED Support			
46	431500	Border Tuition Support			
47	431600	Tuition Equivalency			
48	431800	Benefit Apportionment			
49	431900	Other State Support			
50	432100	Driver Education Prog.			
51	432400	Professional Technical Prog.			
52	437000	Lottery/Additional State Maint			
53	438000	Rev in Lieu of/Ag Equip Tax			
54	439000	Other State Revenue			
55					
56	430000	TOTAL STATE **	0		0
57					
58	442000	Indirect Unrestricted Fed.			
59	443000	Direct Restricted Fed.			
60	445100	Title I - ESEA			
61	445200	Title VI - ESEA-Innovative Pr			
62	445300	Perkins III-Voc Tech Act			
63	445400	Adult Education			
64	445500	Child Nutrition Reimb.			
65	445600	Title V-B			
66	445900	Other Indirect Fed. Prog.			
67	448200	Impact Aid - P.L. 874			
68	440000	TOTAL FEDERAL **	0		0
69					
70	451000	Proceeds: Bonds, Capital Leases			
71	453000	Sale of Fixed Assets			
72	450000	TOTAL OTHER **	0		0
73					
74		TOTAL REVENUES **	0		0
75					
76	460000	TRANSFERS IN			
77					
78	400000	BAL.+ REVENUE + TRANS. (Lines 1 + 74 + 76)	0		0

**BUDGET
EXPENDITURES**
July 1, 2016 - June 30, 2017

Line	Code	EXPENDITURES Functions/Programs	Prior Year Budget	Proposed Budget	100 Salaries	200 Benefits	300 Purchased Services	400 Supplies Materials	500 Capital Objects	600 Debt Retirement	700 Insurance- Judgment	800 Transfers
1	512	Elementary School Prog.										
2	515	Secondary School Prog.										
3	517	Alternative School Prog.										
4	519	Vocational-Technical Prog.										
5	521	Exceptional Child Prog.										
6	522	Preschool Exceptional Prog.										
7	524	Gifted & Talented Prog.										
8	531	Interscholastic Prog.										
9	532	School Activity Prog.										
10	541	Summer School Prog.										
11	542	Adult School Prog.										
12	546	Detention Center Prog.										
13												
14	500	TOTAL INSTRUCTION **	0	0	0	0	0	0	0	0	0	0
15												
16	611	Attend-Guidance-Health Prog										
17	616	Special Services Prog.										
18												
19	621	Instruction Improvement Prog										
20	622	Educational Media Prog.										
21	623	Instruction-Related Tech Prog										
22	631	Board of Education Prog.										
23	632	District Admin Prog.										
24												
25	641	School Administration Prog.										
26												
27	651	Business Operation Prog.										
28	655	Central Service Prog.										
29	656	Admin Tech Services Prog.										
30	661	Bldg-Care Prog. (Custodial)										
31	663	Maint-Non Student Occupied										
32	664	Maint-Student Occupied Bldgs										
33	665	Maintenance - Grounds										
34	667	Security Program										
35												
36	681	Pupil-To School Trans. Prog.										
37	682	Pupil-Activity Trans. Prog.										
38	683	General Transportation Prog.										

**BUDGET
EXPENDITURES**
July 1, 2016 - June 30, 2017

Line Code	EXPENDITURES Functions/Programs Other Support Services Prog.	Prior Year Budget	Proposed Budget	100 Salaries	200 Benefits	300 Purchased Services	400 Supplies Materials	500 Capital Objects	600 Debt Retirement	700 Insurance- Judgment	800 Transfers
39	691										
40	600										
41		0	0	0	0	0	0	0	0	0	0
42											
43	710										
44	720										
45	730										
46	700			0	0	0	0	0	0	0	0
47											
48	810										
49	811										
50	800			0	0	0	0	0	0	0	0
51											
52	911										
53	912										
54	913										
55	920										
56											
57	900			0	0	0	0	0	0	0	0
58											
59											
60											
61				0	0	0	0	0	0	0	0
62	950										
63											
64				0	0	0	0	0	0	0	0
65											
66											
67											
68											
69											
70				0	0	0	0	0	0	0	0
71											
72											
73											
74				0	0	0	0	0	0	0	0

BUDGET SUMMARY

The total on line 70 must equal the total on line 74

!SUCCEED VIRTUAL HIGH SCHOOL

BUDGET
REVENUES
July 1, 2016 - June 30, 2017

FUND NO. 425

Line	Code	REVENUES Item	Prior Year Budget	Proposed Budget	
				Line Amounts	Totals
1	320000	Estimated Fund Balance			
2		as of July 1	0		
3	411100	Taxes-General M & O			
4	411200	Taxes-Supplemental			
5	411300	Taxes-Emergency			
6	411400	Taxes-Tort			
7	411500	Taxes-Cooperative			
8	411600	Taxes-Tuition			
9	411700	Taxes-Migrant			
10	411800	Taxes-Other			
11	412100	Taxes-Plant Facility			
12	412500	Taxes-Bond & Interest			
13		TOTAL TAXES **	0		0
14	413000	Penalty: Delinquent Taxes			
15					
16	414100	Tuition - Individuals			
17	414200	Tuition-Districts in Idaho			
18	414300	Tuition-Out of State Districts			
19					
20	415000	Earnings on Investments			
21					
22	416100	School Food Service			
23	416200	Meal Sales: Non-Reimb.			
24	416800	Other Food Sales			
25					
26	417100	Admissions/Activities			
27	417200	Bookstore Sales			
28	417300	Clubs, Org. Dues, Etc.			
29	417400	School Fees & Charges			
30	417800	Other Student Revenues			
31					
32	418100	Community Service			
33					
34	419100	Rentals			
35	419200	Contributions/Donations			
36	419300	Transportation Fees			
37	419900	Other Local			
38		TOTAL OTHER LOCAL **	0		0
39	410000	TOTAL OTHER (Line 13 + 38)	0		0

Line	Code	REVENUES Item	Prior Year Budget	Proposed Budget	
				Line Amounts	Totals
40	429000	Other County			
41	420000	TOTAL COUNTY **	0		0
42					
43	431100	Base Support Program			
44	431200	Transportation Support			
45	431400	Except Child/SED Support			
46	431500	Border Tuition Support			
47	431600	Tuition Equivalency			
48	431800	Benefit Apportionment			
49	431900	Other State Support			
50	432100	Driver Education Prog.			
51	432400	Professional Technical Prog.			
52	437000	Lottery/Additional State Maint			
53	438000	Rev in lieu of/Ag Equip Tax			
54	439000	Other State Revenue			
55					
56	430000	TOTAL STATE **	0		0
57					
58	442000	Indirect Unrestricted Fed.			
59	443000	Direct Restricted Fed.			
60	445100	Title I - ESEA			
61	445200	Title VI, ESEA-Innovative Pr			
62	445300	Perkins III-Voc Tech Act			
63	445400	Adult Education			
64	445500	Child Nutrition Reimb.			
65	445600	Title V-B			
66	445800	Other Indirect Fed. Prog.			
67	448200	Impact Aid - P.L. 874			
68	440000	TOTAL FEDERAL **	0		0
69					
70	451000	Proceeds: Bonds, Capital Leases			
71	453000	Sale of Fixed Assets			
72	450000	TOTAL OTHER **	0		0
73					
74		TOTAL REVENUES **	0		0
75					
76	460000	TRANSFERS IN			
77					
78	400000	BAL. + REVENUE + TRANS. (Lines 1 + 74 + 76)	0		0

BUDGET
EXPENDITURES
July 1, 2016 - June 30, 2017

Line	Code	EXPENDITURES Functions/Programs	Prior Year Budget	Proposed Budget	100 Salaries	200 Benefits	300 Purchased Services	400 Supplies Materials	500 Capital Objects	600 Debt Retirement	700 Insurance- Judgment	800 Transfers
1	512	Elementary School Prog.										
2	515	Secondary School Prog.										
3	517	Alternative School Prog.										
4	519	Vocational-Technical Prog.										
5	521	Exceptional Child Prog.										
6	522	Preschool Exceptional Prog.										
7	524	Gifted & Talented Prog.										
8	531	Interscholastic Prog.										
9	532	School Activity Prog.										
10	541	Summer School Prog.										
11	542	Adult School Prog.										
12	546	Detention Center Prog.										
13												
14	500	TOTAL INSTRUCTION **	0	0	0	0	0	0	0	0	0	0
15												
16	611	Attend-Guidance-Health Prog										
17	616	Special Services Prog.										
18												
19	621	Instruction Improvement Prog										
20	622	Educational Media Prog.										
21	623	Instruction-Related Tech Prog										
22	631	Board of Education Prog.										
23	632	District Admin Prog.										
24												
25	641	School Administration Prog.										
26												
27	651	Business Operation Prog.										
28	655	Central Service Prog.										
29	656	Admin Tech Services Prog.										
30	651	Bldg-Care Prog. (Custodial)										
31	663	Maint-Non Student Occupied										
32	664	Maint-Student Occupied Bldgs										
33	665	Maintenance - Grounds										
34	667	Security Program										
35												
36	681	Pupil-To School Trans. Prog.										
37	682	Pupil-Activity Trans. Prog.										
38	683	General Transportation Prog.										

**BUDGET
EXPENDITURES**
July 1, 2016 - June 30, 2017

Line	Code	EXPENDITURES Functions/Programs Other Support Services Prog.	Prior Year Budget	Proposed Budget	100 Salaries	200 Benefits	300 Purchased Services	400 Supplies Materials	500 Capital Objects	600 Debt Retirement	700 Insurance- Judgment	800 Transfers
39	691	Other Support Services Prog.										
40		TOTAL SUPPORT SERV.**	0	0	0	0	0	0	0	0	0	0
41	600	Child Nutrition Program										
42	710	Community Services Program										
43	720	Enterprise Operations										
44	730	TOTAL NON-INSTRUCTION**	0	0	0	0	0	0	0	0	0	0
45	700	Capital Assets-Student Occ										
46	810	Capital Assets-Non Student Occ										
47	800	TOTAL CAPITAL ASSETS PROG**	0	0	0	0	0	0	0	0	0	0
48	911	Debt Services Prog.-Princ.										
49	912	Debt Services Prog.-Int.										
50	920	Debt Serv Prog-Reindefd Debt										
51	900	Transfers Out										
52	900	TOTAL OTHER SERVICES **	0	0	0	0	0	0	0	0	0	0
53		TOTAL EXPENDITURES **	0	0	0	0	0	0	0	0	0	0
54		(Lines 14+41+47+49+57) **										
55		Contingency Reserve										
56	950	(5% of Line 60)										
57		TOTAL APPROPRIATION	0	0								
58		(Line 60 + Line 62)										
59												
60												
61												
62												
63												
64												
65												
66												
67												
68												
69												
70												
71												
72												
73												
74												

BUDGET SUMMARY
The total on line 70 must equal the total on line 74

**SUMMARY STATEMENT 2016 - 2017 SCHOOL BUDGET
ALL FUNDS
ISUCCEED VIRTUAL HIGH SCHOOL**

GENERAL M & O FUND										ALL OTHER FUNDS			
Budget Line	REVENUES	Prior Year Actual		Current Budget		Proposed Budget		Prior Year Actual		Current Budget		Proposed Budget	
		2013-2014	2014-2015	2015-2016	2016-2017	2013-2014	2014-2015	2015-2016	2016-2017	2013-2014	2014-2015	2015-2016	2016-2017
#01	Beginning Balances	72,000	111,166CR	111,166	120,000CR			0	0	0	43,732CR	20,000CR	
#39	Local Revenue	5,000	1,183	1,193CR	500CR			0	0	0	0	0	
#41	County Revenue	0	0	0	0			0	0	0	0	0	
#55	State Revenue	1,679,900	1,941,148	2,104,345CR	2,406,748CR			13,200	17,200	22,922CR	22,922CR	22,922CR	
#88	Federal Revenue	0	0	0	0			117,800	94,208	94,198CR	96,048CR	96,048CR	
#72	Other Sources	36,000	185,313	0	0			0	0	0	0	0	
#76	Transfers	0	35,892	36,823CR	0			0	75,000	72,500CR	72,500CR	72,500CR	
	TOTALS ***	1,792,900	2,032,380	2,030,195CR	2,527,248CR			131,000	267,305	233,352CR	211,470CR	211,470CR	
GENERAL M & O FUND													
Budget Line	EXPENDITURES	Prior Year Actual		Current Budget		Proposed Budget		Prior Year Actual		Current Budget		Proposed Budget	
		2013-2014	2014-2015	2015-2016	2016-2017	2013-2014	2014-2015	2015-2016	2016-2017	2013-2014	2014-2015	2015-2016	2016-2017
#90	Salaries	665,800	769,007	751,832	948,027			65,500	66,020	102,595	86,945		
#90	Benefits	168,300	185,891	192,809	278,232			9,800	15,820	17,742	15,412		
#90	Purchased Services	852,920	406,385	760,544	923,605			22,000	46,939	53,121	40,922		
#90	Supplies & Materials	13,000	9,219	14,160	14,210			0	86,745	86,574	87,175		
#90	Capital Outlay	0	42,250	2,850	0			0	0	530	1,016		
#90	Debt Retirement	0	15,000	7,000	1,250			0	0	0	0		
#90	Insurance & Judgments	7,500	0	12,500	20,135			0	0	0	0		
#90	Transfers	0	75,000	72,500	89,539			0	35,892	35,823	0		
#92	Contingency Reserve	85,376	100,750	95,750	108,000			0	0	0	0		
#73	Unappropriated Balances	4	375,736	120,250	144,250			77,300	15,889	63,033CR	0		
	TOTALS ***	1,792,900	1,959,238	2,030,195	2,527,248			174,400	267,305	233,352	211,470		

* All transfers-in and transfers-out should net to zero.
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Application for Charter Renewal

iSucceed Virtual High School

6148 N Discovery Way Ste. 120
Boise, Idaho 83713

Administrative Contact:

Kathleen Allison, Executive Director
208-375-3116 x108 Fax 208-375-3117
School Board review date: 12-8-16
Application submission date: 12-15-16

Prepared for:

Idaho Public Charter School Commission



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[Is the school organizationally sound and compliant with applicable laws and regulations?](#)

[Is the school a fiscally sound, viable organization?](#)

[If renewed, what is the school's plan for its next performance certificate term?](#)

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[List of Exhibits](#)

[Exhibit 1: ISEE Demographics \(current\), graphs](#)

[Exhibit 2: 15-16 Title I processes and procedures](#)

[Exhibit 3: Advisory-Content model](#)

[Exhibit 4: Title I Tiered Interventions](#)

[Exhibit 5: July Auxiliary Data, 2015-2016 graduate analysis](#)

[Exhibit 6: AdvancEd screenshot of SMART goals](#)

[Exhibit 7: Strategic Plan](#)

[Exhibit 8a and 8b: Site Visit Report - School Response and evidence](#)

Executive Summary

Every student deserves an opportunity to excel and a honest and real chance to reach their potential. At iSucceed Virtual High School (iSVHS), our mission is to provide this opportunity to Idaho students in order to increase the probability that high-school-age students will achieve their individual potential. The founders of the school in 2008 were very passionate about providing an alternative choice to students who have life circumstances or needs in which online instruction could help them reach their academic goals when for a variety of reasons, they might be unable or have not been able to complete a traditional brick and mortar education. iSVHS's mission is based on providing outreach via an online learning instructional model in order to facilitate self-motivated, competent, lifelong learners who participate effectively in society. We know earning a high school diploma will significantly increase a student's economic and academic success* and therefore we feel very passionate about the service we provide to these students, our history of producing high school graduates, where many of our harder to reach students may have dropped out, if iSucceed was not here to meet their academic needs. * Referenced from U.S. Department of Education (2016). *The Condition of Education, 2016*. Population characteristics, economic outcomes.

Over the past 5 years, the school endured substantial operational, personnel and financial changes in which the Board members had to make difficult decisions in order to reorganize the school and build stability to ensure not only viability, but to meet the needs of students, parents, demographics and accountability measures. Difficult decisions often make a big impact in school operations in the short-term. However, iSucceed was able to endure these difficult time periods thanks to their committed faculty (many of whom started with the school in 2008), Board members, and current service provider partnerships. Since this reorganization, the school has increased their enrollment, stabilized their operations and integrated a Title I program to meet student academic needs. The past 2 years specifically, have been spent re-structuring the school's operations and administration. We believe the success of these efforts to stabilize and build programs tailored to the needs of our student demographics are evident in our responses to the 2015-2016 Annual Performance Report, our accreditation goals, our pursuit of schoolwide Title I designation, and our future plans as described in this application.

School Administrator/Executive Director, Kathleen M. Allison:

School Board Chair, Don Pena:

Is the school an academic success?

The simple answer to this question is “yes” when you are using measurements that are relevant to student demographics, the school’s mission, growth and proficiency. The school provides quality curriculum, students gain skill improvement when they are engaged in courses, at-risk students have graduated in high numbers and many students have pursued post-secondary goals. A few of the notable academic successes includes but is not limited to:

- Graduating at-risk students in the 5th, 6th and 7th year cohort that would not have graduated otherwise due to other public school enrollment requirements (**Exhibit 5**)
- ISAT score increases for 10th grade cohort (*15-16 Annual Report*)
- ISAT 10th cohort ELA scores showing above the state average and higher than other online schools (*15-16 Annual Report*)
- Increase in course completion for Targeted Title I group in 15-16 (*Title I progress monitoring*)

Other academic successes are described in detailed in a section further down in the document. However, much of the academic data available through the state and used for accountability has been problematic over the past several years in order to adequately measure academic success. Additionally, when working with certain student populations, academic success can be hard to achieve and often success is found in more qualitative measures like persistence, increased course passing rate or skill growth. The following paragraphs explain the history and context of tracking academics and what the school is doing to address key areas.

During the past five years, tremendous legislative change happened at the state and federal level regarding academic measures. The changes specifically for standardized testing, graduation rate and state mandated school accountability were in flux for several years. In the current 2016-2017 school year, state accountability measures are still in flux, due to federal legislative changes with the adoption of ESSA, which makes it difficult to gather valid and fair measurements of academic skill. The state recently switched their standardized testing system to match adopted Idaho standards, which was a big change for Idaho schools.

Due to these changes, the absence of other academic measures with the removal of the “star rating” at the State Department of Education and a better understanding of the unique demographics needs of their students, the school decided to seek out programs specifically addressing their needs and implemented a Title I Targeted program in 2014. The school established key areas of focus for its targeted population and found that over 50% of the school population met one of the 3 criteria: behind in credits/cohort, failed one or more courses in prior term, or earned less than a Proficient score in either ELA or Math (Attachment : *Title I Targeted program*). Instructional supports were put in place for the targeted group in order to address engagement, skill acquisition and course completion. The school went through a federal programs review in Spring 2016, satisfied all requirements and findings, and has since been approved as a Schoolwide Title I program. As the school entered the 2016-2017 school year,

the school is using their Schoolwide Title I plan in order to inform academic supports and measures.

iSucceed's mission states it serves diverse students, some of whom may have at-risk factors that are in need of online instruction. Over the past eight years, the school has done exactly that by providing flexible-paced curriculum and strong instructional / advisory support in order to increase the student's academic successes. However, soon after the school was formed, school administration started to see patterns in student performance, and in the past five years with the participation in ISEE reporting, the school was able to recognize common demographic elements that have a major impact on a student's success.

Summary of student demographics impacting academic performance:

- 65% + Free/Reduced lunch (*November 2016 ISEE submission*)
- 40% of students are 18 and over (*2015-2016 school year ISEE demographics*)
- 51% of students on average have one of more risk factors of being behind in cohort (behind in credits towards graduation), failed one or multiple courses in the term prior and were not proficient in either math **or** English standardized testing prior to enrolling in iSucceed (*Title I Targeted criteria*)
- Incoming students show a lower level of skill in adopted math standards (*Title I Targeted criteria*)

Exhibit 1: ISEE Demographics (current), graphs

Exhibit 2: 15-16 Title I processes and procedures

Over the past decade, numerous national studies and publications highlighted the impact of students who are economically disadvantaged and the effect on academic progress. One article summarizes this effect by stating, "Nationally, the mean scores on state-mandated tests of math and ELA arts for a subgroup of students categorized as "economically disadvantaged" (ED) are always less than the mean scores of non-ED students at every grade level" (Tienken & Zhou 2013). Additionally, making decisions or assumptions based solely on cohort standardized testing without context are problematic for the following reasons:

- Demographics of cohort may not always transfer to demographics of entire school population (Tienken & Zhou 2013)
- Idaho does not require testing in 9th grade, therefore growth measures aren't available
- Sole focus on standardized test scores results in schools teaching to the test which does not often result in higher scores, especially for at-risk populations (Tienken & Zhou 2013)

iSucceed believes that analyzing academic measures should be both quantitative and qualitative in order to establish academic goals that are valid and fair. Although problems with accountability measures during the last few years made analysis difficult both for accountability agencies and schools, a few areas of concern and praise were identified after analyzing existing data points in the context of the student demographics and school choice decisions.

Academic concerns and how the school is addressing them

One area of concern both statewide and for the school is proficiency in the area of Math skills. Around 2013, as the state shifted to the new ISAT tests and the introduction of Idaho content standards, the school started to see anecdotal changes in math skills with incoming students and an increase in students who were behind in credits and were possibly economically disadvantaged (*Attachment : ISEE demographics 2014-2016*) . For this reason, the school participated in the state mandated School Improvement process from 2013-2015 and began to pursue a Title I Targeted program in order to meet the needs of these students. Since this time, the school is starting to see some improvement in cohort math scores (*10th grade cohort ISAT scores 2015 vs. 10th grade cohort ISAT scores 2016*), however this data did not tell us anything about the student's individual growth nor about the skill level of all the other students in the school enrolled in 9th, 11th and 12th grades. In the 2015-2016 school year, specific math supports were put in place to start addressing skill gaps with the Targeted student group according to Title I requirements. The school used increased engagement measures, additional online math lab hours for one on one help, unit project “roadmaps” (additional support/instruction/modification of unit project assignments) and Khan Academy and Think Through Math supplemental activities. The result of these efforts was a general increase in course completion rate and the cohort math skill increases mentioned above, however, the school was limited to the Title I requirements of support on the identified “Targeted” group. For these reasons and many more related to the demographic issues described in this application, the school decided to pursue a Schoolwide Title I program to ensure the resources and program structure to better serve all students with skill deficits. In the 2016-2017 school year, iSucceed is implementing the STAR Math screener in every math course in order to measure student growth in the course. Additionally, the math supports described above are now deployed to all iSucceed students enrolled in math courses. Another addition added during the 2016-2017 school year is an “integrated” math course (integrated with both Algebra and Geometry standards) that will help bridge math skills for students who come to the school behind in their math course sequencing.

Several years ago, the Board and administration were concerned over the change to new statewide standardized testing, lack of applicable performance measures and the typical academic performance of students who were economically disadvantaged and had special needs (Tienken & Zhou 2013). While online schools do not have a ‘school lunch’ program and income data was not mandated to be tracked, reports from teacher and staff indicated more data needed to be collected. Therefore, the school sought to implement a Title I program to better support these students and their comprehensive needs. When a school seeks out Title I implementation, they go through a rigorous process of tracking, identifying and building program elements that are in line with best practices in order to support student needs. The school must do a Title I Targeted program first and therefore from 2014-2016 the school implemented this program and started building a comprehensive system of supports and interventions. The school also had a Federal Program Review early in the process that assisted them in fulfilling indicators and requirements to implements supports with fidelity. For the 2016-2017 school year, the school was then approved to be a Schoolwide program. In order to be approved for

this status, evidence must be clear that the school is implementing an established system of supports, the student population has a certain population of economically disadvantaged students and other at-risk indicators are present that are challenges to academic progress (*Title I program status*). iSucceed is one of only a couple online schools in Idaho with a Schoolwide status and the school recognizes that running this program can be resource intensive. The school uses an Advisory/Content hybrid model of communication/support that addresses the identified needs of engagement and academic progress for these students. Additionally, the school has established several interventions that are tiered based on students responses to the interventions and supports (*Advisory-Content model/Tiered Interventions*) That being said, when the school did progress monitoring last school year, they tracked increased teacher communication and supports and saw an increase in course completion rates over the school year with the targeted group of students (*Title I progress monitoring*). Additionally, the school saw many students earn their diploma after coming to the school behind in credits. As we implement STAR English and Math screeners this year we are anxious to see how students are growing in skill level in their courses and identify any other areas where we can improve processes and supports for these students.

Exhibit 3: Advisory-Content model

Exhibit 4: Title I Tiered Interventions chart

Academic successes and future planning

The first area of praise evident in reviewing the 2015-2016 ISAT data for the school is recognizing that the group of 10th graders, who took the ISAT English Language assessment in Spring 2016, revealed this group of students were performing HIGHER than the state average and above students enrolled at other online schools (Exhibit: *Annual Report Response ISAT 2016 results: ELA*). While standardized test scores are only one measure to consider, we recognized this test data possibly shows a skill growth for our iSucceed students with our current curriculum due to Idaho reading/writing standards being integrated in all online core courses offered by the school. We will be contrasting the ISAT data point with an English screener in the 2016-2017 school year in order to verify if we are indeed seeing growth stemmed from our curriculum and instruction.

Another area of success for the school has been the ability to assist at-risk students with their graduation goals. In the past three years, the school saw a rise in students that are behind in cohort, behind in skill level, economically disadvantaged and endured personal challenges in which regular enrollment in the traditional classroom has been difficult.

Here are a few items of consideration in regards to iSucceed has supported at-risk students in their graduation and academic goals:

- From 2012-2016, iSucceed has had: **254 graduates! That is an average of 63 per year.*** (Some of these students would have either dropped out altogether or pursued a GED, lessening their future economic potential.) During the years of 2009-2011, the ISEE graduation tracking was not in place so an exact number may not be accurate (the

school also had a prior service provider tracking these numbers) but we estimate there were approximately 115 graduates during these 3 years at an average of 38-40 per year.

- In 2015-2016, all 6th and 7th year cohort students that were eligible to graduate, graduated!
- For students in at-risk categories, we know are often their 'last chance' after failing in other schools and therefore we offer a Schoolwide Title I program with instructional supports tailored to meet their unique needs.
- The school now operates a Quarter system which allows students who may be lacking just a few credits to earn their diploma. These students were previously barred from enrollment at other schools because of requirements to either be enrolled in 4 or most classes in a semester or be required to enroll at the school for the full school year, even though the student may only need a few credits to graduate. Many of our adult students may already be working or have children which makes full-time enrollment in a traditional school for the entire year when they only need a few credits a harsh impossibility.

*ISEE Exit Code tracking 2012-2016

Exhibit 5: July Auxiliary Data, 2015-2016 graduate analysis

Filling a need for high performing students

iSucceed also serves higher performing students that have specific academic needs. One of the changes in iSucceed's term structure to a "quarter system" revealed that some students sought out early graduation in order to pursue post-secondary goals and scholarships. Additionally, students that have higher academic performance may also have specific needs that online education can address as they pursue their academic goals

- We have a rigorous curriculum and flexible quarter system that allows high performing students the flexibility for dual enrollment, concurrent enrollment, extracurricular activities, performing and athletic participation
- In 2015-2016, there were 6 early graduates, one of which graduated a full two years early in order to pursue early college entrance (*Exhibit - July Auxiliary Data, Graduation rate*)
- Go-On rate increased by 8% from year 1 to year 2 tracking (2014/2015) (*Go-On rate tracked by the SDE*)
- Advanced Opportunities participation - many of iSucceed's high performing students participate in the Fast Forward program and Early Graduation scholarship

The school also has several independent study, work internship and various elective choices that high performing students seek out in their schedules. The school also created a Computer Science Principles AP course in the past year to give students a technology option in their course schedule and will be implementing more technical opportunities in the coming year.

Filling a need for students with unique life circumstances

The intended mission for the school was recognizing students may need online instruction for a variety of reasons in the short-term and the long-term. As the years progressed with the school, we discovered many different reasons for enrolling at our school (*counselor tracking, enrollment surveys 2012- 2016*). These reasons include but are not limited to; health issues that present physical attendance, working to support their household, wanting a home school situation with an accredited program, professional performer or athlete that needs to travel during school year, bullying at the prior school, prior failure in other schools, behind in credits/skill and needed to graduate, having only a few courses left and being barred from enrollment at other schools, excessive absence issues at traditional school, limited school choice in home area, teen parents who wish to earn a diploma but need to care for their children during the day, referral to us from other schools, short-term incarceration or residential facility situation, need a short-term enrollment with us to catch up on credits and then return to their home school, have a temporary and/or needing a flexible schedule due to personal needs. We also have a few school statewide that refer students to us that they identify as needing a different situation than their home school.

Due to the variety of reasons students need to enroll with us, we have been responsive to these needs and sought to provide a quality education experience for them. The move to semester to quarter terms were directly related to student and parent input regarding enrollment times and wanting to focus on smaller groups of courses at a time. In just the first year of implementation, we saw an increase in course completion rates in addition to providing extra enrollment opportunities for incoming students.

The school has remained with its current service provider due to the integrated nature of the curriculum, Learning Management System (LMS), Student Information System (SIS) and Parent-Student Portal (PSP) which makes an for an easy entry into the courses for new students and parents are able to see exactly the same view of curriculum, grades and teaching messaging as the students/teachers do. The curriculum has also been designed with adopted Idaho standards and proficiency benchmarks within the course. The school also has an Advisory program to assist with engagement and support for the time the student is with us. We know we are meeting these particular needs from the feedback we get both individually, newly enrolled student surveys and the end-of-year surveys that showed positive ratings. Finally, we know that our students may have multiple reasons for enrolling AND have multiple needs that need to be met while they are with us. This is why our program addresses these wholistically with the structure of support we have in place.

Finally, having a diverse spectrum of students with varying academic and personal needs has been a historical reality for the school. While this may at first seem problematic in terms of “looking good” on academic measures intended for students without these unique circumstances, it is at the core of the school’s philosophy to serve no matter their incoming academic status or demographics. Over the last nine years, data is evident that these students need what the school provides and the state of Idaho needs a place for these students that can help them achieve the ultimate secondary goal of a high school diploma but also give them tools

and knowledge to pursue more. We acknowledge the realities of obstacles for these students and we also know that some students will not respond to all the supports we put in place but we never give up.

Mission-specific results

In 2013, the Board and Administrator at the time signed off on 4 (four) Mission-Specific measures for the school they needed to report on to the PCSC each year. Unfortunately, 3 (three) of these measures were based on old ISAT tests administered by DRC and mandated by the state of Idaho and became difficult to measure after the 2013-2014 school year with the change to ISAT administered by Smarter Balanced. When new administration for iSucceed was hired for the 2015-2016 school year, they discovered the problems with the outdated mission-specific measures in trying to address the 2014-2015 annual report. Administration inquired about changing these goals to something more relevant to actual academic and instructional practices happening in the school to address mission-specific items, however, they were told the old mission-specific goals needed to remain in place until the end of the performance framework dates. Therefore, the school began to report on the reflection of the scores within this context and to address these measures with the Title I program moving forward until new mission-specific measures could be approved.

The fourth measure on the Mission-Specific goals is concerned with retention and the school does well here, considering the mobility of the students and the online nature of the school. However, this measure also needs to align with the school's current term dates, now that there is a Quarter calendar system.

The school would like to select Mission-Specific goals that are relevant to the student population demographics/needs and the rigor of the Title I and other academic/college/career programs they are implementing. More specifically, the school would be interested in including goals that measure English and math skill growth for engaged students, in addition to measuring graduation rate for students in the 5th - 7th year cohort as we know this is an important task that many other area and statewide schools are struggling to address. We see ourselves as uniquely positioned to serve this at-risk population and to make improvements in their academic outcomes. We also see ourselves uniquely positioned to meet the needs of high performing students and all other students who need options in completing their academic goals, flexibility in their schedule to pursue college/career/professional pursuits, and early graduation.

The original school founders were passionate about what they could provide to the groups of students needing online instruction, but they could not predict future enrollment or the changing landscape of education on the state and federal level. While the mission of the school still remains intact, to serve ALL students who need an alternative to traditional schooling with a focus on at-risk populations, the Board recognizes the original academic goals from 2008 do not match the academic instruments/measurements being used at the state and federal level. The goals do not match the typical outcomes of the at-risk demographics of students enrolling at the school, and are difficult to meet as originally written. Additionally, state accountability measures

will be limited to federal guidelines and may not address fair measurements for students with unique demographics. For these reasons, the Board is revising their charter to adjust academic goals that are appropriate to the demographics and realistic and in line with the student population considerations. The following items are occurring in the school currently but will be taken into consideration for possible future mission-specific goals:

- **Math and English academic goals:** The school is administering a 3rd party academic screener in Math and English skills in order to measure growth
- **Engagement goals:** Advisory contact results are reviewed each year and contrasted with course progress, persistence and course completion rate so this is an important goal to consider
- **Accreditation SMART goals:** Academic goals should be reviewed often and should also take demographics and mobility into consideration. The school has SMART goals based on the quarter system in order to target improvement for students enrolled with us for a short time.
- **Goals from other academic programs** in place at the school, Title I program, newly mandated College/Career plan and Gifted/Talented Plan

Exhibit 4: Title I Tiered Interventions

Exhibit 6: AdvancEd screenshot of SMART goals

Exhibit 7: Strategic Plan

Exhibit 8a and 8b: Site Visit Report - School Response and evidence

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

As discussed in the Executive Summary, the school underwent a large change in summer 2012, and made a decision to move away from an Education Management Organization (EMO) in order to change service providers and structure. Having an education management organization involved in school functions/operations results in the benefit of economies of scale when accomplishing complicated school mandates/tasks and providing staff and resources attached to the various departments. However, the school itself then becomes dependent on the EMO's decisions that may not always match the school's educational based decisions and operations. iSucceed sought to break free of total EMO control in summer 2012 to not only to address stakeholder concerns, but also to build independent processes. However, during this change, the loss of personnel and institutional knowledge had an impact on school functioning for a period of time. Due to the depletion of financial reserves and a drop in enrollment in the two years following, the Board needed to make personnel and resource cuts temporarily. The Board then pursued an extended service agreement with their new service provider in order to help with operational and financial stability. This agreement assisted the school temporarily in these areas by helping to shift remaining technical/operational staff over a time period to school board control and to build solid internal processes for the school moving forward. These changes do make an impact in school operations that have to be monitored closely. In the Annual Reports from 2014-2015 and 2015-2016 on any operational measures noted as "meets standards or below," these items were reflected in areas where staff shortage or personnel change occurred prior to the extended agreement and was remedied as quickly as possible once new personnel was in place.

Despite the shift in service providers and the extended service agreement, the school has been able to build organizational structure in the past two years by creating operational calendars organized by priority and staff assignment, create a secure data collaboration/storage area and established desk manuals for school staff. Additionally, school administration and staff manage tasks and deadlines from five different accountability agencies (PCSC, BOE, SDE, federal programs and AdvancEd) throughout the year in conjunction with all of the normal school processes and procedures. The operational re-organization of the school has not been a small task, however, the school and Board feel confident in the measures put into place in order to balance a complicated system of accountability, reporting, and day to day school operations.

We know from our experiences and outreach over the past 9 (nine) years that economic disadvantage, behind in cohort/skills, excessive absences and life circumstances that delay academic achievement have a large impact on academic outcomes both for the student in the short term and their future academic goals. For our school, these circumstances have a large impact on the current standardized testing situation in the state and growth measurements, as they often measure what the student learned prior to enrollment.* That being said, this data

helps the school form a baseline of information in order to plan instructional supports that impact students positively in these areas.

**Refer to 15-16 Annual Report Response Attachment C: ISAT math scores and student demographics; Attachment B: ISEE Demographics mobility chart*

iSucceed also experienced a growth in adult students (18 and over), students in the 5-7 year cohort and economically disadvantaged students in the last several years. Some of this growth is attributed to the student population split with the prior service provider, but also the school has noticed there is a growing need in Idaho for at-risk students to earn their diploma.

iSucceed also continues outreach to Hispanic youth and families as an option that may meet these students needs due to similar circumstances as their peers. This outreach is part of iSucceed's mission and charter language and therefore is an integrated part of decision-making and strategies with enrollment and programs. The school participates in the Hispanic Youth symposium annually and other related events during the year, as well as regional support days and "roadshows" for current and potential students. Enrollment services also provide Spanish speaking enrollment staff, if needed, for any parent that may require this service during the process.

Another population of students the school is seeing on the rise is high performers seeking early graduation, concurrent enrollment, and short-term enrollment in the school for various reasons. Some of these students are professional athletes, performers, homeschoolers, students with health issues, or needing rigorous flexible curriculum that are unable to find in their home area. To address this population, the school adopted a college/career plan and participated in the optional 3-year Gifted/Talented plan with the Board of Education and is collecting data on these students in order to best meet their needs. The school also built their own Computer Science Principles AP course this past year following College Board and Idaho standards and is seeking out other electives and extended learning opportunities for this population.

iSucceed prides itself on an accessible enrollment process open to all Idaho students regardless of skill level and any particular student demographics. Being an online school allows for larger enrollment capacity at each enrollment period, no enrollment caps or wait lists. The school uses the service provider's enrollment services that can assist students and parents one on one with the enrollment process and documents. This open enrollment policy does come at the risk of accountability measures such as graduation rate and standardized testing because, as explained above, there are no comprehensive statewide academic measures and we know that population will affect those measures. But, as described above, in response to question 1 in the application, that is why the school sought out Title I supports and has built internal measures to meet the students where they are when they enroll with us.

One specific way that the school listened to students and parents voices regarding enrollment opportunities, is switching from a semester to quarter system. The stakeholder end of year surveys and student/parent feedback to staff indicated a need to for mid-semester enrollment

opportunities, as well as providing students who only need a few classes completed in order to earn a diploma. Enrolling students indicated that they were not able to enroll at other schools due to the requirement to either be enrolled the full year or take 4 or more classes per semester.

Exhibit 1: ISEE Demographics (current), graphs

Organization capacity/governance, stakeholders and school leadership

Due to changes at the school over the past several years, the Board has focused on full financial, operational and staff stability to ensure the health of the school. The Board and school staff have done extensive work with their service provider in the areas of curriculum, student information systems, parent portal, enrollment, technical and operational tasks since 2012. Additionally, the Board has been concerned with the recruitment and training of new Board members in order to continuously improve capacity and decision making now and into the future. The Board's philosophy has always had stakeholder satisfaction at the heart of their processes which was evident while making some tough choices in the year's prior regarding service provision. Finally, the Board understands that it must recruit and retain skilled school leadership in order to remain stable and focused on the mission of the school and serving the unique needs of its students.

Partnership with service provider

As mentioned above, iSucceed moved into an extended service agreement with Strongmind not only to address financial stability, but also to assist in building solid administrative staff after personnel change. The nature of this agreement was not a full education management situation, but instead resulted in an agreement where instructional and academic operational decision making stayed with the school's control, and enrollment, marketing, technical and external operational decision making could be handled by an organization with larger resources during the time period. The intended goal in this agreement was for the parties to work together for the stabilization and improvement of the school. The end result is now a financially restructured and stabilized school, approximately 30% enrollment increase from the prior school year and enrollment consistency in the current year (*November ISEE enrollment capture was 455 students*), and an opportunity for the school to recruit and train qualified staff to carry on operational duties independently. After the 2016-2017 school year, iSucceed will pursue an agreement with the service provider that is "service oriented" only (similar to the original 2012 agreement) and any residual operational management will return back to the school and Board. The reason iSucceed has remained with the current service provider is for their ability to have an integrated product containing an LMS, SIS and parent/student portal, which decreases staff tasks, and complicated data tracking for ISEE and accountability reports. The product also has a high satisfaction rating from students, parents and teachers since its introduction in 2012. Additionally, the service provider has rigorous curriculum based on instructional design best practices and the adopted Idaho standards.

Governance

Over the past nine years, there have been gradual changes in the school Board membership. Some founding members have passed on or had health issues since 2008 but the Board still retains one of the school's founders and a parent of an iSucceed graduate currently. In the past years, the Board and school sought School Board members from applicable backgrounds in order to assist with best practice decision making and program building. This past summer, a Board member was added with prior public school board experience and two new Board members were added this fall with expertise in at-risk student populations (community integration) and increasing college/career pursuits (the current Gear-Up Coordinator with the State Department of Education). *(New Board member list already provided to PCSC staff)*

School Leadership

The school had a change in school administration as it entered the 2015-2016 school year. While a change/gap in leadership can have unintended effect on school operations in the short-term, the change can also bring more stability and progress. The Board recruited an existing staff member and former teacher who had 3 years prior administrative experience with at-risk populations to take over administrative duties as Head of School/Executive Director during the 2015-2016 school year. For the 2016-2017 school year, the Board hired a Principal with prior online school administrative experience to assist with school leadership in order to adequately address the tremendous administrative workload. Both Board and school are pleased with what has been accomplished in a short period of time during trying circumstances and look forward to what can be accomplished together in the future for the school.

Is the school a fiscally sound, viable organization?

Financial history and challenges

In the summer of 2011, when the prior service provider took over school operational/ administrative control, student enrollment dropped at iSucceed from 900 to just over 500. During the 2011-2012 school year, the Board fielded concerns from students, parents and teacher regarding the EMO agreement, enrollment procedures and operational structure during that school year. In the summer of 2012, the school Board ended their contract with their prior education management organization in order to pursue an independent service provider vendor and bring school functions under local control. While the change was warranted in order to better serve our students and parents, the decision did result in the loss of personnel and institutional knowledge and financial fluctuation. Since the decision went into effect a few weeks before the school year, it left very little time for the enrollment period and therefore a drop in enrollment occurred again. This split took the school some time to recover in many areas. Additionally, the school suffered cash flow issues as they paid out contractual termination fees to the old service provider and was impacted by the enrollment decrease in their SDE funding amounts.

In 2014-2015, the school had a temporary absence of a Business Manager and staff change over that put some stress on financial assessment and processes. The Board learned during this time period that independent internal processes were key to financial health in these situations and sought to recruit a Business Manager with a strong background in school finance in order to address these issues. With a new Business Manager and Administrator in the 2015-2016 school year, the process began of remedying prior issues and rebuilding stable internal/external controls.

Road to financial stability

Given the financial issues after and during the switch of service providers, the Board, Business Manager and Administration have worked hard in the past two school years to streamline expenses, analyze cash flow, present budgets based on realistic enrollment and ADA numbers and work towards acceptable contingency numbers. Additionally, the Business Manager worked with the Board to explain the complexities of school finance, expense categories and budget projections to solidify financial decision making on vendor agreements.

One of the realities of virtual public charters is that their enrollment can fluctuate from term to term. The reason for fluctuations is often inherent in the nature of the school, students may only need to be enrolled a short time, their needs change or they graduate. The school graduates 60 students on average each year therefore in order to stabilize enrollment, they need to add just as many students to remain constant (another way to look at this is that it is a good problem to have since so many students are graduating). One of the challenges with predicting future enrollment is being able to predict future human behavior. The Board, Business Manager,

Administration and enrollment service provider work together to try to predict future enrollment based on trends and interest. This process is getting better each year as all parties understand and monitor the data more closely. The Business Manager and Administration in particular have attended trainings and workshops regarding school finance within Idaho and have established a better system of promoting realistic budgets as ADA, enrollment and expenses are monitored throughout the year.

We are proud to report we are in **Honor status** under the PSCS' accountability framework in the Financial category for 2015-2016 school year and anticipate the same result for 2016-2017. Based on the practices we are continuing into the coming year. The school now has a balanced budget, a 5% contingency and 30 days cash flow has been added. This will allow the school to re-build the statement of cash flows as the years progress.

Moving forward into the next school year, the Board would like to pursue an agreement with the service provider based on a normal 'service-only' vendor agreement from the extended agreement that was in place the last two years. This switch will move operational and financial control back to the school in order to keep the school independently operated.

Future budget processes will begin with a revenue based off of accurate enrollment and ADA count with enrollment predictions considered but only in conservative terms. The budget assumptions will be updated and fixed costs determined. Variable costs will be considered and negotiated as needed in order to protect contingency and cash flow measures. Most important for longevity and assurance, a contingency amount has been established and is considered a priority for all financial decision-making.

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

Strategic Plan summary

In 2015, the Board and school began drafting a Strategic Plan. During that time period, the school, state and federal accountability measures were undergoing drastic changes. Additionally, the school was already following a mandated School Improvement Plan which was then removed from requirements. During this state of flux, schools were notified the Strategic Plan and Continuous Improvement Plan could be combined. While no standard template was given for this process, the Board and stakeholders established a primary Strategic Plan with the intention of revising as other requirements and data became accessible. We recognize that in the current situation, the school should have solid measurements of academic supports and benchmarks and the school is actively working to address that.

The following items reflect a timeline of already happening or are underway in the 2016-2017 school year regards to strategic planning:

- **New academic goals added to charter** that align with Strategic Plan
- **Strategic Plan review and revision with new Board members and stakeholders** - the goal here is to initially include programmatic measures independent of accountability agencies and then consider ESSA requirements as soon as the school is notified of their completion. Additionally, end of year data tracking will be reviewed in order to update progress on goals.

Some key areas of focus in the school's Strategic Plan are:

- *Student learning patterns/considerations* - Staying true to the mission of serving our unique population is a high priority. Academic measures should be relevant to student demographics. Evidence-based practices from federal programs will be used according to program requirements.
- *Student engagement* - chronic absenteeism can be an issue for some students enrolling in the school therefore communication supports are put into place to increase engagement. These are be measured quarterly and annually.
- *School Organization/Structure* - The school will pursue stability and independence in these areas to increase viability and program building

The school's academic goals and targets for monitoring listed on the Strategic Plan at this time are:

1. Increase engagement with chronic absentee students to assist with pass/fail rate and student achievement
2. Use tiered interventions as structured through the Title I schoolwide program
3. Pre/Post scores with curriculum and English/Math screener and analyze for effectiveness
4. Use end of year data and ongoing collection of data to target strengths and weakness and adjust program accordingly

In the 2016-2017, the school has identified a growing number of economically disadvantaged students enrolling at the school, as well as students who desire flexibility, rigorous curriculum that are high performing. The academic goals and targets listed above will need to be adjusted to include realistic measures for these types of student populations. The school is actively reviewing 2015-2016 data and monitoring 2016-2017 data in order to establish those specific benchmarks and incorporate into Charter and Strategic Plan changes.

The school's Strategic Plan also discusses the areas of school finance, health and safety, personnel, community engagement, board involvement and certified staff goals.

Exhibit 7: Strategic Plan iSVHS 15-19

Future goals and plans

Some of the school's future goals are discussed in the Strategic Plan regarding establishing stability, increasing college/career opportunities and aligning their goals with reliable data and measures. This is a work in progress that has already begun in the 2016-2017 school year.

The school is passionate about the outreach to Hispanic youth and will continue to target this population in enrollment drives, student and family support and regional events. We also recognize there can be similarities between this demographic and other demographics the school serves in regards to academic progress, chronic absenteeism, drop-out rate and engagement therefore we integrate these needs into our programs.

The school is very interested in exploring the way that Master/Competency-Based learning can be integrated into the online system. Having a Learning Management System that is digital already lends itself to easier transition to this type of system when looking at grading options, mastery-gating and assignment choice. The school already uses sequential locking and piloted a mastery-gating program in math courses in order to see how students progress in courses. We found this tool increased the amount of student-teacher engagement. While this type of structure can take a tremendous amount of resources to transition, we feel it is worth exploring especially since our students come into our programs with a wide spectrum of skill levels.

The school also receives many parent inquiries regarding adding Jr. High / Middle school grades. These inquiries are both from existing families that already have a student with us and new families looking for other middle-school online options. The Board and school have considered this option but would like to do some data research and feasibility study before pursuing. The school already piloted a STEM summer camp during the summer of 2015 with integrated subjects using a doctoral intern from Boise State. This opportunity allowed us to see how we could leverage our existing LMS to offer integrated STEM courses at this grade level. Additionally, the current service providers already has middle-school curriculum aligned Idaho standards available and many of our teachers are 6-12 certified. We do see the addition of 7th

and 8th grades as a possible and easier way to pilot Mastery/Competency-Based learning and would considering those options as well.

During the 2016-2017 school year the Board of Education implemented the requirement for the creation of a College/Career plan and an optional Gifted/Talented plan for school and charters to submit. We are excited about this opportunity to review what we are doing for students are meet this criteria as well as building our internal program in order to support low-performing students to increase their academic skills so that career and college opportunities are closer to their grasp. Specifically, the school is seeing an increase in students needing a flexible schedule and seeking early graduation. We believe we are uniquely positioned to provide flexible courses and scheduling, promotion of Advanced Opportunities and are seeking more ways to offer concurrent enrollment at the school. Additionally, the school was approved by College Board to deliver the Computer Science Principles AP course and is actively looking for more opportunities to add robust AP coursework to the course catalog.

Disseminating successes to students, parents, teachers and communities

iSucceed Virtual High School's journey over the last 9 (nine) years is one of resilience and passion. Over the years, we've been able to share these stories across the state and nationally. iSucceed was accepted to present at the International Association for K-12 Online Learning prestigious national conference, three years in a row (2014, 2015, 2016). This allowed the school to share its challenges and successes on a national platform regarding its Advisory program, partnership with Boise State regarding the online teaching endorsement and Title I instructional supports with at-risk students. Additionally, as a member of the National Alliance for Public Charter Schools, the school has submitted a presentation proposal for the 2017 National Charter School Conference regarding its journey as a school towards operational independence and control.

iSucceed attends community events through the year for enrollment outreach and information dissemination. We target students, parents and the communities at-large in order communicate the benefits of our program. Over the last several years, the school has invested in consistent marketing efforts in order to reach these students, parents and communities. The school also conducts quarterly regional "Roadshows" for potential students to meet with school staff in person. School representatives have spoken with school counselors across the state, behavioral health boards, special purpose schools/education programs and community groups regarding our school programs.

iSucceed has partnered with Boise State over the last couple of years in the promotion of their teacher's earning the Online Teaching endorsement through the State Department of Education. While the endorsement is not currently required, online teachers gain quite a bit of information and skill-building from the courses with a culminating result of having an Online Teaching portfolio that shows off their course facilitation and feedback with students.

Resources / List of Exhibits

Tienken, C. H., & Zhao, Y. (2013). How common standards and standardized testing widen the opportunity gap. *Closing the opportunity gap: What America must do to give every child an even chance*, 111-122.

U.S. Department of Education (2016). *The Condition of Education, 2016*. Population characteristics, economic outcomes. Retrived from: https://nces.ed.gov/programs/coe/pdf/coe_cbc.pdf

List of Exhibits

Exhibit 1: ISEE Demographics (current), graphs

Exhibit 2: 15-16 Title I processes and procedures

Exhibit 3: Advisory-Content model

Exhibit 4: Title I Tiered Interventions

Exhibit 5: July Auxiliary Data, 2015-2016 graduate analysis

Exhibit 6: AdvancEd screenshot of SMART goals

Exhibit 7: Strategic Plan

Exhibit 8a and 8b: Site Visit Report - School Response and evidence

iSucceed Virtual High School Parent Involvement Plan

Parent Involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:

1. that parents play an integral role in assisting their child's learning;
2. that parents are encouraged to be actively involved in their child's education at school;
3. that parents are full partners in their child's education and are included, in decision-making and on advisory committees as appropriate to assist in the education of their child;
4. that parents are involved in identifying barriers to greater participation by parents in parent involvement activities.

Purpose: The purpose of parent involvement is to increase each parent's capacity to help their child(ren) be successful in school.

To facilitate meaningful parent involvement in our school we will:

1. **Develop a Parent Advisory Committee:** The school will establish a parent advisory committee to assist in the review of their parent compact, parent involvement plan, use of parent involvement funds, and the annual review and evaluation of our school Title I program as well as the review and plan for school improvement. The school will solicit parents to serve on the committee at the start of each school year. Any parent of a student in this school is eligible to serve on this committee. The school will establish, from a list of parents willing to serve on the committee, a group of 2 to 4 parents who serve throughout the school year. Every effort will be made to make all parents aware of the efforts of this committee and solicit input from all parents concerning these efforts. The Parent Advisory Committee, or any parent, may request opportunities for regular meetings to formulate suggestions and to participate in decisions relating to the education of their children, and the school respond to any such suggestions as soon as practicably possible. Parent Advisory Committee meetings will be held prior to the informal and formal Title I evaluation meetings so that their input can inform the evaluations.
2. **Annually review our Parent Involvement Plan:** The school will, with consultation and input from their parents, annually review and when necessary revise this parent involvement plan. The plan will outline how the school will work with their parents to throughout the school year. A meeting will be held within the first month of school to review and possibly revise this plan. This plan will clearly establish when and how parents will be involved in all aspects of the Title I program.
3. **Annually review our Parent /School Compact:** The school will, with consultation and input from their parents, annually review their Parent/School compact. The compact will list the responsibilities of the student, parent/caregiver, classroom teacher, and school administrator. All parents will be annually provided copies of the parent/school compacts at the start of each school year, and will be provided with opportunities for input into this document throughout the year. A meeting will be held in the spring of each year to provide parents an opportunity to review and possibly revise the current parent/school compact. Throughout the school year parent input on the parent/school compact will be solicited and used during the spring meeting in the possible revision of this document. The compact will be distributed to all families as part of the enrollment process; it will be a "hard" step that must be completed in order to proceed with registration and enrollment. [Exception: for SY2015-2016, the compact was distributed with the invitation to our annual meeting.]
4. **Annually establish how Title I Parent Involvement Funds will be used:** The school will, with consultation and input from their parents, annually develop a plan for use of any and all Title I parent involvement funds. These funds will be used to provide parents with materials, pay reasonable and necessary expenses associated with parental involvement activities (including transportation and child care costs) to enable participation in school related meetings and training, and other costs directly associated with increasing parental involvement. A plan for use of these funds should be completed at the first meeting of the school year, and be shared with all parents.
5. **Annually review the use of Title I funds and evaluation of the use of these funds:** The school will, with consultation and input from their parents, annually review how Title I funds will be used throughout the school year.

This should be done at the first meeting of the year. Parents will be provided with data that supports the use of these funds and be asked for their input. Before the end of each school year parents will be provided with evaluation information/data that assesses the effectiveness of the Title I school program, staff development conducted throughout the year, and all parent involvement activities held during the year.

- 6. Facilitate regular, meaningful two-way communication:** The school will hold an annual meeting for parent to explain Title I and what it means to them as a parent and to their student and to explain the right of parents to be involved in the school and in their child(ren)'s education. This will be done early in the fall. The school will also offer this information at meetings held at flexible and convenient times for parents. The school will provide parents a description and explanation of the curriculum, student progress measures, and the proficiency levels students are expected to meet and how to monitor a child's progress and work with educators to improve the student achievement. Curriculum, content standards, measures and proficiency levels will be highlighted in the parent newsletter monthly. The school will ensure that information related to school and parent programs, meetings, and other activities is sent to parents in a timely manner and in a format and, to the extent practicable, in a language the parents can understand, and provide reasonable alternate formats as requested.
- 7. Build the capacity of parents to support their child(ren)'s learning:** The school will provide materials and training to help parents to work with their children to improve their children's achievement. This will include tutorial videos in the parent specific section of the school website, as well as a "Tips by Text" program that will familiarize parents with terms specific to the iSucceed curriculum. Parents will also receive one on one support from advisory teachers in understanding the school's systems and procedures, and in interpreting student progress and performance in courses.
- 8. Build the capacity of school staff to work with parents:** The school will work with the district Title I and LEP programs to train and educate staff in how to reach out to, communicate with, work with parents as equal partners and build ties between the parent and the school.



Advisory / Content Communication Summary 16-17

Advisory will be concentrated in the first four weeks of the quarter to maximize student engagement and achievement, and to allow teachers to shift attention to supporting content students. Here is what it looks like at a glance:

WEEKS 1-4

Advisory

Week 1: Welcome email to advisory families, encourage Orientation completion for new students. [Start non-email correspondence \(phone/text/IM\)](#), identify students who are non-starts, assist walk to class if needed. [Log numbers in individual tracking sheet AND schoolwide tracking sheet.](#)

Week 2: Welcome [\(non-email\) correspondence](#) to all advisory students, identify students who are non-starts, need to login prior to 10 days after start of school. [Log numbers in individual tracking sheet, schoolwide tracking sheet and paste contact detail in Dashboard.](#)

Week 3: Parent contact, walk thru PSP login if missed Week 1, [discuss grades/progress](#), [Log numbers in individual tracking sheet and schoolwide tracking sheet.](#) If 2-way communication paste [contact detail in Dashboard](#)

Week 4: Student contact check back/Parent contact wrap-up (call preferable), [focus on attendance/engagement. Praise students who are on-target.](#) [Log numbers in individual tracking sheet and schoolwide tracking sheet.](#) If 2-way communication paste [contact detail in Dashboard](#)

**Keep in mind, additional contacts may be requested by administration for special purposes (e.g. non-start, testing). Emphasis is on successfully establishing a voice to voice or 2-way contact multiple times with families at the beginning of the term.*

Content courses --

Week 1 - Welcome message in FS and school Gmail to all students in your courses. [Log numbers in individual tracking sheet AND schoolwide contact document.](#)

Weeks 2-4 - [Weekly or bi-weekly](#) course emails in either FS or school Gmail about the pace of the course, invites to labs, course tips etc. Respond to all calls/emails within 24 hours, follow 72 grading turnaround and all Teacher Expectations. [Log numbers in individual tracking sheet and schoolwide tracking sheet.](#)

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WEEKS 5-8/9

Advisory

*Answer questions from Advisory student/parents as needed. Encourage students/parent to contact individual teachers for help in courses and improving grades. Refer back to Orientation material. Log ANY parent contact with Advisory parents in FS under Contact (not note). Just need to log summary, do not need to copy and paste emails.

Content courses --- Shift focus to content students, possibly focusing on different buckets (e.g. students with a 60% or below) with specific strategies and tips for improvement. Focus on a different group each week based on progress in the course and skill understanding by analyzing assignment/overall grades. Make each intervention group manageable (15-25 or so) so that quality outreach can occur. Expected outcome goals (1 or more) = student engages in the course, submits work (if not submitting), student attends lab, improves grades and skill level.

Week 5: *All courses you are teaching*, communication that focuses on students with a 60% or below and offer lab times, offer of help and tips for improvement (message/emails, online lab, calls when needed)

Week 6: Repeat from week 5 (different group)

Week 7: Repeat from week 6 (different group)



Advisory / Content Communication Summary 16-17

Weeks 8/9: Reminder of last day to all students, final outreach to bucket students (remaining students to passing or how need that extra push)

L5: Russian Revolution

- Lecture
- Key Terms
- Video: Bread Riots in Russia
- Textbook: Revolution in Russia
- Presentation: Study Smarter
- Video: End of the Provisional Government
- Skills Challenge
- Unit Exam
- Writing Project Day 5
- Discussion 1
- End of Lesson
- Lesson Summary

war? Where is your home? Do you have a family?

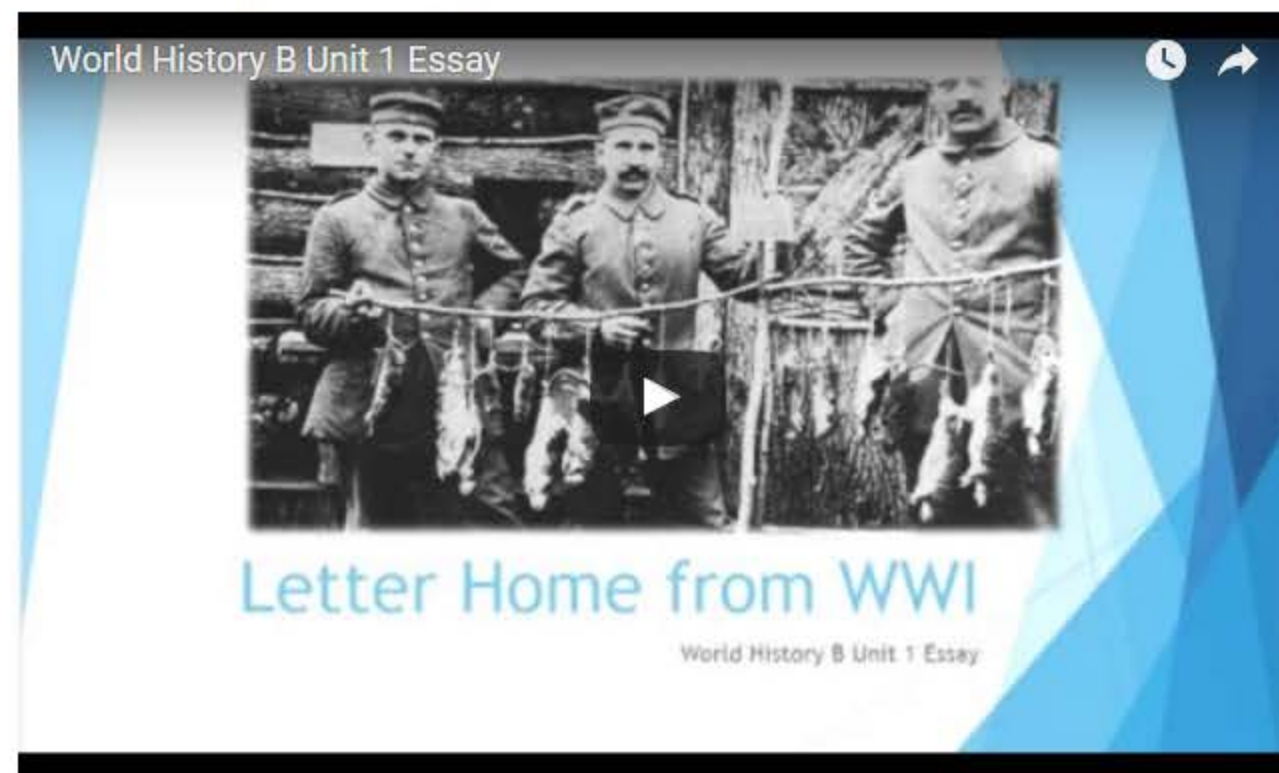
You must do research for this project. You may use factual material from the textbook or outside sources but be sure to cite any source you use. Follow the citation style your teacher prefers. Your letter must include:

- a salutation
- five paragraphs in the body
- a complimentary closing

Helpful links for this essay:

- [WWI: Life in the Trenches](#)
- [Weapons of WWI](#)
- [Battle of the Somme](#)
- [1st Battle of the Marne](#) inserted links
- [2nd Battle of Ypres](#)
- [Gallipoli Campaign](#)

Need some help on this essay? Watch the video below:



Teacher notes allow teachers to add whatever content they want to a lesson, and can be posted on any assignment within a lesson-virtually hundreds of places throughout the course. Some of the things teachers can do in teacher notes:

Add links

Add images

Add videos

Add instruction

One of the functions inside a teacher note is an "add html" function, that allows teachers to embed calendars, Google Docs, and other items using html.

Teacher notes are saved and re-appear each time a specific teacher is assigned a course. Teachers can also run reports in the SIS showing them how many teacher notes they have posted and where they are.

teacher-made video

English 10A

Unit 3: Journalism & Other Forms of Communication (1 minute)

Listen

UNIT 1: NARRATIVE NONFICTION

- L1: Memoir and Narrative Nonfiction
- L2: Memoir and Eulogy
- L3: Memoir and Acceptance Speech
- L4: Personal Narrative and Narrative No...
- L5: Review

UNIT 2: THE ART OF ARGUMENT

- L6: Argumentation Overview
- L7: Inductive Reasoning and Rhetorical D...
- L8: Opposing Viewpoints and Counterarg...
- L9: Argumentation Analysis
- L10: Argumentation Review

UNIT 3: JOURNALISM & OTHER FORMS OF COMMUNICAT...

- L11: Main Ideas and Supporting Details i...
- L12: Stated and Implied Main Ideas in M...
- L13: Author's Purpose in Media
- L14: Messages in Media
- L15: Media Review

UNIT 4: LITERARY ELEMENTS & ORGANIZATIONAL PATTE...

- L16: Reflections
- L17: Analyzing Organizational Patterns
- L18: Celebrating Real Characters
- L19: True Suspense
- L20: Synthesizing Information

UNIT 5: RESEARCH & INTERVIEWS

- L21: Understanding the Elements of an I...
- L22: Drafting a Research Paper
- L23: Analyzing & Documenting Sources
- L24: Conducting an Interview

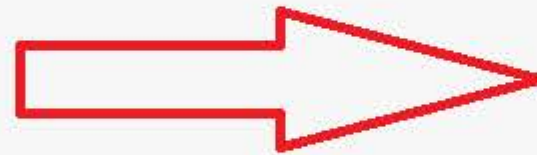


Communication is the act of exchanging information and meaning between two or more people. Journalism is the act of collecting, analyzing, producing, and presenting news. For journalists, news is defined as information that is verifiable. In this unit, you'll analyze news presented in articles and in videos, and then you'll explore how changes in technology have impacted journalism. You'll also examine other forms of communication, such as magazine articles, cartoons, illustrations, and video broadcasts, to understand the purpose and the message in each.

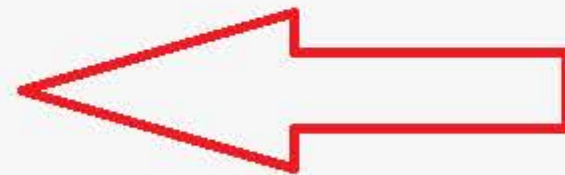
LEARNING OBJECTIVES

What are learning objectives? They are the skills, knowledge, and attitudes you will gain from your schoolwork. Upon completing this unit, you will be able to

Objectives for each individual lesson



- Apply Close Reading strategies to a nonfiction narrative.
- Determine author's use of rhetoric to advance a purpose and point of view.
- Evaluate argument, reasoning, claim, and support.
- Analyze U. S. historical documents of literary significance.
- Read and comprehend literary nonfiction at grade level.
- Evaluate argument and specific claims in a text.
- Write routinely over shortened and longer time spans.
- Participate in collaborative discussions that reflect application of the learning objectives provided in the unit.
- Use media to support reading comprehension strategies.
- Use a variety of reference materials to enhance pronunciation and vocabulary skills.
- Interpret the use of figurative language in a text and make connections between argument and word choice.
- Acquire and practice grade-level appropriate academic vocabulary words.



Scope and sequence of lessons in each course.

10th Grade Composition						
Standard	Grade / Level	Cluster	Standard	Standard Text	Unit	Objectives
CCSS	10	RI	1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	1	Use reading strategies to analyze a nonfiction text.
CCSS	10	RI	6	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	1	Identify and understand the author's purpose in a text.
CCSS	10	W	3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	1	Compose a personal narrative about real events.
CCSS	10	W	6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	1	Use technology and the Internet to produce, publish, and share feedback with regard to writing assignments.
CCSS	10	W	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	1	Write routinely over shortened and extended time frames.

10th Grade Composition						
Standard	Grade / Level	Cluster	Standard	Standard Text	Unit	Objectives
CCSS	10	SL	1	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p>	1	Participate in collaborative discussions that reflect application of the learning objects provided in the unit.

10th Grade Composition						
Standard	Grade / Level	Cluster	Standard	Standard Text	Unit	Objectives
CCSS	10	L	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	1	Practice the strategy of context clues with various texts.
CCSS	10	L	6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering	1	Acquire and practice grade-level appropriate vocabulary words.
CCSS	10	RI	1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	2	Read and analyze a nonfiction text for meaning using evidence from the text as support.
CCSS	10	RI	2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	2	Complete an objective summary after finding support and evidence in a nonfiction text.
CCSS	10	RI	2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	2	Read and analyze informational text while analyzing the central idea, author’s point of view, and the author’s use of evidence.

10th Grade Composition

Standard	Grade / Level	Cluster	Standard	Standard Text	Unit	Objectives
CCSS	10	W	9b	Draw evidence from literary or informational texts to support analysis, reflection, and research. b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.”).	2	Write an analysis of a nonfiction text using reading strategies to support an argument.
CCSS	10	W	6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.	2	Use technology and the Internet to produce, publish, and share feedback with regard to writing assignments.
CCSS	10	W	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	2	Write routinely over shortened and extended time frames.

10th Grade Composition

Standard	Grade / Level	Cluster	Standard	Standard Text	Unit	Objectives
CCSS	10	SL	1	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p>	2	Participate in collaborative discussions that reflect application of the learning objects provided in the unit.
CCSS	10	L	5	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p> <p>b. Analyze nuances in the meaning of words with similar denotations.</p>	2	Demonstrate understanding of figurative language, word relationships, and slight differences in word meanings.

10th Grade Composition						
Standard	Grade / Level	Cluster	Standard	Standard Text	Unit	Objectives
CCSS	10	L	6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	2	Acquire and practice grade-level appropriate vocabulary words.
CCSS	10	RI	3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	3	Analyze the structure of nonfiction text.
CCSS	10	RI	4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	3	Identify the proper tone and author's purpose for expository text.
CCSS	10	W	7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	3	Write a research paper with proper citations and documentation for support.
CCSS	10	W	8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation including footnotes and endnotes.	3	Write a research paper with proper citations and documentation for support.
CCSS	10	W	6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	3	Use technology and the Internet to produce, publish, and share feedback with regard to writing assignments.

10th Grade Composition						
Standard	Grade / Level	Cluster	Standard	Standard Text	Unit	Objectives
CCSS	10	W	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	3	Write routinely over shortened and extended time frames.
CCSS	10	SL	1	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p>	3	Participate in collaborative discussions that reflect application of the learning objects provided in the unit.

10th Grade Composition

Standard	Grade / Level	Cluster	Standard	Standard Text	Unit	Objectives
CCSS	10	L	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use parallel structure. b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.	3	Review and apply the correct grammatical rules for phrases and clauses.
CCSS	10	L	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. b. Use a colon to introduce a list or quotation. c. Spell correctly.	3	Review and apply the correct grammatical function of punctuation.
CCSS	10	L	6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	3	Acquire and practice grade-level appropriate vocabulary words.

10th Grade Composition

Standard	Grade / Level	Cluster	Standard	Standard Text	Unit	Objectives
CCSS	10	W	2	<p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p>c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating</p>	4	Write an expository essay with reliable sources for support.
CCSS	10	W	5	<p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>	4	Develop and strengthen writing through the use of effective revision strategies and techniques.
CCSS	10	W	6	<p>Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p>	4	Use technology and the Internet to produce, publish, and share feedback with regard to writing assignments.

10th Grade Composition						
Standard	Grade / Level	Cluster	Standard	Standard Text	Unit	Objectives
CCSS	10	W	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	4	Write routinely over shortened and extended time frames.
CCSS	10	SL	1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.	4	Participate in collaborative discussions that reflect application of the learning objects provided in the unit.
CCSS	10	L	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. b. Use a colon to introduce a list or quotation. c. Spell correctly.	4	Review and apply the correct grammatical function of capitalization.

10th Grade Composition

<i>Standard</i>	<i>Grade / Level</i>	<i>Cluster</i>	<i>Standard</i>	<i>Standard Text</i>	<i>Unit</i>	<i>Objectives</i>
CCSS	10	L	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.	4	Use standard grammar to conduct useful proofreading of a written work.
CCSS	10	L	6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	4	Acquire and practice grade-level appropriate vocabulary words.
CCSS	10	RI	7	Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.	5	Analyze how a subject is represented in text compared to other types of media.
CCSS	10	RI	8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	5	Analyze the argument presented by an author and examine how it is delivered and supported throughout the text.
CCSS	10	RI	9	Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.	5	Read and analyze seminal U.S. documents for meaning using evidence from the text as support.

10th Grade Composition

Standard	Grade / Level	Cluster	Standard	Standard Text	Unit	Objectives
CCSS	10	W	1	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.</p> <p>c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>	5	Develop and strengthen writing through the use of effective revision strategies and techniques.
CCSS	10	W	6	<p>Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p>	5	Use technology and the Internet to produce, publish, and share feedback with regard to writing assignments.
CCSS	10	W	10	<p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	5	Write routinely over shortened and extended time frames.

10th Grade Composition						
Standard	Grade / Level	Cluster	Standard	Standard Text	Unit	Objectives
CCSS	10	SL	1	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p>	5	Participate in collaborative discussions that reflect application of the learning objects provided in the unit.
CCSS	10	L	6	<p>Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	5	Acquire and practice grade-level appropriate vocabulary words.
CCSS	10	RI	1	<p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	6	Read and analyze a nonfiction text for meaning using evidence from the text as support.

10th Grade Composition						
Standard	Grade / Level	Cluster	Standard	Standard Text	Unit	Objectives
CCSS	10	RI	2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	6	Complete an objective summary after finding support and evidence in a nonfiction text.
CCSS	10	RI	6	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	6	Read and analyze informational text while analyzing the central idea, author's point of view and the author's use of evidence.
CCSS	10	RI	10	By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.	6	Demonstrate and apply a reading comprehension of literary nonfiction at grade level.
CCSS	10	W	1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented.	6	Write a persuasive speech.

10th Grade Composition						
Standard	Grade / Level	Cluster	Standard	Standard Text	Unit	Objectives
CCSS	10	W	6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	6	Use technology and the Internet to produce, publish, and share feedback with regard to writing assignments.
CCSS	10	W	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	6	Write routinely over shortened and extended time frames.
CCSS	10	SL	1	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p>	6	Participate in collaborative discussions that reflect application of the learning objects provided in the unit.

10th Grade Composition						
Standard	Grade / Level	Cluster	Standard	Standard Text	Unit	Objectives
CCSS	10	L	6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	6	Acquire and practice grade-level appropriate vocabulary words.

ISVHS Project Roadmaps

Overview:

Project Roadmaps are one of the most intensive interventions applied to ISVHS students within our Title 1 Program. Most of the courses within our system have 6 units, and typically each unit has a project. Projects make up a large % of students' grades, so one of the best ways our teachers can help students is to provide help on projects. Teachers can eliminate projects, re-write them, provide alternative choices, and also can provide instruction and tips to making projects easier, hence the term "Roadmap"; they help students navigate difficult assignments.

The screenshot shows a Google Docs spreadsheet titled "Geometry B Project Roadmap". The spreadsheet is organized into columns for different parts of a lesson. Row 26 contains a diagram of a satellite dish with a focal length of 50 mm and a transversal diagram with points A, B, C, D, E, F, G, H, I, J. A red arrow points to the diagram with the text "Additional instructions written by teacher to help student." Row 27 contains text: "Draw this out and label all of the parts. You can consider that the parallel lines YX and AB are being intersected by the transversals AX and YB...that should tell you something about the angles." Row 28 contains text: "Again, draw this out, label all parts and determine exactly which triangle(s) each potential answer is referring to." Row 29 contains text: "Now we're back to a proportion problem. After establishing that these are indeed similar triangles, we can compare and solve for the Diameter of the hurricane." Row 30 contains text: "Focal length ZW = Height of Satellite ZC" and "Aperture YX = Hurricane Diameter AB". Row 31 is a green header row labeled "Lesson 4". Row 32 is a blue header row labeled "Hints" and "Supplemental Resources". Row 33 contains text: "Your job is to find the height of DN in the drawing. This means that you need to compare the two similar triangles, AXK and DXN." It also includes a diagram of a tree with a height of 6.0 cm and a shadow of 2.2 cm. A red arrow points to the diagram with the text "Teacher-made video offering additional help on assignment/project." To the right of the spreadsheet is a video player showing a geometry problem: "PM, QN, RO, and SP are parallel. If PM is 8.6 ft, what is the length of SP?". The video player shows a diagram with a transversal line intersected by four parallel lines, with segments of length 12.2 and 4.3.

Every teacher is required to create Roadmaps for all of their courses and deliver them to their students. The school has been using Roadmaps since the 2014-2015 school year, and all of the Roadmap folders are stored on the school's shared drive in order to ensure maximum access.

The screenshot shows a Google Drive folder named "Course Project Roadmaps". The folder contains a list of sub-folders, each representing a different course. The folders are organized by subject and grade level. The following table summarizes the contents of the folder:

Name	Owner	Last modified	File size
Am Hist A Project Roadmaps	Joe Rollins	Dec 9, 2015 Joe Rollins	—
Biology A Roadmaps	Mary Salove	Sep 7, 2015 Mary Salove	—
Biology B Roadmaps	Mary Salove	Feb 2, 2015 Mary Salove	—
Business Math A Project Roadmaps	Lisa Nebeker	Nov 30, 2016 Ginny Carroll	—
Business Math B Project Roadmaps	Lisa Nebeker	Nov 30, 2016 Ginny Carroll	—
English 10A Roadmap AC	Kim Anderson	Sep 6, 2016 Kim Anderson	—
English 10A Roadmaps	Kim Anderson	Mar 4, 2015 Kim Anderson	—
English 10B Roadmaps	Kim Anderson	Oct 28, 2015 Kim Anderson	—
English 10B-2 Roadmaps	Kim Anderson	Sep 2, 2016 Kim Anderson	—
English 9A Roadmaps	Kim Anderson	Feb 19, 2016 Kim Anderson	—
English 9B Roadmaps	Kim Anderson	Oct 28, 2015 Kim Anderson	—
English 9B-2 Roadmap	Kim Anderson	Aug 24, 2016 Kim Anderson	—
General Science A Project Roadmaps	Jodie Hale	Sep 16, 2015 Jodie Hale	—
General Science B Project Roadmaps	Jodie Hale	Apr 13, 2015 Jodie Hale	—
Speech Road Maps	Christina Espino	Mar 4, 2016 Christina Espino	—

ISVHS Project Roadmaps

How Roadmaps Work

Students deliver their Roadmaps to students in a variety of ways: First, all Roadmaps are inserted into Teacher Notes in the appropriate assignments, and typically teachers also list their Roadmaps in course announcements. In addition to this, teachers may remind students of the Roadmaps in their weekly emails to students and/or in grading feedback, especially on that of projects themselves so the students may re-do for a better grade or pick an alternative that works for them.

The screenshot shows a course player interface for 'L14 A9: Unit 3 Speech Project'. The left sidebar lists course content including 'L14: Persuasion', 'Introductory Lecture', 'Key Terms', 'Reading', 'Video: Speeches to Persuade', 'Kennedy-Nixon Debate of 1960', 'Video: Kennedy-Nixon Broadcast', 'Discussion 3', 'Checkpoint 14', 'Unit 3 Speech Project', 'End of Lesson', and 'Lesson Summary'. The main content area is titled 'L14 A9: Unit 3 Speech Project' and contains an 'Instruction' section. A red arrow points to the text 'From Your Teacher C. Ferrari' with the annotation 'Indicates to students that they are looking at a Teacher Note'. Below this, a red arrow points to a 'CLICK HERE' link with the annotation 'Link to teacher-made presentation'. Another red arrow points to a 'CLICK HERE' link with the annotation 'Link to the actual roadmap doc providing additional help on the project.'. The main content area also includes a 'Voice Thread presentation' link, a checklist for preparing a speech, and a checklist for preparing flash/palm cards.

As students reach the project in the course player, teachers either embed their entire roadmap in the teacher note or give students a link under a heading like, “Need some help with this project?” (As seen in the image above). In the image below, the Biology teacher provides help for a project on measuring plants through a Powerpoint with pictures of her measuring plants and clear images of the measurements. Students can use these measurements for totals as they do the equations required of them on the project.

ISVHS Project Roadmaps



Each instructor develops their own Roadmaps suited to the projects in their specific courses, and instructors are free to develop and change the roadmaps as they see fit. Many of the Roadmaps have teacher-made instructional videos in them and/or work in tandem with live classes offered by teachers, and these are one of the primary ways we instruct and modify courses in order to fit diverse students and their learning needs.

Tier 3

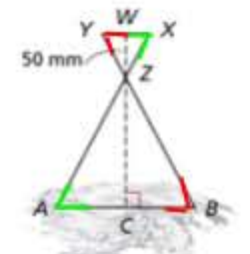
- Referral to SPED
- Home Visits (Working but not passing)
- Scheduled regional lab

Tier 2

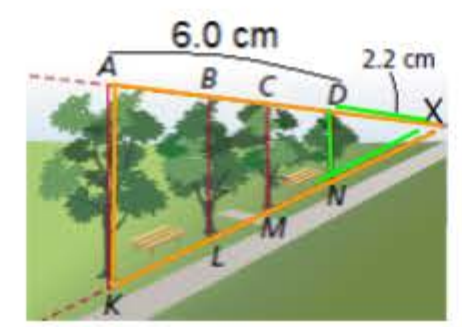
- Advisory interventions based on STAR assessments (Orientation completion, phone calls, specific Math/English outreach, connection with resources, "catch-up academic plan")
- Mastery Gating in key classes
- Specific Outreach/Invite (online labs)
- Retakes- can resubmit work
- Referral to Study Lab/online

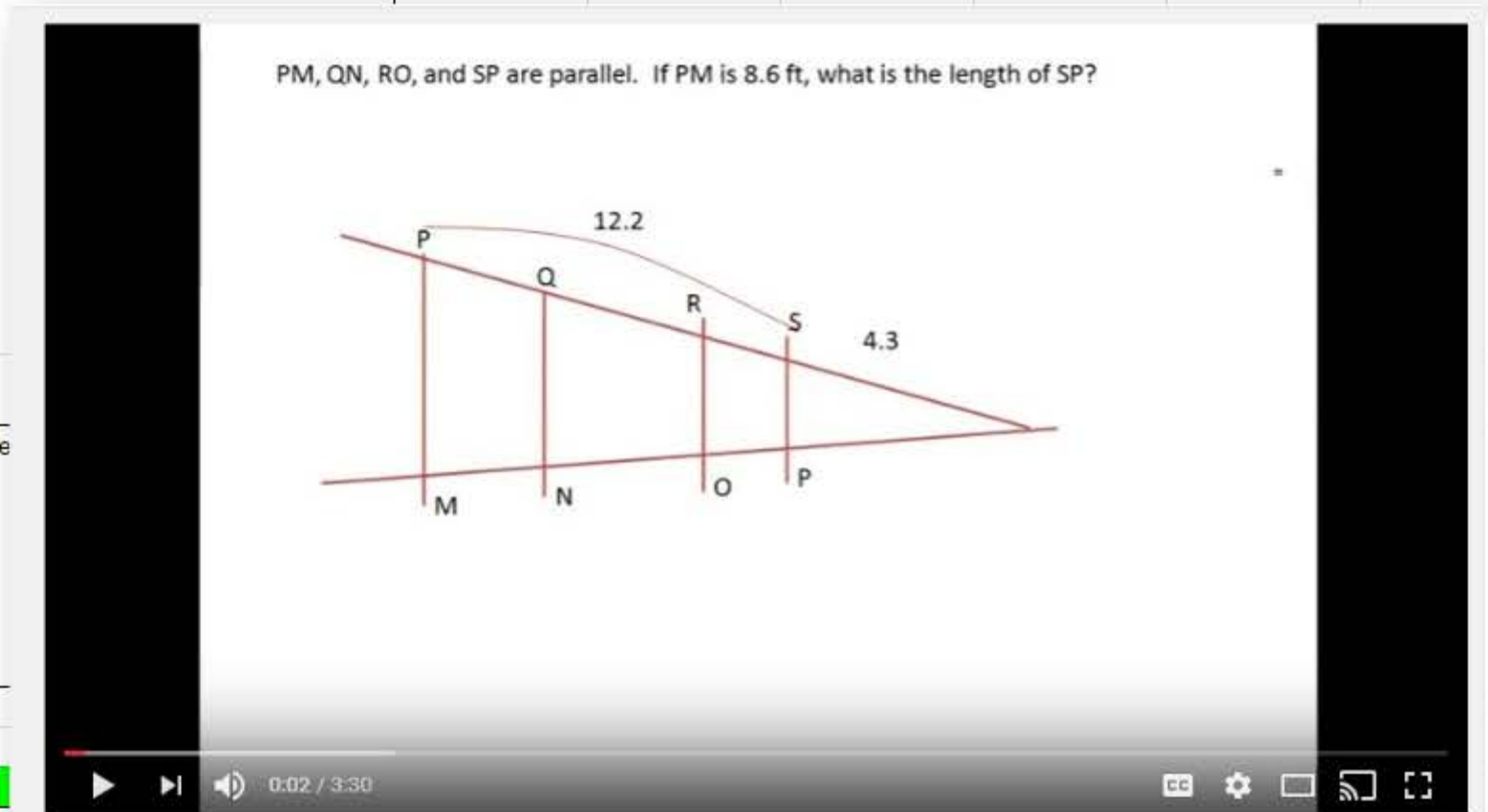
Tier 1

- Normal tasks of teachers
- Flipswitch structure for retakes, relearning
- Advisory Teacher Communication Model for engagement
- Project Roadmaps in core classes
- EDU Guide in English
- Screener (Math/English)
- Orientation Course
- Online labs for one on one help / Regional Study Lab
- iSVHS Resources Page

	A	B	C
1		 <p>Additional instructions written by teacher to help student.</p>	
26			
		<p>Draw this out and label all of the parts. You can consider that the parallel lines YX and AB are being intersected by the transversals AX and YB...that should tell you something about the angles.</p> <p>Angles in a transversal diagram</p>	
27	2	<p>Again, draw this out, label all parts and determine exactly which triangle(s) each potential answer is referring to.</p> <p>Similar Figures</p>	
28	3	<p>Now we're back to a proportion problem. After establishing that these are indeed similar triangles, we can compare and solve for the Diameter of the hurricane.</p> <p>$\frac{\text{Focal length } ZW}{\text{Aperture } YX} = \frac{\text{Height of Satellite } ZC}{\text{Hurricane Diameter } AB}$</p>	Le
29			
30			

Lesson 4

Question #	Hints	Supplemental Resources
1	<p>Your job is to find the height of DN in the drawing. This means that you need to compare the two similar triangles, AXK and DXN.</p> <p>Know: AK = 4.9 cm AX = 6 cm + 2.2 cm DX = 2.2 cm</p> <p>Don't Know DN</p> 	<p>Unit 1 Lesson 4 Project Help Video from Mrs. Nebeker</p> <p>Teacher-made video offering additional help on assignment/project.</p>



Workbook 04 part 4 project 1 q

MrsLNebe 47 views

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A+



L14: Persuasion

- Introductory Lecture
- Key Terms
- Reading
- Video: Speeches to Persuade
- Kennedy-Nixon Debate of 1960
- Video: Kennedy-Nixon Broadcast

Discussion 3

Checkpoint 14

Unit 3 Speech Project

• End of Lesson

Lesson Summary

L14 A9: Unit 3 Speech Project

Instruction

In this activity, you'll work on your informative speech. Put your final touches on the speech text and outline, and then practice your delivery. Your speech will be submitted in Lesson 15!

From Your Teacher C. Ferrari



Indicates to students that they are looking at a Teacher Note



View this Voice Thread presentation on the use of hand gestures to complement your public speech
The tips will help you incorporate natural gestures that look make you look like a professional speaker!

[CLICK HERE](#)



Link to teacher-made presentation

Check out the PROJECT ROAD MAP!

[CLICK HERE](#) FOR ALL OF THE INFORMATION YOU NEED TO CREATE A TOP NOTCH PRESENTATION.



Link to the actual roadmap doc providing additional help on the project.

Use this checklist to make sure you are prepared for your speech.

Have you:

Created a strong opening statement that captures audience attention?

Have you organized your main points?

Are your main points clear and concise?

Have you used precise and accurate descriptions?

Have you prepared flash/palm cards?

Description of ISVHS Advisory/Intervention Program

Because of the nature of online education and the demographic nature of iSucceed students (65% free/reduced lunch; 2nd and 3rd year seniors, large % of credit-deficient students), the school runs an aggressive academic intervention program each quarter in order to ensure engagement and increase academic success for all students.

ISVHS Advisory Program

All iSVHS teachers are both instructors and advisors. While a full-time teaching load is 150 or less students, in addition to this, each teacher is given an advisory load of 40 or less students. The communication and academic intervention responsibilities of each instructor are split between their advisory and content assignments, and in a 9 week period, advisory interventions occur in the first four weeks, and content area interventions in the final five weeks. To see a detailed summary of all the advisory and content area intervention responsibilities, click the following link: [Advisory Content/Hybrid Model 16/17](#)

How the School Ensures Interventions

Using reports from our SIS, each teacher creates [advisory/content area communications tracking sheets](#) listing the students they are responsible for. As they communicate to students and perform academic interventions, they record these in their logs and in the student information system. Each individual log is linked to a school-wide communications log that enables our administration to verify that interventions have been performed.

Template
2016/2017 Schoolwide Advisory/Content Area Contact Tracking Document

2016-2017 SCHOOLWIDE ADVISORY/CONTENT AREA CONTACT TRACKING SHEET

2016-2017 Schoolwide Advisory/Content Area Contact Tracking Sheet : Quarter 2

Contact Types: types of contacts are listed here as well as totals.

Intervention Descriptions: This lists the type of intervention or communication responsibility for this week.

	Advisory/Content	Week 1 Welcome Message	email	phone	text/IM	2-way	Week 2 Welcome Call	email	phone	text/IM	2-way
Totals			1703	63	201	177		1223	396	138	
Anderson, Kim	32/142	Welcome message in FS and school email to all students in your advisory and courses.	142		1	18	Welcome call to all advisory families, identify students who are non-starts, need to login prior to 10 days after start of school.	147	22	48	
Carroll, Ginny	33/143	Welcome message in FS and school email to all students in your advisory and courses.	238	17	11	27	Welcome call to all advisory families, identify students who are non-starts, need to login prior to 10 days after start of school.	145	24	18	
Downs, Tara	30	Welcome message in FS and school email to all students in your advisory and courses.	34				Welcome call to all advisory families, identify students who are non-starts, need to login prior to 10 days after start of school.	0	24	3	
Ferrari, Christina	22/62	Welcome message in FS and school email to all students in your advisory and courses.	80	0	0	0	Welcome call to all advisory families, identify students who are non-starts, need to login prior to 10 days after start of school.	29	23	6	
Gough, Royce	36/125	Welcome message in FS and school email to all students in your advisory and courses.	160		1	9	Welcome call to all advisory families, identify students who are non-starts, need to login prior to 10 days after start of school.	64			
Hale, Jodie	15/57	Welcome message in FS and school email to all students in your advisory and courses. Total students: Advisory/Content Area	70	0	0	0	Welcome call to all advisory families, identify students who are non-starts, need to login prior to 10 days after start of school.	4	15	0	
Hunter, Angela	21/33	Welcome message in FS and school email to all students in your advisory and courses.	32			5	Welcome call to all advisory families, identify students who are non-starts, need to login prior to 10 days after start of school.	52	8		
	17/37	Welcome message in FS and school email to all students in your advisory and courses.					Welcome call to all advisory families, identify students who are non-starts, need to login prior to 10 days after start of school.				

In weeks 1-4 of the quarter, all interventions done in advisory and are prescribed therefore the same. During these weeks, our staff mainly focuses on attendance, getting students started,

Description of ISVHS Advisory/Intervention Program

showing parents how to monitor their students' grades, and getting new students oriented to the system.

During weeks 5-9, our communication/intervention program shifts and teachers begin to focus on their content area students and academic interventions. At this point, individual teachers decide what interventions they will perform on which of their students, with the goal that all students who are struggling academically receive intervention throughout the semester. **Our goal as a school each quarter is that 100% of all struggling students receive at least 1 (documented) intervention, and typically 2-3 documented interventions can be found for each struggling student by the end of the quarter. This is a goal our school consistently hits.**

Throughout the quarter, teachers must list their interventions for the week on the school-wide tracking sheet by the end of the day on Monday and must have all interventions done and documented by Friday afternoon, when the administration checks to ensure follow-through.

Teacher	Advisory/Content	Week 5 Intervention	email	phone	2-way	Week 6 Intervention	email	phone	2-way	Week 7 Intervention	email	phone
Hunter, Angela	18/39		0	0	0		0	4	2	I am calling the remaining students in English who are under 60%.	1	6
Jones, Gayle	14/21	Call all students who are currently not passing. Offer to set up online session. Send emails to student not passing. Post "helps" for projects. (9 calls, 12 emails)	12	8	6	Complete all direct services. Call all students who have not logged in in last week or showed up for services in past week.	2	14	9	Complete all direct services. Email students who have not logged in or are failing courses. (Out of town Wednesday/Thursday.)	16	
Knuchell, Misty	6/12	Intervention: Emailed and Messaged (Offering assistance, please make contact, including variety of ways for contact) beginning of the week w/in FS non-starts and students not on target to complete classwork by end of qtr will follow up with phonecall if no response	6	1	3	Intervention: Emailed and Messaged (Offering assistance, please make contact, including variety of ways for contact) beginning of the week w/in FS non-starts and students not on target to complete classwork by end of qtr will follow up with phonecall if no response	6	1	3	Calling students to discuss available options for those who haven't started or aren't making adequate progress (emailing kudo notes to other students)	1	6
Mordt, Carole	20/58	Intervention: Call and send individualized email to all students below 10% progress in an attempt to create academic plan to get them caught up. (15 students)	15	0	0	Check in on students called last week and verify if they have reached their progress goals and/or need further support.	13	6	10	Will contact all 14 students below 60% via email	27	
Mortimer, Holly	132/140	AI: I am going to email to all students < 3 EG activities. A few students would really benefit from that 15% boost. TOTAL NUMBER OF STUDENTS FOR THIS AI: 26				AI: Sent a Google form to all failing students requesting that they sign up for a tutoring session to all elective students (cimm/psych/soc). requested a response either way. Will follow up by phone tomorrow w non responders.				AI: Ensure students in 10-59% bucket are aware of project roadmaps, EG activities and share tutoring appointment link		
	35/115	Email students below 30%, ask for a response with their plan for getting	26	26	20	Continue calling all students below 30% and ask for a response with their plan for getting caught up in	43	11	8	Bucket list emails. 0-30, 30-60, 60 - 100	55	16

Individual interventions are listed by student on teacher individual tracking sheets. The notes are then transferred to our SIS. Intervention data is monitored by both teacher and administrators to ensure that all students needing interventions receive them. In the image below, you see the an academic intervention for a specific student listed on the teacher's contact tracking doc and also in the SIS. Administrators have access to both of these sources in order to verify interventions.

Description of ISVHS Advisory/Intervention Program

Each row is a student and each column a week. Notes for interventions are posted in the weekly columns for each student and in the SIS.

Student ID	Student First	Student Last	phone/text	2-way	Week 7 Academic Support
332074	Kevin	Bell	X		Sent student a message about grade and EduGuide since I called him last week. Will update when I hear back from student.
278021	Alan	Billingsley			
403400	Romy	Birmingham	X	X	Called Romy about progress in English 11A. Student had not started EduGuide so I walked her through registration using screenshare and she began first activity. Romy will finish the six EduGuide activities ASAP which should significantly raise her grade. She also knows now how to reach me using Google Chat.
351791	Crystal	Caramazza			Called Crystal about progress in English 11A on 10-7. LM on student machine and sent her an email prompting her to get into EduGuide and to respond to me about progress. Will update when I receive a reply.
355434	Zachary	Christensen		X	Send EM to check in on student in case there was anything he needed to finish English 11A. Student is doing well in progress and grade. Reminded Zach of the video for the Unit 5 Writing Project and let him know about redoing checkpoints so he could get an A in the course.

While teachers know their students and have access to a wealth of information in the SIS at any time they want, the administration runs school-wide weekly grade reports and sorts students by advisor or teacher in order to aid interventions. Students marked in yellow are “non-starts” in at least 1 of their courses (a group advisors have to intervene with), and students marked in orange are students who did poorly in the previous quarter, a group targeted for Title 1 interventions.

Description of ISVHS Advisory/Intervention Program

ISVHS 16-17 Quarter 2 Student Grade Progress

File Edit View Insert Format Data Tools Add-ons Help Last edit was yesterday at 4:55 PM

ctreha@succeedvhs.net

Comments Share

Student ID

Student ID	First Name	Last Name	Advisor	Catalog Name	Instructor	Start Date	Days In Course	Weighted Grade	Pacing Grade	Lesson
402709	Alexis	southfield	Dirk Tiller	Math Basics A	Gayle Jones	10/31/16	13	3.38	4.58	3
402709	Alexis	southfield	Dirk Tiller	Study Skills	Gayle Jones	11/02/16	10	44.87	100	9
402709	Alexis	southfield	Dirk Tiller	Art in World Cultures	Dirk Tiller	10/31/16	13	20.02	61.61	10
325649	Brittany	Taylor	Dirk Tiller	Child Development	Carolee Mordi	10/31/16	13	2.84	9.02	3
325649	Brittany	Taylor	Dirk Tiller	General Science B	Jodie Hale	10/31/16	13	0	0	0
325649	Brittany	Taylor	Dirk Tiller	American History B	Joe Rollins	10/31/16	13	0	0	0
410306	Zayne	Wright	Dirk Tiller	Physical Education A	Ruth Ross	10/31/16	13	9.98	31.55	7
410306	Zayne	Wright	Dirk Tiller	Physical Science A	Jodie Hale	10/31/16	13	3.64	11.57	3
410306	Zayne	Wright	Dirk Tiller	English 9A	Kim Anderson	10/31/16	13	7.28	23.56	8
277732	Aeric	Alhart	Gayle Jones	Psychology B	Carolee Mordi	10/31/16	13	13.62	45.26	10
277726	Dante	Alhart	Gayle Jones	AIMS Writing	Misty Knuchell	10/31/16	13	62.55	62.55	30
277726	Dante	Alhart	Gayle Jones	Retailing	Shauna Williams	10/31/16	13	0	0	0
277726	Dante	Alhart	Gayle Jones	Law and Ethics	Royce Gough	10/31/16	13	0	0	0
277726	Dante	Alhart	Gayle Jones	Child Development	Carolee Mordi	10/31/16	13	11.47	36.73	8
287855	Vanessa	Barrell	Gayle Jones	Health A	Ruth Ross	10/31/16	13	0.38	1.21	2
287855	Vanessa	Barrell	Gayle Jones	Math Basics A	Gayle Jones	10/31/16	13	0	0	0
287855	Vanessa	Barrell	Gayle Jones	Economics	Joe Rollins	10/31/16	13	0.72	2.2	1
332044	Austin	Bown	Gayle Jones	Biology A	Mary Salove	10/31/16	13	3.87	12.78	2
332044	Austin	Bown	Gayle Jones	Work Based Learning Credit	Royce Gough	10/31/16	13	0	0	0
332044	Austin	Bown	Gayle Jones	English 10B World Literature	Kim Anderson	10/31/16	13	1.62	5.32	4
361452	Kelcey	Clemans	Gayle Jones	English 12A	Holly Mortimer	10/31/16	13	12.62	37.02	8
361452	Kelcey	Clemans	Gayle Jones	Business Math A	Lisa Nebeker	10/31/16	13	25.96	68.75	9
361452	Kelcey	Clemans	Gayle Jones	Human Anatomy and Physiology	Mary Salove	11/01/16	11	25.61	84.8	10
380200	Samuel	Dais	Gayle Jones	Human Anatomy and Physiology	Mary Salove	10/31/16	12	0	0	1
380200	Samuel	Dais	Gayle Jones	English 11A	Holly Mortimer	10/31/16	13	3	14.88	1

All instructors receive a link to the weekly grade/progress report in a Monday email and can use this report to help them with their advisory/content intervention responsibilities.

Types of Interventions

ISVHS teachers employ a wide range of interventions. Each time a teacher or advisor calls a student they have access to the student's gradebook and course materials which usually allows them to accurately identify trouble. Types of interventions performed include but are not limited to:

- Contacting Students/parents in order to alert them of issues and to discuss solutions.
- Setting progress goals with students and parents and monitoring students success in attaining these goals.
- Scheduling help sessions with the student either on the spot or working with them in their weekly virtual office sessions.
- Meeting with students in person in order to work on assignments.
- Giving students additional materials/help in order to do assignments.
- Modifying assignments in order to help students having difficulty with them.
- Addressing technical issues or putting students in contact with our tech support if the teachers can't help.

This system resets itself every 9 weeks, and improving and perfecting this system is something we frequently address in our school's leadership meetings, school-wide meetings, and in our PD sessions. **Our goal as a school each quarter is that 100% of all struggling students receive at least 1 (documented) intervention, and typically 2-3 documented interventions can be found for each struggling student by the end of the quarter. This is a goal our school consistently hits. In**

Description of ISVHS Advisory/Intervention Program

addition to this, we set goals each quarter to improve our overall pass and course completion rates, which are in part addressed through our school's intervention program.

Evidence 12 Title I Program designation

Screenshot from SDE, Schoowide Designation and Action Plan on file:

IDAHO
STATE DEPARTMENT OF EDUCATION

Links: Home, Contacts, Reports, Guidance, Instructions & Program Descriptions (Word), Frequently Asked Questions (PDF)

2016-2017
Change Year, Prior year (new window)

ISUCCEED VIRTUAL HIGH SCHOOL, INC. (466)
Status: Submitted
Title I-A College & Career Ready
Select Schools, Consolidated Schoolwide Budgets, Title I-C Migrant Education, Title II-A Teacher & Principal Quality, English Learner Program, Title III Language Instruction for English Learners &

Allocation & Set Asides | Allocation to Schools | Private Schools | Title I-A Budget | **Action Plan** | Assurance

Title I-A College & Career Ready for fiscal 2016-2017

ISUCCEED VIRTUAL HIGH SCHOOL, INC.(466)

Best viewed in 1280 X 1024 resolution.

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 mark NA if the LEA does not have any Schoolwide Programs

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Explain any strategies marked No
Not an elementary school, only serves 9-12

Targeted Assistance Programs
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<input type="radio"/>	<input checked="" type="radio"/>	Participation criteria use affective methods and instructional strategies that rely on scientifically based research that strengthen the core academic program and c

Evidence of Title I program indicators -

The school has a large amount of documents and tracking sheets used for its Title I program. (A)

isucceed Virtual High School Drive











































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Evidence 12 Title I Program designation

Additionally, the school has to meet certain indicators annually in order to remain a Title I program.

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 I.B.21 Homeless Training Evidence 
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 I.E.39 Annual Meeting Invitation and Right to Recieve Teacher Information Notification 
 I.E.39 Title I Annual meeting 3-2-2016 

ISVHS Academic Analysis Report

Program Description:

The Student Information System within Flipswitch allows instructors and administrators to run an “Academic Analysis” report on all courses that they have ever taught. This report shows course completion rate, average final grade, and the average grades on the final exam, the five unit exams, and also the average grades on all of the projects. These are the most heavily weighted assignments in the courses. Teachers can open up specific courses and see how each individual student did on these assignments as well.

At the beginning of each quarter, teachers are required to run an academic analysis report from the previous quarter in order to identify the course they taught with the poorest student performance measured by completion rate, course average final grade, or average exam and/or project grades. Teachers must then [fill out a form](#) where they analyze this course, discussing why they believe the course garnered lower achievement and/or engagement than other courses in its subject area (teachers are also provided with subject area average grades to ascertain if their course is below average); Teachers must then set measurable improvement goals for this course in the current quarter and will work the entire quarter to attain these goals.

Timestamp	First Name	Last Name	List the name of the course you taught last quarter with the poorest student performance.	Was the course you listed in the last question above or below the average final grade for its subject area?	Based on your knowledge of this course, your students, and your craft, explain why you feel this was your lowest performing course.	List the name of ONE course that you taught last quarter that you would like to see improved performance in this quarter.	List/Describe your improvement goals for this course in our current quarter.	How will you be able to tell if you reached your improvement goals for your course?	Describe what you are planning to do to reach your improvement goals for your course?
	Kimberly	Anderson	English 9A	Below	The test scores are pretty low, and there is a low engagement rate for this course. I think that students have a hard time engaging with the material that is presented.	English 9A	I would like to see an increase in the exam grade averages.	The exam scores will be higher and the overall grades in the course will be higher.	Create study guides for the exams. All have already taken the exams to earn going back and correcting the question and telling me why they are wrong.
	Ruth	Ross	Health A	Below	Projects. No control over what they are. Close reading project seems very difficult for many students to read and pull out the info, or they seem confused even after I try to assist. Project 1 has glitches which affects many students ability to submit their project in the course tab.	Health A	Increase completion rate to 45% or higher and Avg Final grade to 50% or higher	Grade Analysis Report at end of Q2	Excuse portions of Projects or entire projects. Students who must do multiple attempt Alternative Assignment turned in via email. Project of the Student's choice.
	Carolee	Mordi	Fashion and Interior Design	Above	This is an elective and one that many students did not have an interest in. Students put it off because they were focusing on academic courses first or because they did not like it.	Fashion and Interior Design	I will increase the completion % in this course. I will increase the average score on exam 4. I will increase the final average in the course.	Completion of the course by 65% of students up from 34% first Quarter. Increase exam 4 average score to 60%. Increase final average in course from 51.46% to 60%	Create study guide for exam 4. Reach offering incentives for completing the course.
	Dirk	Tiller	Art in World Culture	Below	There are a couple of things that I see that could be a reason for low scores. First, 2 of the projects are confusing in units 4 and 5 and the scores reflect that confusion. In the past, I have had students write essays for project 4 about the wrong time period mentioned in the project or not take a position on what they write as explained in the directions. As for project 5, there are 2 parts of the project that require 2 essays over 2 different time periods that do not relate to each other. I think that this confuses students as to what the projects are or should be. The other low scores in the course for quarter 1 are 2 unit exams and the final exam. I think providing a study guide for these units and the final exam would help improve test scores.	Art in World Culture	In Quarter 2 I would like to raise my project scores. The quarter 1 average scores, including the 2 low projects (47% for project 4 and 65% for project 5) was 72.14%. I would like to raise that up to 76% average. This means project 4 and 5 would need to average 70% (or C average proficiency) to achieve this. On the other end of the problem I would like to raise the scores on unit exams to an average of 70% from 66.29% in quarter 1. This would mean that 3 of the exams would need to be at a 70% average (Unit 3 at 64% would raise to 70% and unit 5 at 68% would raise to 70% and the Final Exam at 45% would raise to 70%).	Specific and measurable goals for course improvement.	I plan to send out clarification on the previous quarter's low scores in the form of exam instructions on how they should be completed. This can be done through teacher notes upgrade and email notifications. As far as the test, I will send out study guides and email alerts to look for on the lowest exams to help in targeted tests.

At the end of the quarter, as a school, we discuss the results of our academic analysis and whether we were successful or not in making our improvement goals for the quarter, and then the process begins again either with the same course (if it's still the lowest performing course) or with other courses teachers wish to improve.

Course Modifications/Improvements:

We let teachers decide their own improvements/modifications, although the goals doc pictured above is shared with teachers and we offer chance for discussion in meetings and PD sessions

ISVHS Academic Analysis Report

for the teachers. If teachers like modifications others are making and/or we see certain modifications are successful, teachers are free to use those in their courses.

Modifications/improvements to courses that academic analysis creates include but are not limited to:

- Study guides for Checkpoints and Unit Exams
- Alternative assignments for projects with low scores (we call these modifications “Project Roadmaps” and nearly all courses have them.)
- Increased instruction on projects and review instruction/videos for exams
- Allowing multiple attempts on problematic exams
- Teacher notes to help better link lesson material to assessment
- Feedback to our curriculum provider on problematic assessment or inadequate linkage between lessons and assessment (For example, when one term is used in lessons and a different term in the exam.)

UNIT 1: SOCIAL CONTROL AND INEQUITY

- L1: Social Control
- L2: Deviance
- L3: Crime
- L4: Stratification Systems
- L5: The American Class System



Hello! Welcome to the first lesson of Unit 3. You will find the material in this lesson interesting and you are likely very familiar with much of it.

We will start out exploring the types of family systems, marriage and kinship patterns, and end learning about the functions of the family. Along the way through the lesson, you will probably find yourself making connections between your family and the information you uncover in the lesson.

In this lesson, you will:

- identify the three major family systems
- analyze marriage and kinship patterns of societies
- identify the basic functions of the family

Let's get moving! Begin by reading today's lecture.

Comstock/Photos.com

Feedback

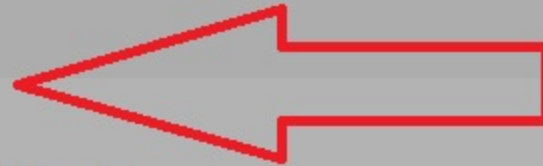
Hey, it's the people who created your online classroom! Do you have any feedback or suggestions for us? Go ahead and leave us a message below and we'll be sure to read it.

Reminder: Your instructor will not see your message.

Select One

Let us know what you think...

CANCEL SUBMIT



Family Systems

The feedback icon located within the LMS allows teachers to send curricular feedback directly to the developers, and it's linked to specific courses/lessons so they can see what we are talking about.

A1: Lecture	3 minutes
A2: Key Terms	25 minutes
A3: Textbook - Page 261	4 minutes
A4: Textbook - Page 262	4 minutes
A5: Textbook - Page 263	4 minutes
A6: Textbook - Page 264	4 minutes
A7: Textbook - Page 265	4 minutes
A8: Video: Arranged Marriage	6 minutes
A9: Textbook - Page 267	4 minutes
A10: Textbook - Page 268	4 minutes
A11: Textbook - Page 269	4 minutes

- L17: Issues in Education
- L18: Sociology of Religion
- L19: Religion in America
- L20: Sports

UNIT 5: THE MASS MEDIA AND URBAN LIFE

- L21: Mass Media as an Institution
- L22: Issues in the Mass Media



Evidence 12 Title I Program designation

Screenshot from SDE, Schoowide Designation and Action Plan on file:

Links

- Home
- Contacts
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2016-2017

- Change Year
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ISUCCEED VIRTUAL HIGH SCHOOL, INC. (466)

Status: **Submitted**

Title I-A College & Career Ready

- Select Schools
- Consolidated Schoolwide Budgets
- Title I-C Migrant Education
- Title II-A Teacher & Principal Quality
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Allocation & Set Asides | Allocation to Schools | Private Schools | Title I-A Budget | **Action Plan** | Assurance

Title I-A College & Career Ready for fiscal 2016-2017

ISUCCEED VIRTUAL HIGH SCHOOL, INC.(466)

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Schoolwide Program

mark NA if the LEA does not have any Schoolwide Programs

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Evidence of Title I program indicators -

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ISUCCEED Virtual High School Drive











































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 I.E.38 iSucceed Home & School Compact (Responses) 
 I.E.38 Parent Involvement Plan 
 I.E.38 Parent Involvement Timeline 
 I.E.39 Annual Meeting Invitation and Right to Recieve Teacher Information Notification 
 I.E.39 Title I Annual meeting 3-2-2016 

Name	Service Time	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9
Student 1	T/Th 2:00	yes	yes	yes	yes	yes	yes			
Student 2	Wednesday 2pm	texted	no show	left text msgs	no show/no work	no show/no work	yes	no		
Student 3	Wednesday 12:00	yes	yes	yes	yes	no	yes			
Student 4	Monday 1:00	can't reach	can't reach	no show	no show/no work	no	no			
Student 5	Tuesdays 12:00	yes	yes	yes	yes	yes	yes			
Student 6	Monday 12:00	yes	yes	yes	yes	yes	yes			
Student 7	Tuesdays 3:00		yes	yes	yes	yes	yes			
Student 8	Wenesday 3:00	yes	no show	no show	no	no	no			
Student 9	Monday 11am	yes	yes	yes/wed	yes	yes	yes	yes	yes	
Student 10	Tuesdays 10:00	yes	yes	yes	yes	yes	yes			
Student 11	Wednesday 11:00	yes	sick	grandma died	yes	no	no show			
Student 12	Wednesday 10am	left msgs	yes	left message	no	no	yes	yes	yes	
Student 13	9:30 Daily	yes	yes	yes	yes	yes				
Student 14	Tuesday 11am		yes/Wed	yes/Thur	no	yes	yes	no	no	
Student 15	Thursdays 12:00	no	cancelled	yes	no show	no	no show			
Student 16	Wednesday 11am	yes	yes	yes	yes, but not elig for sped	N/A	N/A	N/A		

Description of ISVHS Special Education/ 504 / ELL Programs

Due to the individualized nature of online education and the ability in an online school to customize courses to fit the educational needs of specific students, Special Education and working with 504 and ELL students are areas of strength for our school.

Special Education Overview

The iSucceed Special Education department follows all of the federal and state regulations and guidelines concerning Special Education Students. Each student is assigned a caseworker, given weekly service hours based on their needs, and their courses are modified to fit the accommodations listed in the student's IEP. While all schools do this, because of the nature of online courses, at iSucceed we can accommodate Special Education needs better than most brick-and-mortar environments by customizing courses for our students.

Special Education Service Schedule

Because Special Education teachers at iSucceed enjoy a much smaller caseload than most SPED teachers, we create a weekly service schedule for each SPED student where he or she meets with his or her caseworker virtually in order to help on assignments and keep students engaged and progressing in courses. How much time is scheduled is dependant upon the needs of the student, but students are not limited to meeting only with their SPED caseworkers: one of the jobs of the caseworker is to facilitate students meeting with their general education teachers virtually when they need additional instruction or help on assignments. Students attendance for their service schedule is marked in our student information system and parents are notified if students do not attend or if the caseworker feels they need additional help.

How We Accommodate SPED Students

All legal special education documents are housed in the School Information System (SIS) and SEAS as soon as they are received from the prior school which are password and permission specific. Special Education staff review and handle these documents according to state and federal guidelines after they are received. Just before each quarter begins, our Special Education Department generates a report from our Student Information System (SIS) that identifies special populations and lists the courses these populations are taking at our school. The SPED department then adds the general accommodations for each student and then shares this document with the appropriate teachers, who then modify their courses before the term begins based on the accommodations listed in the document. The document is password and permissions secure and enables teachers to communicate on modification specifics so everyone is on the same page. Once the teachers make their course modifications, the SPED department views the assignments and gradebook of each course listed in order to verify that accommodations are made. When they have verified that the modifications have been made, they initial the course and will review periodically throughout the quarter to ensure that the modifications are meeting student needs.

Description of ISVHS Special Education/ 504 / ELL Programs

Student ID	EDUID	First Name	Last Name	Verification	Grade	Individual Accommodation Modification	Course1	Instructor1	Course2	Instructor2	Course3
33204	100797485	Austin	Bovin	GI	10	Shortened assignments, limited multiple choice, provide study guides, fewer lessons in math, alternate projects in math as needed, exclude discussion in math, use of calculator	Biology A_16_17_Quarter_2_1 Study guides and power points provided in course; alternative projects and help available on Project Roadmap	Mary Salove	English 108 World Literature_16_17_Quarter_2_1 Provide shortened assignments; help on Project Roadmap; Work with Austin to facilitate limiting mc options.	Kim Anderson	Work Based Credit_16_17 in WBL
41342	101780582	Tylor	Brooks	MK	11	Audio version/audio amplification, extended time for in class quizzes requiring reading, divide testing over several sessions/ reactivate test (multiple days), small group administration in as separate, but familiar location, use of word processing for longer written answers.	English Reading Essentials_16_17_Quarter_2_1 Review accommodations with student and assist student in realizing how the accommodations on IEP are built into the IEP; meet with student as necessary to assist.	Misty Knuchell	Math Essentials A_16_17_Quarter_2_1 Provide individualized instruction as needed; post alternate explanations and supports in course; check in weekly on progress; provide extra credit and use of audio or read test orally.	Gayle Jones	Retelling_16_17
274884	105174657	Tad	Carmichael-Matson	MK	11	Break down into smaller, meaningful tasks, repeat and/or clarify directions, reduce number of items per page or line, provide seating to reduce distractions if needed, shortened assignments, extra time and frequent checks for understanding, copies of class notes or fill in the blank Cornell notes provided, prompt student to stay focused, move ahead, read entire item, begin working, stay on task, small group administration in a separate but familiar location, student talks aloud when answering items, minimize distractions, read or reread directions to student.	American History A_16_17_Quarter_2_1 Student will do all assignments, including workbooks and checkpoints. Student will not be required to do discussions, exams, or projects, and those items will be exempted from the grade book.	Joe Rollins	Art in World Cultures_16_17_Quarter2_1 will provide individual instruction as needed. The student will need to complete 3 of the 6 projects and 15 of the course lessons. Alternative assignments for the projects will be provided. Instruction for the alternative assignments will be given in an email.	Dirk Tiller	English Writing_16_17_Quarter_2_1 Review as a minimum as a minimum as a minimum; check-in use address area needed. Short them; provide use of State; focused; move begin work in
505569	100772539	Elizabeth	Dunnagan		12	Rephrase test questions/directions; simplify test/quiz wording, audio version/audio amplification, individual administration in a separate, but familiar location.	Civics and Government_16_17_Quarter_2_1	Royce Gough	English Reading Essentials_16_17_Quarter_2_1 Review audio options, assists with rephrasing questions as necessary	Misty Knuchell	Senior Project touch base in meeting her; some text to
408681	101771218	Heather	Fairchild	MK	10	Small group administration in a separate but familiar location, frequent breaks, monitor for signs of anxiety in class settings, Accommodations from IEP used to guide course modification.	Algebra 1A_16_17_Quarter_2_1 No specific course modifications. Will check in specifically with Heather to try to help calm anxiety.	Ginny Carroll	Spanish 1A_16_17_Quarter_2_1 keep in close contact; provide extra resources as needed; answer questions; if audio projects are too stressful allow to hand in written answers	Angela Hunter	Speech_16_17_Quarter_2_1 Modifications 20/30 Lesson Boards
348205	102342901	Matthew	Fierstos		11	Shortened assignments, limited multiple choice, rephrase test questions, provide study guides, extra credit options, simplify wording, completes less projects, completes at least 20/30 lessons, alternate projects as needed, home work lists or to do lists.	American History A_16_17_Quarter_2_1 Student will do all assignments, including workbooks and checkpoints. Student will not be required to do discussions, exams, or projects, and those items will be exempted from the grade book.	Joe Rollins	Health_16_17_Quarter_2_1 reduced projects to 1, complete only 20 lessons; reduced discussions	Ruth Ross	Speech_16_17_Quarter_2_1 3/5 Speech requirements 20/30 Lesson Boards
277089	363965855	Brandon	Frese		12	Shortened assignments, limited multiple choice, provide study guides, fewer lessons in math, alternate projects in math as needed, exclude discussion in math, use of calculator	English Writing Essentials_16_17_Quarter_2_1 Study guides and power points provided in course; alternative projects and help available on Project Roadmap	Misty Knuchell	Speech_16_17_Quarter_2_1 Provide shortened assignments; help on Project Roadmap; Work with Brandon to facilitate limiting mc options.	Christina Ferrari	

Sped Caseworker verification

Course modifications that can be checked in course gradebook and curriculum.

Special Education is an area of strength for our school because unlike traditional, brick-and-mortar education, complete courses are laid out for students in their entirety on the first day of the quarter, enabling us to make all accommodations/modifications for the entire term even before it begins! If teachers have questions for the SPED department about the student as they make modifications they can call them, and the SPED caseworkers will also call teachers if/when they have questions about the modifications as they verify...dialogue usually accompanies this process, and teachers also attend all IEP meetings and can adjust their courses based on new accommodations. This dialogue occurs before the term begins and as needed throughout the term.

IEP and MDT Meetings

At the beginning of each term the SPED department creates an IEP and Eligibility Report review schedule, and teachers are alerted of IEP and ER meetings weeks in advance. In addition to IEP meetings, every Thursday the administration and the SPED department host a Multi-Disciplinary Team (MDT) to discuss Special Education and Special Education students. Our SPED caseworkers enjoy a much smaller caseload of students than their traditional, brick-and-mortar counterparts, and during our weekly MDT meetings, we discuss Special Education issues, student performance, student attendance for SPED services. If we need to, we call teachers to these meetings to discuss individual students, and/or to make arrangements for Special Education students to work with individual teachers on assignments they struggle with.

504/ELL

Description of ISVHS Special Education/ 504 / ELL Programs

Our 504 and ELL populations are identified at the beginning of each term through a Special Programs report generated from our SIS. In many cases, the structure of the Learning Management System meets the provisions of the 504, so courses don't need to be as extensively modified as they are for SPED students. Teachers will see 504 students flagged in the School Information System (SIS) with 504 specific accommodations listed for each individual student and the counselor notifies them about these students at the beginning of each quarter. If extensive modifications need to be made, the instructors work with our counselor in much the same way as they work with SPED caseworkers in the case of IEP's.

Homeless Student identification process

Identification Points:

- Question asked on Enrollment application regarding night-time residency for every enrolling student. Enrollment staff will check mark Homeless and McKinney Vento in the SIS. Any identified student at this point in process will not be denied enrollment based on POR or other enrollment documentation.
- Survey sent mid-year to determine change in nighttime residency. Homeless Liaison will review and then check mark Homeless and McKinney Vento in the SIS.
- Advisory teacher /Counselor/School Staff are made aware of a residency situation that qualifies and notifies Homeless Liaison

Homeless Liaison:

1. Once identified, HL, will speak with student and/or parent to determine situation and
2. HL will make Title I Coordinator, Administrator and Business Manager aware of support need in order to arrange any financial purchases or staff resources to assist with situation
3. HL will log any pertinent details in the SIS (build out 'risk factors' section in Flipswitch)
4. HL will follow up with student regarding supports to determine success

Possible supports:

- Lend a MIFI in order to access wifi to access course from any location*
- Additional internet stipend monies (depending on residency situation)
- If student did not request a laptop from the school, ensure student receives school laptop
- Regional help events, meet up with teacher for assistance
- If living in Boise area, student has access to open lab hours at the iSVHS office
- Ensure creation of Student ID to assist with free local area transportation (may not apply in all areas)
- Offer any school supplies needed for student, ie: scientific calculator, notebooks, pencils etc.
- Waive additional class fees, graduation fees if applicable.

Title I Targeted Assistance *Annual Meeting/Parent Info*

iSucceed VHS 2016-2017

Recording link:

[Title 1 Annual Meeting 9-26-2016](#)

What is Title I?

Title I - A is a federal program and a source of funding

- Eligible schools create a plan for their allocation; the state approves the plan and the program is funded
- Schools choose to receive their allocations when they believe they have a portion of their student population that can benefit from more academic support and need intervention to increase their academic success and graduation rate
- Title I funds must be used exclusively to support students meeting the criteria. This can include specific personnel, academic supports, services, professional development etc. related to additional support
- There is quite a bit of documentation and planning needed to meet the grant requirements!
- Why do it? We want to help our students, extra support helps!

What is a 'Targeted' vs. 'Schoolwide' program?

- A Targeted program provides supports to students meeting the criteria
- A Schoolwide program provides supports to **all** students
- For 16-17, iSucceed is now a Schoolwide program

A school must do a Targeted program first before implementing a Schoolwide program

How do you identify students for a Tiered intervention for a Schoolwide Program?

All students will get a baseline of supports in Tier 1 in a schoolwide system. However, about 15% may need more intensive supports in order to improve academically. These students are identified as being eligible for a Tier 2 or 3 if they need specific assistance or may be at risk of falling behind

1. Academic screener (STAR)

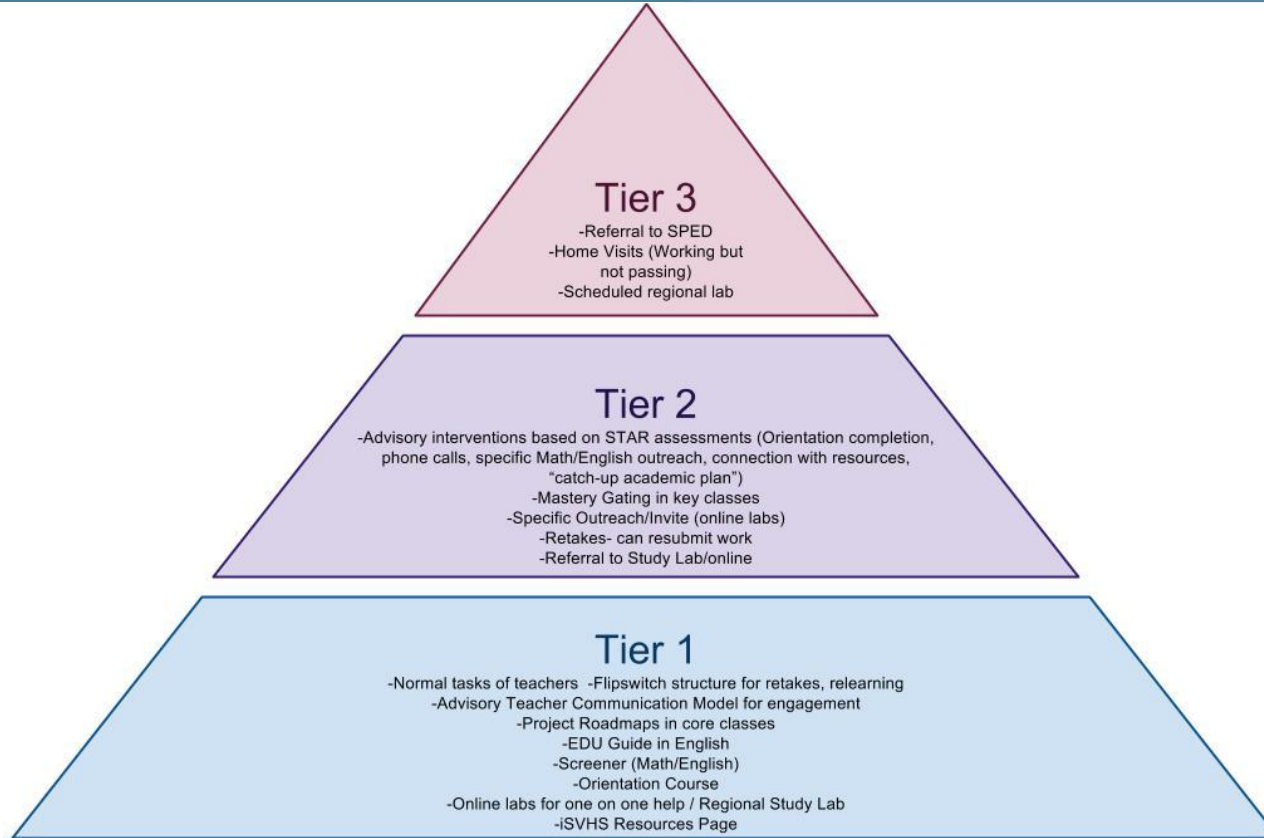
Additional criteria to consider for tiered interventions

- a. *Grades - Failed 3 or more classes prior semester*
- b. *Cohort - Behind in credit earning for graduation requirements/Eligible to graduate this year*

2. Teacher recommendation

3. Homeless identification

What supports does iSVHS provide?



Academic Screening Plan

- 2015-2016: Think Through Math, pilot in Quarter 4
- For 2016-2017 year: All new students will participate in an English and math screener test when enrolling with (STAR English/Math). This will help with placement and then we can track how they are building their skills
- We will still individually review student transcripts for cohort status and credits earned.

Unique issues - Virtual schools

- Students are statewide, so our main program supports need to be virtual to reach everyone
- Students are very mobile and sometimes only with us one quarter
- We can support events in each region but are limited on funds due to travel costs
- Our students run the spectrum from high performing to struggling but many students come to us behind in credits or struggled in traditional school prior to coming to us
- 30% of our student population is 18 and over!
- iSucceed Home & School Compact

Parent Involvement Activities

Title I grants require a small amount of the grant to be set aside for parent involvement activities

[We are an online school... how do we do this?](#)

Some ideas we did/are doing this year:

1. Content teacher welcome videos at beginning of the Quarter (in addition to Advisory contact)
2. Parent Advisory committee
3. Screenshot tutorial/video sent to parents for PSP log in
4. Roadshow in each region for new students/parents to attend for in person help

What are your ideas?

Google Form link - Parent Involvement ideas

Questions?



iSucceed Virtual High School
Board Retreat Schedule
Springhill Suites- Summit Room
6325 N Cloverdale Rd
Boise ID 83713



10:00 am Friday April 8, 2016 the iSucceed School Board of Trustees will meet for a spring workshop where they will discuss the schools strategic plan, the process needed for the Executive Directors annual review and review the financials of the ending of the current year. No decisions will be made, this is only an informational workshop. Public input will not be required, however any member of the public may attend to view the open workshop.

Participants

Board Members - Don Pena, President
Kelley Phipps
Kathy Uker
Renee Cummings
Toni Tunison
Vacant

Staff – Katie Allison, Executive Director
Laura Baker, Business Manager
Petra Jauregui, Director of Operations

Day 1, Friday April 8, 2016

10:00am – 5:00pm –

Workshop Discussion-Charter Commission timeline for annual review, financial review of 15/16 revenues and expenditures.

5:00pm - Dinner

Day 2, Saturday April 9, 2016

8:00am- Breakfast in the Summit Room

8:30am- Begin Discussions

Evaluation of District Executive Director discussion and Strategic Planning discussion.

12:00pm-1:00pm working lunch

3:00pm- Wrap Up

Grading Feedback

Project 3

Student: Johnson, Sharon (#413075)

Submitted: 12/09/2016

Add feedback for this student's assignment here.

 Attempt 1 submitted

Holly Mortimer

12/13/2016



Great use of details from the poem. Your analysis leans heavily on outside sources, and some of the sentence sections are word for word from that source material. It's fine to use resources to help you understand, but the analysis needs to be your own. Your introduction needs to begin with a strong thesis statement that you have developed about the poem (an argument or point you are trying to make about it) and then that helps you to build your case that you are right using evidence from the poem. I'm not sure which of the statements in the opening paragraph is your thesis, so it creates a kind of wandering focus in the rest of the paper. You can rework this for a higher grade if you would like to. Email me if you need help with any of this feedback.








Delete



[If You Were Coming in the Fall: Translation & Summary | The Poetry ... thepoetrypundit.blogspot.com/2012/10/if-you-were-coming-in-fall-translation.html](http://thepoetrypundit.blogspot.com/2012/10/if-you-were-coming-in-fall-translation.html)
Oct 16, 2012 - Melancholy *lady* awaiting her the return of her lover. **Four of the stanzas begin with "if,"** indicating **uncertainty**. We assume that the speaker is ...

Grading Feedback

	<p>Mary Salove</p> <p>Oops this is totally blank too. Please re-submit with your completed labs. If you are unable to get the supplies, please see the announcement called "Project Help" for the alternative. Thanks!</p>	11/09/2016	Delete
	<p>Mary Salove</p> <p>You have a great start going! If you'd like more points, please re-submit with the following...</p> <p>For the lesson 12 lab:</p> <ol style="list-style-type: none">1. For question 3, please Google "metabolic activity" and write the definition (be sure to include your source too). Then explain when you think the yeast became metabolically active? <p>For the lesson 14 lab:</p> <ol style="list-style-type: none">1. Please redo questions 1 and 22. For question 4, explain what bread dough looks like.3. For question 5, explain what causes bread dough to rise and how cellular respiration has a part in that rising. <p>If you need help with these questions, or are unable to get the supplies, please see the announcement called "Project Help" and click on the Project Roadmap. Thanks!</p>	12/13/2016	Delete

B *I* U x_2 x^2 Ω       

Grading Feedback

Attempt 1 submitted



William Amschel

I guess I forgot to save and I lost all my work, but I retyped it so it should be okay now.

12/09/2016

Grade % Saved

Attempt 2 submitted



Holly Mortimer

William, the document you attached is blank. Can you resubmit?

12/09/2016

Delete

Holly Mortimer

You might want to switch to working in a Google Doc...drive saves automatically, and then it's available wherever you are. :)
Your essay is very well written, but if you list a source as cited at the end, you need to have cited it in the document itself. Any time you use a source you need a citation right there; that not only gives the original author credit and protects you from plagiarizing, it also strengthens your argument because you are demonstrating the research basis of your claim. Your Works Cited list needs to be in MLA format.

12/13/2016

Delete



Great introduction and even better conclusion. That is a challenge for a lot of students (restating thesis) without being redundant, and you have a great closing line. With some work revising the research elements of your essay, your grade would be much higher. Feel free to resubmit, or email me if you'd like more clarification and/or some resources to help with MLA format and citations.



Engagement

15-16: Chronic absenteeism for some students, Advisory-Content hybrid adopted. On average, 15% increased communications between students and teachers. Needed to measure types of interactions/quality

15-16: 3% Increase in course completion for TI Targeted

16-17: Track communication interventions, now tracking outreach/interventions

Target: expect an % increase from Q1 to Q2 in communication, 5% or more

16-17: Attendance/engagement measures, look at persistence report.

Target: Pass rate increase schoolwide, above national average for 9-12 high school courses

Academics

Follow

Math and English screener results, review after both pre and post can be deliver. What is typical growth

Academic Analysis Q1, analyze student data and then

Data Considerations for Strategic Plan:

ISEE Demographics

Title I 15-16 monitoring

BASELINE DATA OR SCHOOL CONTEXT	
STUDENT LEARNING/PATTERN OF ACHIEVEMENT	
Online instruction --- engagement connection: grouping at the low end of grades 0% -10%, 80 - 100% (Get data): Pass / Fail --- Nationwide: 50%. Flipswitch data 3 years: 51% What is the pass/fail rate when you remove "chronic absentee" students?	
Mobility of students % (students for 2 terms or less): 2015-2016 need Students with us the full year: 19-20%	
840	Total unique student enrollments 2015-2016
449	November enrollment capture Nov 2015
157	# of students who were enrolled the entire year for 2015-2016
Behind in credits %: 40%? Over 18: 25-30% Demographics -- work, homeless, student parents, professional athletes, behind in credits, want to finish for graduation, 5th/6th/7th year cohort	
Students who come to online schools have a wide spectrum of reasons. Additionally, the technological nature of online instruction comes with unique obstacles and opportunities.	
Nationally, the average pass/fail rate for online students is 50%	
STUDENT ENGAGEMENT	
Online instruction, engagement is everything.	
Model before -- Advisory and Content, not structured or outlined well but outreach on both	

iSucceed #466

Overall response regarding the Site Visit report and factual inaccuracies:

The Board and school feel that some of the responses in the report were contradictory and there were several areas where topics are referenced in which the staff interviewed did not recall discussing. Additionally, the school had evidence prepared in several areas to share in preparation of the visit but instead much of the visit was focused on an interview format. The following responses are entered below in bold blue italics on specific questions, with a discussion of inaccuracies and documentation to support the response. The responses were drafted by the teachers, staff and Board members that were interviewed during the visit.

--The iSucceed Team

Mission and Key Design Elements

1. Is the school faithful to its mission, implementing the key design elements implemented in its charter? Rating: Meets

Evidence: Interviews with Administration, Board, and staff

Detail: The administrative team understands the mission of the school, as does the board. The teachers were also clear on the mission. The mission is enacted through effort in personalizing the education of all students. Flexibility is provided through the online platform and use of the quarter system (rather than a semester or trimester) for coursework. The design element of Parental involvement was not clearly demonstrated during site visit. Extracurricular activity opportunities could be increased.

Response: *See #2 response*

2. To what extent is the charter school implementing distinctive instructional practices as outlined in its charter? Rating: Approaches

Evidence: Interviews with Administration, staff, curriculum demonstration

Detail: The school has worked at developing an effective advisory program in addition to their instructional practices this advisory program works toward building relationships between teachers and students. The school is not currently focusing on building relationships with parents. The school staff must use a curriculum developed by an outside company with limited ability to add to the content.

Response:

The statement that the school is 'developing' an Advisory program is inaccurate. This program has been in existence since 2009 however advisory duties have changed in reflection of school goals, student needs and program structure. Additionally, to state "the school is not currently focusing on building relationships with parents" is misleading from the information shared during the interview. The staff acknowledged

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during the visit that parent involvement can be minimal due to the reasons listed below but they still do tremendous outreach efforts. Despite knowing parent involvement building relationships with parents has been a key component of our advisory model since inception.

- *Parent outreach regarding student performance has doubled in frequency since moving from semesters to quarters*
- *Parents have been surveyed by Advisory teachers on their preferred method of communication and our strategies have adjusted to accommodate those preferences*
- *Parents are provided their own login to our PSP. They are also provided with specific instructions for accessing and navigating the PSP, they also have advisory teacher contact for conferences if needed (this was shown and discussed during the visit).*

While building relationships with parents is important, it is also key to recognize that over a third of our student body is over 18 and does not require parental involvement. iSucceed should be acknowledged for strategic efforts to retain this at risk population of students.

Finally, Parental Involvement is a requirement of our Title 1 Program and efforts toward increased involvement are included in Title 1 documentation. The school Board also have a current member who was a parent of an iSucceed graduate.

Modification of Content: While iSucceed teachers cannot directly modify content, they have an almost infinite ability add to content via the teacher notes. Teachers also have the ear of Flipswitch developers regarding course feedback throughout the entire terms with the “curriculum feedback” button. This is not only a means to fix course errors, it is a place to make content suggestions. Finally, modifications of content with course roadmaps and assignment choice is used a Title I instructional support (listed on Tiered Intervention document provided prior to the visit and Title I documentation required by Federal Programs)

While iSucceed is in a contract with a curriculum provider, it is worth noting that iSucceed teachers insisted on a provider change from the prior vendor because they recognized content deficits and were willing to overcome significant institutional changes for the benefit of iSucceed students.

Evidence:

Evidence 1 Parent Involvement Plan Indicator

Evidence 2 [Advisory Content/Hybrid Model 16/17](#) (Already provided to PCSC)

Evidence 3 Course modification example: Teacher note World History B.

iSucceed School Board members (Dashboard already provided to PCSC)

Program Delivery and Curriculum

3. Does the school’s curriculum provide the opportunity of academic success for all students? Rating: Approaches

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Evidence: Curriculum demonstration

Detail: The school is utilizing curricular materials that are purchased through a third-party provider. There was no evidence of a scope and sequence document other than the ability for students to progress through the different courses. The curriculum is a set curriculum and there did not appear to be significant differentiation taking place for students. There is the ability for teachers to add additional information into a notes section of each course, which could assist students alongside the actual curriculum. In addition, teachers can create alternative assignments or exempt students from sections of the curriculum, but it is unclear how often or under what circumstances those adjustments are made. The curriculum showed was all at the same reading level and appeared difficult for low learners to access.

Response:

While the school does use a curriculum service provider with structured courses, there are a few inaccuracies in the response here regarding what was shown/shared at the visit. The scope and sequence of the courses are online and very robust. The interviewers were shown the course interface and specifics in this areas so we are perplexed why this response is here. Additionally, the Scope and Sequence for the entire course is visible to the student, the parent and teacher simultaneously! This is hardly ever accomplished in the physical classroom and we know it is not always present in other online curriculum but it is in ours. Included in this response is a screenshot of what was shown to the interviewers with detailed explanations.

The teachers and staff interviewed do not recall much discussion of curriculum differentiation during the interview so we are again, concerned with the language written here. The following is a response drafted by the teachers interviewed:

As some of our teachers have worked in other online schools, we can speak with authority to this matter regarding differentiation in the online classes. Furthermore, teachers during the site visit were not asked to demonstrate or provide examples of our courses or interactions with students. We were not directly asked about differentiation, or the procedures we follow for enhancing or modifying the curriculum. We were not directly asked about evidence of the kinds of actions the team was assessing, but then were retroactively dinged for not showing those and not providing responses to those. The conversation with teachers was very general and superficial. One focus of the comments seems to be that our school's academic program is not meeting the needs of our students, but the comments imply that the only needs are those that are part of the academic curriculum and the only measurement should or can happen within the system. Our students have demonstrated needs around persistence, credit recovery, and emotional well being which happens both within and outside the instructional system. We have observed that, measured and documented it, and made efforts to include in our core academic program tools that help to address those specific needs. The interviewers seem to have ignored, forgotten or downplayed those tools; yet they are key components of our school, and are research based and demonstrated to work with at risk youth and students in poverty.

While there may be constraints regarding the consistent course structure in the

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curriculum (6 Units, 5 lessons in most of the courses), it is actually a strength in course consistency and measurement for the students and parents. Differentiating curriculum when a student is struggling is a key part our Advisory/Content model and Title I supports and evidenced there.

Evidence:

Evidence 4a Scope and sequence listing in courses (screenshots)

Evidence 4b English Curriculum map

Evidence 5 ISVHS Project Roadmaps

Evidence 2 Interventions in Week 5-9 (Advisory Content/Hybrid Model 16/17) (already provided to PCSC staff for visit)

Evidence 6 Tiered Layers of Intervention (already provided to PCSC staff for visit as well)

4. Does the school provide clear, appropriate, and skilled delivery of the curriculum content? Rating: Approaches

Evidence: Interviews with Administration, staff, curriculum demonstration

Detail: The course visitation showed how students access and activate the learning materials. The objectives or stated within the content itself. Teachers are able to more clearly articulate objectives through their announcements and the use of notes section. Through the advisory program, there's an added opportunity for students to be caught if they're falling behind with the curriculum, but it's unclear what supports are available to help those students catch up.

Response:

This response contradicts what was said in the prior question #3 regarding scope and sequence and acknowledges that it does exist.

Additionally, students are offered “catch up” help, remediation, and project facilitation three different ways: through advisory contact, through content contact throughout the quarter initiated by students and teachers, and through focused content interventions in the second half of the quarter. This is evident in both the Advisory/Content model overview, weeks 5-9 and the Title I tiered interventions (already provided to PCSC staff and attached here).

Catch up help includes project roadmaps, modifying assignments, strategies for efficiency, live sessions, videos, phone calls, emails, text messages. The number of excellent project modifications in the Course Roadmap folder speaks volumes about the skilled delivery of curriculum.

Evidence:

Evidence 2 ISVHS Advisory /Intervention Program (PDF)(Advisory Content/Hybrid Model 16/17) (already provided to PCSC staff for visit)

Evidence 5 ISVHS Project Roadmaps (PDF) (provides evidence of skilled interpretation

and facilitation of curriculum and assignments)
 Evidence 7a and 7b Specific course project roadmaps - Title I supports
 Evidence 8 ISVHS Advisory /Intervention Program (PDF)
 Also see evidence for item #3

5. Has the school developed a well-defined feedback loop for revising curriculum on an interim and year-end basis? Rating: Does not meet

Evidence: Interviews with Administration, Staff, Assessment List

Detail: The school does not conduct student assessments outside of the state-required ISAT testing, the SAT, and the PSAT exams. This provides a challenge in determining the proficiency and growth of iSucceed students and providing staff and administration data to direct curriculum revision. There was not a clear picture of an alternative method for developing a feedback loop for revising curriculum. It appears as if the teachers within a content area converse and share ideas for curriculum but with the curriculum provided by a vendor, they are unable to make such revisions. None of the administration or board could provide performance goals for students.

Response:

While as a school we have not implemented standardized assessments outside of the state-required ISAT exams during this time period, much of this is due to the numerous changes in state, PCSC and federal accountability with these measurements and what is or what is not acceptable measurements in this area as ESSA. That being said, the school took steps several years ago (13-14 school year) in order to pursue a Title I program that would provide structure and guidance in assessing student progress so the team could look at key areas of focus. The school has participated in this program's rigorous requirements since 2014, they went through a federal programs review and yet this was inquired about for evidence during the interview process. Title I programming requires monitoring program elements and assessing academic improvement of targeted criteria.

To address these issues in assessing growth and proficiency while decisions are made by accountability agencies, the school is conducting STAR English and Math tests during the 2016-2017 school year within their courses to look at growth measures. Additionally, the school is course academic analysis reports each quarter to identify specifically where in each course students are struggling.

“Unable to make revisions” in regards to curriculum is an inaccurate statement: we can add and remove assignments in the gradebook and we can also modify lessons and assignments through the teacher notes function in the Course Player. This allows us to customize our courses to our liking even while we provide feedback to our vendor to further alter the curriculum. Further teachers do have a means of providing course feedback in order to fix errors and make content revisions. This feedback goes directly to Flipswitch and numerous changes have been implemented because of said

feedback. The feedback icon is easily located within the SIS and is set up so feedback automatically links to the assignment/lesson in question.

Evidence:

Evidence 9 15-16 Title I Program and Processes

Evidence 10 ISVHS Academic Analysis

Evidence 11 Title I documentation, Title I Spring Conference and Title I Summer Camp workshop agendas

Evidence 12 Screenshot of feedback icon (FS Feedback tool)

6. Does the school effectively provide opportunities for student engagement?

Rating: Meets

Evidence: Interviews with Administration, staff, curriculum demonstration

Detail: students are provided an opportunity to master the curriculum. They are allowed to redo work assignments and checkpoints up to three times. The other assignment types allowed for one-time submission. Teachers indicate that they provide feedback to students throughout the course providing input on their work and what needs improvement, usually within 24 hours. Teachers also offer office hours where students are able to meet virtually with the teacher to get additional tutoring assistance.

Program Delivery: Instruction

7. Does the school recruit, support, and retain highly effective staff? Rating: Meets

Evidence: Staff roster report, interviews with Administration, staff

Detail: There was evidence of teacher retention and professional development at ISVHS. The staff is comprised of 50% full-time and 50% part-time teachers. The board did not seem to play a direct role interviewing and selecting teachers, rather leaving this responsibility to the administrative leadership. Turnover for administrators and administrative staff has been high; this may be due to the financial difficulties of repeated transitions among Educational Service Providers. This situation appears to be improving.

8. Does the school have strong instructional leadership? Rating: Approaches

Evidence: Interviews with Administration, Staff

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Detail: The school has a new principal, hired this year, who seems attuned to the importance of collecting and monitoring data from each course. It is unclear what role the principal will play in monitoring and mentoring staff, outside of the advisory program. It was indicated the teachers are evaluated once per year. Previously the administrator's role was too encompassing to focus on instructional leadership. The school has recently become a Title One school, indicating interest in instructional Improvement for students.

Response:

The school acknowledges that there were changes in leadership over the past few years which can affect processes and program building. However, this response should also consider the tremendous amount of work and restructure that happened within the school in the face of significant changes, administrator turnover and financial instability. Despite these events, the school did have a school leadership team composed of two instructors, the prior administration, the Head Counselor, and the Special Education Coordinator in place (which included also the current administrator) participating in school improvement processes. The current administration also worked to ensure that personnel changes occurred smoothly while hiring and training new staff.

Title I status for the school is not recent. The school has been operating a Title I Targeted program since 2014 for two full years, and has Schoolwide status for 2016-2017. The previous administrator was intensively involved in planning and implementing the school improvement plan and Title I plan, both of which were solely focused on instructional improvement therefore this time span is more than just an interest but points to a program already in place

Evidence:

Evidence 12 Title I program designation screenshot 2014-2016 via SDE

9. Does the school have leadership sustainability? Rating: Approaches

Evidence: Interviews with Administration, Board

Detail: The school has seen a large amount of administrator turnover. The board indicated that finding the right individual to implement the school's vision is key. However the board appears to take an active role in the financial management of the school and an operational level, which can prove difficult to maintaining an experienced administrator. At the direction of the board, the current administrator's role is largely focused on the financial and operational aspects of the school, rather than academic outcomes. Specific job description descriptions for the administration roles were not provided and the school does not appear to have a succession plan for the administrative team.

Response:

The school would like to clarify a two items regarding this response. Board

involvement in financial decisions not a direct correlation to administrative turnover. Administrative turnover based on strategic decisions for students benefit led to board involvement in financial decisions. Both the board and our current Executive Director recognized the importance of a focus shift back toward academics; hence, they approved the hiring of the current Principal who has been instrumental in gathering and analyzing data toward student achievement.

Two Board members also went to ISBA training this Fall in which administrative evaluations are covered and will continue to receive training in this area as Additionally, job descriptions for administration are available in the school's policy manual provided to all staff and the public on the school's website so we are unclear how the response indicates job descriptions are not present.

Evidence:

Job descriptions are posted on school website:

[Executive Director and Principal Job Descriptions](#), click on Policies

10. Does the school offer professional development that supports the school's goals and needs of individuals? Rating: Meets

Evidence: Interviews with Administration, Staff

Detail: Both the administrative team and teachers interviewed indicated that professional development is provided. It appears that the professional development is teacher driven.

Program Delivery: Assessment and Evaluation

11. Does the school deliver an academic program that provides improved academic outcomes and educational success for all students? Rating: Approaches

Evidence: Interviews with Administration, Staff, Curriculum Demonstration

Detail: There are indications that the school is working to enroll diverse learners. However, the teachers indicated that over the course of the school's history, there's only been two students qualified as English language Learners. The teachers know that they receive student IEP/504 through Google Documents. There was no indication teachers meet with any administrative team member to review it IEPs/504s and/or interventions. The teachers interviewed indicated that each teacher with student on an IEP / 504 added notes to the relevant Google document. This raises concerns about student confidentiality and how these types of documents are stored and shared. Additionally there were no clear procedures for how the school identifies diverse Learners. There was talk about how cumulative files came with the students and some evidence of Response to Intervention and the different tiers of

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support. This seems to be emerging for identified students. It is unclear how or if the curriculum is adjusted for diverse learners.

Response:

The school wishes to clarify several inaccuracies in this response. Teachers do NOT receive IEP/504 legal documents through Google Docs. The school follows state and federal guidelines regarding this type of paperwork and it is housed in a password protected and permission specific area of the School Information System (SIS) and SEAS program. The interviewers did not ask specific questions regarding the IEP/504 process despite being introduced to the Special Education Coordinator who was on-site during the visit. Additionally, the school undergoes a rigorous Special Education review each year with the SDE so we do not understand why the comments would say they don't have a process. This would negate the entire rigor of the current SDE process. The interviewers were shown a Google Document that teachers and administration use to communicate how and when specific individual accommodations are put into place into courses during the term but that document was used solely to communicate accommodations at the beginning of the term and it NOT the entire process. However, this Google Document is also password and permission specific and cannot be viewed but outside parties since the school operates a closed GAFE network. Since interviewers were shown this communication document, we are unclear how they can state that "there are no clear clear procedures for how the school identifies diverse learners" when evidence of such was in the document. While the school follows state and federal guidelines and annual reviews which are rigorous, we'd like to provided below is an overview of the IEP/504 process.

This question lists whether the school delivers "an academic program that provides improved academic outcomes and educational success for all students." The school has operated a Title I Targeted and Schoolwide program for the past several years that is focused solely on that measure. The school would not be approved for this federal program, let alone approved to be a schoolwide program if substantial evidence was not provided that the school supports the needs of diverse and at-risk students.

Evidence:

- Evidence 13 Copy of F16 Q1 SPED Service Schedule - Quarter 1.pdf
- Evidence 14 Description of ISVHS Special Education 504 Programs.pdf
- Evidence 9 15-16 TitleIProgramandProcesses
- Evidence 15 Copy of Homeless Student identification process.pdf

12. Does the school have an adequate assessment system in place to evaluate instructional effectiveness and student learning? Rating: Does not meet

Evidence: Interview with Administration, Board, and staff assessment list, curriculum demonstration

Detail: Data is beginning to be collected in regards to classroom information. The

administrative team is collecting data points from each class such as student logins, assignment grades, etc. However there was little mention regarding formative assessments applied throughout the Academic Year. Discussion with the administrative team indicated interest in future development of a formative assessment system, but there's no evidence that such development is underway. It was also mentioned that the school is looking to promote quality online instruction by using assessments. Again there was no demonstration of this occurring. The board also indicated that assessment data is something that they are still working on with the administrative team. However, they are unsure of what data that needs to be collected to make a difference in academic success for students.

Response:

Regarding this measure there a couple of inaccuracies to be addressed. While the school recognizes that the assessment measures outside the required state and federal requirements are needed, it does employ several formative assessment opportunities via Title I supports and Advisory/Content teacher communications. The school did use progress measures with the prior Targeted Title I group of students in prior years which certain instructional supports were given based on identified student need.

However to address more formal assessment, since the school moved to a Schoolwide plan this school year, the school is using STAR English and STAR Math assessments in order to measure individual growth within in the courses. The assessments will be given through the year and will hopefully provide the team better data in the absence of consistent standardized testing measures. The school and team are clearly building better processes here based on the evidence provided.

Evidence:

Evidence 5 [ISVHS Project Roadmaps \(PDF\)](#) (provides evidence of skilled interpretation and facilitation of curriculum and assignments)

Evidence 6 [Title I Supports/Tiered Interventions](#)

Evidence 8 [Description of the ISVHS Advisory/Intervention Process \(PDF\)](#)

Evidence 18 [Student grading feedback based on formative measures in course](#)

Access and Equity

13. Does the school offer adequate support for special populations?

Rating: Does not meet

Evidence: Interviews with Administration, Board, and Staff Annual Reports, Curriculum Demonstration

Detail: When talking with the administration or board there was often mention of “our population”, in reference to the “type” of students enrolled at iSucceed. The board indicated that they target at risk and minority students. However per the 2015 annual report, there is a

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small population of IEP students (6.5%), no LEP students, and 16% defined as “non-white.” iSucceed’s special populations are well below the state average. Throughout the different conversations, there was only mention of teachers adding information to the course through the notes section. This section of each course provides the teachers the opportunity to add videos, additional assignments, or differentiate to the best of their ability. Teachers can also exempt assignments as needed for the whole class or on an as-needed basis. There was no evidence through discussion or items provided of other ways teachers meet the needs of diverse students. Teachers are available for students through online office hours, but the students must choose to participate in this opportunity.

Response:

The school strongly opposes the response listed here as it does not consider very important student special populations and the school’s Title I program is completely absent from this measure when discussing at-risk students. Student demographics are clearly reported in ISEE year after year with at-risk designations and economic disadvantage.

The school also takes issue with the following statement: “There was no evidence through discussion or items provided of other ways teachers meet the needs of diverse students.” Interviewers were provided documentation regarding some specific student supports however, not much was asked regarding the specifics of the Title I program. Additionally, the school was approved by the federal government in 2014 as a Title I school in which at-risk students have to be identified regarding their academic needs and gaps. The school would not be approved for this federal program, let alone approved to be a Schoolwide designation if substantial evidence was not provided that the school supports the needs of diverse and at-risk students. Clearly there is substantial historical evidence here, we are unsure why this response was written in this way. The school also participated in a Federal Programs review last school and there are a large amount of indicators on hand during the visit that would clearly address how the school supports these students. A wealth of national research exists regarding the academic issues with economically disadvantaged youth and these supports are woven into the school’s academic program as evidenced by the Advisory/Content model and Tiered Interventions (already provided to interviewers) but also present in all the documentation the school keeps regarding its Title I program.

While the schools may have lower % of students on a compliant IEP or students labeled in minority than the state average, the school still enrolls these students. Additionally, the % of students in those categories will fluctuate from enrollment period to enrollment period (there are 4 each year) so the school has these programs in place and ready to meet the needs of students with IEP’s and any academic needs for minority students.

We are puzzled how the school would get a “Does not meet” in this area based on the historical evidence and would like to request a review and a more appropriate rating assigned based on the evidence.

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Evidence:

Evidence 2 ISVHS Advisory /Intervention Program (PDF)([Advisory Content/Hybrid Model 16/17](#)) (already provided to PCSC staff for visit)

Evidence 9 15-16 Title I Program and Processes

Evidence 12 Title I program designation

ISEE Demographics 2011-2016 (via SDE)

14. Does the school have a strong, steady retention rate for all students?**Rating: Approaches**

Evidence: Interviews with Administration, Board, and Staff Student Retention Form

Detail: iSucceed has a lower than expected return ratio of students. Throughout the course of the visit with Administration, Board, and teachers, there was a recurrent theme regarding High student turnover. Simply stated, "it is the type of students we attract." When asked to define this type of student, interviewees indicated that many students have failed in their previous schools and came to iSucceed looking to graduate.

The school does not perform exit interviews, though they expressed interest in doing so in the future. They often don't know a student has left until they receive records requests or the student fails to complete course work.

The school's enrollment has been declining. They have seen some growth recently but not at the level they would like. It appeared that the board was most interested in increasing enrollment to ensure they were eligible to obtain transportation funding. The administration and teachers appear genuine in their discussion of marketing to increase enrollment.

Response:

The school would like to address inaccuracies in this response. In an online instructional setting, students are much more mobile than in the brick and mortar setting. Additionally, the school's charter approved by the Charter Commission, specifically mentions that the student population may come to the school and return back to their home at a later date. Given these statements, this measurement seems contradictory in looking at retention measures while the uniqueness of the type of school and students was recognized at the Charter's inception. While school indicated that student mobility can be challenging in several areas of the school, the demographic data submitted via ISEE indicates that mobility is a reality of school choice in online education. Part of strong decision making and strategy is to gather data on the reality of processes and then adjust according to best practices for that setting. While the school would love to have a student body that is with us all 4 years, we also know it is part of our mission to serve student needs as described in the charter and the very specific needs they may have. Online instruction is a different modality than traditional instruction and retention measures really should reflect what retention numbers typical for this type of school based on state and nationwide trends

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and the student population the school serves (ISEE Demographics, mobility).

The statement about declining enrollment is inaccurate. The school's enrollment has been increasing since a decline in 2014 when the school's cash flow and budget was low in regarding to enrollment and marketing services. This enrollment increase is evidenced by iSEE enrollment captures each year (2014=292, 2015=446, 2016=455). While increasing enrollment does ensure higher funding and given the school's financial issues prior there would need to be one of the Board's concern and one of the school's strategy points. That being said, the school's strategies are also focused on stable, quality education programs as dictated by their accountability measures. We also would like to point out the school's enrollment increased during a time period in which Idaho online school enrollment was declining; which may indicate both a favorable reputation with enrolling students (and student that come back to the school after prior enrollment) and a need for the program elements and structure the school has to offer.*

A final statement here regarding enrollment is that exit interviews have been conducted by the school in the past and the school does gather basic information when the school withdraws. However, without a statewide school information system, being an online school and some characteristics of student demographics, withdrawal communication can be problematic. The school has been conducting surveys with incoming students in order to understand their needs and looking to reinstitute exit interviews with fidelity. As evidenced by the focus on engagement, the school really does try to retain students within the program elements but we also recognize we offer a unique type of instruction and some students may only need us for a short period of time. We do know from our incoming student surveys that we have a strong positive word of mouth in the communities and we are very proud of that.

Evidence:

Attachment B in APR response: ISEE submissions, Nov 2014-2016
Evidence 16 Title I Annual meeting with parents

Organizational Capacity

15. Does the school create and sustain a well-functioning organizational structure and professional climate for all staff? Rating: Approaches

Evidence: Interviews with Administration, Board, and Staff

Detail: The school has struggled with administrative turnover. This may have been remedied with the recent addition of a principal to support the executive director. High turnover may also have been symptomatic of stress resulting from multiple ESP contract changes. The working climate for teachers appears to be sound.

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The board demonstrated more interest in the finances of the school than its academic outcomes. Outside of finances, the board has not necessarily set clear expectations for the administrators and staff.

Response:

See response to item #9 in regards to this measure

16. Are there effective communications channels between stakeholders?**Rating: Approaches**

Evidence: Interviews with Administration, Board, and Staff Meeting Minutes

Detail: There is regular communication between teachers and students, both in regard to coursework, progress, and in an advisory role. Staff indicated that the school is working on a parent involvement plan to engage parents through emails, monthly newsletters, and parent/teacher conferences. The school hopes to roll out this plan during the second quarter. School administrators appear to meet regularly with the board, and meeting minutes indicate well-managed meetings. The board and administration have a positive working relationship. With regard to the ESP relationship, it appears that ISVHS's administration has taken the lead on communication with Flipswitch. Flipswitch eliminated some key, previously agreed-upon staff positions, which has required ISVHS to renegotiate their contract. It is unclear what role the board has taken in enforcing and negotiating the terms of the Flipswitch contract.

Response:

There are two items in this response that are factually inaccurate. The school has an existing parent involvement plan (and required for Title I programming) but with the considerations mentioned in response #, parent involvement can be difficult. That is why the existing team and new Principal are looking at new ways to improve parent engagement to the existing plan (and those ideas are what would be "rolled out" in the current school year). That being said, the school has been sending monthly newsletters to parents since 2013-2014 school year and offering parent-teacher conferences every term through advisory since the inception of the Advisory program in 2009. Parents also get welcome emails as well as robust communication with both advisors and teachers, especially if/when students begin to experience difficulty and/or fail their courses. Additionally, the school conducts stakeholder surveys at the end of every school year and invites input from student and parents throughout the year on school events and program. As part of the Title I program, the school is required to hold an online meeting with parents every year for input on Title I programming.

In regards to the ESP relationship, it is accurate that there were personnel adjustments/changes with the ESP in the summer of 2016 that affected the school but this was remedied between the ESP, school and Board in fall of 2016 memorialized in a contract addendum (this was not a "contract renegotiation").

Evidence:

Evidence 16 Title I Annual meeting with parents

Governance

17. Does the Board demonstrate alignment to the school’s mission, vision, and core values while remaining a governing authority? Rating: Approaches

Evidence: Interviews with Administration, Board, Strategic Plan, Annual Reports

Detail: For the most part, the board appears to maintain a governance role. However there does seem to be a bit of crossover into management responsibilities. It appears that board members visit the school regularly, their presence felt much like that of school staff. The board has periodically participated in board trainings and conferences through ISBA.

The board is very focused on financial issues and appears nonchalant regarding academics. When asked about particular academic issues, the board was not readily able to respond. Most often they responded to concerns with the same phrase “it’s the type of students we have.” When asked about specifics regarding low math scores, the board members indicated that such scores are the result of how the school is assessed and the type of students that are enrolled. They had ideas regarding how the administration and teachers could affect Improvement.

18. Has the school’s board developed a strategic plan?

Rating: Does not meet

Evidence: Interviews with Administration, Board Strategic Plan

Detail: The school strategic plan is weak in the area of student achievement, which is the area of most concern for iSucceed. The Strategic plan lacked a focus on obtaining meaningful assessment data and providing effective intervention for the “at risk” population they claim to serve.

There was a discrepancy between the description of strategic plan development between the board and the executive director. The board indicated that the plan was originally produced through a consultant out of Washington State, and they worked on it during the board retreat. The executive director indicated that she was the responsible party and provided the plan to the board for their review. There does not appear to have been any stakeholder involvement or Board training prior to the strategic planning.

Response:

The Board does recognize that academic goals will need to be adjusted in the strategic plan/continuous improvement plan once the State Department of Education finalizes accountability and standardized testing requirements. At the time of drafting the

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current Strategic Plan, these items we not determined and are still not finalized. Therefore the school and Board will be incorporating existing SMART goals, Title I supports and measures from other plans established this year by the BOE (College/Career, 3-year Gifted) as they adjust the Strategic Plan with the newly added Board members training and input.

The Board and Administration also wish to clarify an inaccuracy on this item in regards to the school’s strategic plan discussion. Over the performance term, the school has had several Strategic Plans adopted. Early in the school’s history, a consultant was hired for one of the strategic plans which the Board member was referencing. The school’s current Strategic Plan however, was drafted by the Board and Executive Director over a period of time including extended workshop dates in Spring of 2016 and summer that are evidenced by Board minutes. The Board recognizes that this area is a work in progress with upcoming accountability and charter changes but respectively would like to suggest this area be determined as “Approaches” given the evidence provided. The Board is already prepared to do these adjustments as soon as this information is received, charter changes are accepted AND is already exploring new academic measurements this school year in lieu of information from the state and other accountability groups.

Evidence:

Board meeting minutes:

Evidence 17 April 2016 Retreat agenda

Evidence 19 SMART goals 16-17 draft

19. Does the school’s board provide appropriate academic oversight?

Rating: Does not meet

Evidence: Interviews with Administration, Board Assessment List

Detail: This is a significant area of concern. The board appears to be more interested in finances than in the academic success of students. When discussing the academic scores, specifically the low math scores, the board members were clearly unaware of what this truly indicated. It does not appear that decisions are driven by student performance data. The board indicated a belief that it would be difficult to demonstrate or make major academic progress due to “our population.” The board seemed to be more interested in reaching enrollment of 400 + students in order to be eligible for transportation funding than they did with the academics of students. Additionally, there does not appear to be a board member with an education background.

Response:

Due to prior year performance framework ratings for the school and school operational considerations, the Board was focused on financial areas of concern because it was the primary area in which the school was struggling which often affects all areas of the school. That being said, the board is involved in academic considerations in reviewing

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the school's Title I plan, federal programs requirement discussions, school improvement items, accreditation submission, state accountability and Board of Education measures. These topics have all been discussed at Board meetings. Additionally, three new Board members were added this year to the school Board and therefore these Board members will receive additional training and information throughout the year, some of which has already occurred.

Additionally, when openings occurred with Board members this summer and fall, the school and Board actively recruited new Board members that would have either an education background or experience with at-risk youth. One Board member added in July 2016 was on a prior trustee on a public school district board, another member works with at-risk and incarcerated youth with transitional and academic and the final board member added is the current Gear-Up Coordinator with the State Department of Education.

The Board recognizes that managing academic oversight is a work in progress with upcoming accountability and charter changes but respectively would like to suggest this area be determined as “approaching” given the evidence provided.

Evidence:

[Board minutes 2014-2016](#) (link website minute postings)

[Title I schoolwide plan](#) (on file with SDE)

[Board minutes new Board members, click on December 8, 2016](#) (new Board member names also provided to PCSC staff the day after changes)

20. Does the school’s board provide appropriate operational oversight?

Rating: Does not meet

Evidence: Interviews with Administration, Board Education Service Provider Agreement

Detail: The board seems to understand the financial aspect of school governance, but not the academic aspect. There have been no academic expectations or goals set for the administrator during annual evaluations.

Regarding the ESP, it appears the terms of the Flipswitch contract may not be met due to Flipswitch’s reduction in staffing at the school. The school is still operating under the old contract with a “gentleman's agreement” regarding what fees Flipswitch is now billing to ISVHS. It is not clear what actions the board intends to take regarding future agreements with Flipswitch. This could prove to be a costly liability if the school is required to continue to pay the agreed-upon fees, yet has absorbed the additional cost of replacing Flipswitch employees at the school level. The administrator and business manager seemed to have a more active role in the renegotiation of the ESP contract than does the board.

Response:

The Board feels this item reviewer response is inaccurate and does not reflect the

evidence. Due to the financial concerns of the school in the last two years, the Board has clearly been involved in ensuring financial stability in order to have operational and personnel stability. In fact, many of the Board’s decisions in the prior year and the goal of the extended service agreement revolved around building financial and programmatic stability which leads to strong operational measures. Since the Charter Commission’s visit, the service provider did address concerns about personnel and operational changes with an addendum to the agreement (attached) that adjusts the school’s financial burden for personnel costs. Additionally, with the addendum the service provider provided shared oversight of the remaining operations personnel directly with the school/Board.

While a conversation with the Board during this visit consisted of several questions and topics, no detailed discussion around the current program elements and expectations for the Administrator. Additionally, one of the Board members interviewed was new since July 2016 and therefore not participating in prior year Board meetings and evaluations. The Executive Director was evaluated by the Board 15-16 and is expected to maintain accountability measures from all required entities as well as working with the Board with strategic plan goals and adjustments. While it is true that the school’s focus has been on stability the past two years, the Executive Director actively shares academic information throughout the year and the Board participates in federal program requirements which are discussed and reviewed at Board meetings, workshops and trainings.

The Board does have an actual contract and agreement from the service provider that was provided to the Charter Commission staff at the time of signing. The agreement specifically designates the separation of academic decisions to the school/board. While the fees and cost associated with the agreement are inclusive of several services during the time period, the Board recognizes that the need to analyze actual service costs when they make final decisions regarding a service provider beyond the 2016-2017 school year.

The Board recognizes that this area is a work in progress with upcoming accountability and charter changes but would respectively like to suggest this area be determined as “Approaches” given the evidence provided.

Evidence:

Evidence 17 April 2016 Retreat agenda

Governance: Financial

21. Does the school’s board provide appropriate financial oversight? Rating: Meets

Evidence: Interview with Board

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Detail: The board appears to monitor the school's financial status. ISBA financial policies have been adopted, but it is unclear as to whether they have been reviewed and tailored to ISVHS's specific needs. The board does have members with financial expertise; however, it was not confirmed all board members understand budgets, audits, and development of such. Additional oversight regarding the ESP contract and its financial implications is necessary.

22. Is the school demonstrating strong short and long-term fiscal viability?**Rating: Approaches****Evidence:** Interviews with Administration, Board Education Service Provider Agreement

Detail: The school is still working to reach enrollment goals. The uncertain relationship with the ESP is of concern. Additionally, the school has a history of changing Educational Service Providers, which ultimately comes at a significant financial cost. The current contract appears to be in flux, with the school carrying more of the financial burden of staffing than originally agreed upon with the ESP. While the flipswitch agreement does include a debt protection clause, the contract expires at the end of the current Academic Year. Long-term fiscal stability will be dependent upon the terms of future ESP contract, as well as the ability to improve academic performance and retention of students.

Response:

The school would like to address a few factual inaccuracies in this response. Prior to 2012, the school Board did have many legal choices regarding the sale of their original service provider during that time period. However, since 2012 the school only had one ESP change that came at significant financial cost in order to better serve their students and parents. The existing agreement with the current service provider is also not a total education management organization which has let the Board and administration retain control over instructional and day to day operational decisions. That being said, given some fluctuations in short-term agreement and the school's increased financial and operational stability, the school will be pursuing a "vendor only" agreement with the existing service provider after the 2016-2017 school year. Potential future service provider changes would likely not come at such as cost and would only be undertaken if it makes financial sense in addition to ensuring an acceptable curriculum for the benefit of our students.

Focus on financials does not and should not imply a lack of focus on academics. Financial and academic goals can be achieved simultaneously and it imply a lack of ability to see the big picture of school operations to suggest otherwise.



IDAHO PUBLIC CHARTER SCHOOL COMMISSION

PUBLIC CHARTER SCHOOL RENEWAL GUIDANCE & APPLICATION



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Alan Reed, Chairman
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Introduction

Idaho statute requires that all public charter schools in the state be periodically reviewed by their authorizer for the purpose of determining whether or not the charter should continue operations. New schools are initially approved for three year terms, and may be renewed for successive five year terms thereafter.

The Public Charter School Commission (PCSC) seeks to make the renewal process as meaningful, transparent, and collaborative as possible. We encourage schools to review this guide thoroughly, taking care to meet deadlines and complete the renewal application accurately. We also encourage schools to start the process early and maintain communication with PCSC staff throughout.

The renewal process offers an opportunity for you, as a school, to reflect on your outcomes during your current performance certificate term; make an evidence-based case that your school represents a prudent use of student time and taxpayer funds; and present a compelling plan for your school's future.

The PCSC will make renewal decisions in accordance with Idaho statute, ultimately basing its decision on each school's outcomes with regard to the requirements and standards established in the performance certificate and framework.

We thank you for your thoughtful engagement in this rigorous but important process, and invite an atmosphere of honest communication and commitment to quality as we all work toward the goal of upholding Idaho's charter school movement and the students it serves.

Overview

The renewal process outlined in Idaho statute includes several deadlines and requirements of both authorizers and schools. This guide is intended to assist you in understanding these requirements and fulfilling your school's responsibilities in a timely and effective fashion. It will also explain the PCSC's role in the process, including procedures and possible outcomes.

Your charter, performance certificate, and framework contain a description of the school you have committed to provide for your community. The framework details academic, mission-specific, operational, and financial standards against which your outcomes are evaluated on an annual basis. These outcomes are provided to you by the PCSC in annual performance reports and indicate whether your school has exceeded, met, failed to meet, or fallen far below the standard for each measure.

Throughout the majority of your performance certificate term, very few (if any) sanctions are imposed even if your school's outcomes are not ideal. Instead, annual performance reports serve as guideposts to help shape your strategic planning as you celebrate your strengths and seek to improve upon any shortcomings.

During the renewal process, the PCSC will carefully evaluate your school, including implementation of your stated mission and key design elements, as well as academic, mission-specific, operational, and financial outcomes relative to the standards established in the framework. We will examine the trajectory of your school throughout the performance certificate term, noting changes over time as well as the larger context in which they have occurred.

The renewal process includes opportunities for you to address the outcomes described in your annual reports, provide contextual detail and additional evidence, and describe improvements undertaken by your school. These opportunities include optional submission of auxiliary data, a site visit by a pre-renewal review team, completion of a renewal application, and a public hearing.

The renewal application included with this guidance document is intended to answer the following questions:

1. Is the school an academic success?
2. Is the school organizationally sound and compliant with applicable laws and regulations?
3. Is the school a fiscally sound, viable organization?
4. If renewed, what is the school's plan for its next performance certificate term?

The process allows you to make your best case for renewal by providing additional information and offering explanations for any performance issues. Because the renewal timeline is tight, we encourage you to begin working to address any concerns identified in your annual reports as soon as possible.

Ultimately, there are several possible outcomes of the renewal process:

1. The PCSC may renew your charter for a new, 5-year term.
2. The PCSC may *conditionally* renew your charter for a new, 5-year term. If the specific, written conditions established by the PCSC are not met on the timeline specified, the PCSC may proceed with revocation of the charter prior to the end of the term.
3. The PCSC may non-renew your charter. Non-renewal obliges a school to permanently close at the end of the school year during which the non-renewal decision is made. In the event of a non-renewal decision, an appeal process is available.
4. Your school may voluntarily relinquish its charter. If this decision is made, the PCSC strongly encourages schools to close at the end of the school year, rather than mid-year, whenever possible.

Renewal Process

The PCSC endeavors to conduct a rigorous, transparent renewal decision process that leads to merit-based decisions in accordance with Idaho statute and the National Association of Charter School Authorizers (NACSA) *Principles and Standards for Quality Charter School Authorizing*. This standard is embedded in the performance certificate and framework signed by each school. In accordance with statute, the performance certificate, PCSC policy, and best practices in authorizing, the PCSC will base its renewal decisions on each school's existing performance record.

Although the formal renewal process described in Idaho statute begins in fall of the renewal year, several stages lead up to the process:

Performance Certificate and Framework Adoption -- Your school's performance certificate and framework were adopted and signed by both your board chair and the PCSC's chair at the beginning of the certificate term. The adoption process included multiple conversations between PCSC staff and school leadership, during which the certificate and framework were reviewed and customized to your school. The certificate and framework specify the academic, mission-specific, operational, and financial performance expectations to which both parties have agreed.

Non-Renewal Years -- Throughout your performance certificate term, your school received annual performance reports advising you of your outcomes relative to the performance expectations described in the performance framework. Each year, you had an opportunity to review a draft and provide documented responses in advance of the final report's publication. School leadership was encouraged to work toward resolution of any shortcomings identified in the annual reports.

Pre-Renewal Year -- This stage comprises the school year prior to the one in which a renewal or non-renewal decision will be made. During this stage, PCSC staff meets with school leadership to discuss any concerns that may impact the upcoming renewal decision. As a school, you are invited (though not required) to submit auxiliary performance data to support your case for renewal.

Renewal Year -- This stage comprises the school year in which a renewal or non-renewal decision will be made. Early in the renewal year, an evaluation team will make a site visit to the school. Between November 15 and March 15 of the renewal year, the PCSC and school will exchange final performance documentation on a strict timeline. Your school's board is ultimately responsible for the school's participation in the renewal process, including timely submission of a thorough and accurate renewal application.

Renewal Timeline

Below is a timeline of the renewal process, including deadlines, beginning in the year preceding the renewal year and continuing through the PCSC's final decision. Deadlines for schools are shown in green.

Pre-Renewal Year	PCSC staff meets with school leadership to introduce the renewal process and discuss any concerns regarding school outcomes.
July 15	Schools may submit auxiliary performance data (optional).
Fall of Renewal Year	Evaluation team makes a site visit to the school. School board members, administration, and business management personnel should plan to participate.
November 15	PCSC issues performance reports to all renewal-year schools. PCSC issues renewal application and guidance to all renewal-year schools.
December 15	Renewal-year schools submit completed renewal applications to PCSC.
February PCSC Regular Meeting	Public hearings are held to consider evidence regarding renewal year schools.
Within 7 days of the February PCSC Regular Meeting	Schools may submit written closing arguments to PCSC office (optional).
By March 15	PCSC holds special meeting for the purpose of making final renewal or non-renewal determinations.

Several of the deadlines above are statutory, and all are critical to ensuring a smooth renewal process during which both parties have an opportunity to review and respond to all relevant documentation. For this reason, PCSC policy provides that "schools that fail to submit their completed renewal application by the statutory deadline may be recommended for non-renewal."

Schools are encouraged to review this timeline frequently and contact PCSC staff with any questions.

Auxiliary Performance Data Submission

The renewal process described above includes an optional opportunity for you to submit auxiliary performance data of which the PCSC may not otherwise be aware. We invite you to use this opportunity to make your case for renewal by providing academic, mission-specific, operational, or financial information that is not already captured by the performance framework.

The auxiliary performance data submission deadline is July 15, and auxiliary data must be submitted using the Auxiliary Performance Data Submission Form. Be sure to follow the instructions carefully in order to ensure that your data is presented in a meaningful and useable manner. Remember to focus on measurable, objective evidence rather than on anecdote.

We strongly encourage you to take advantage of this voluntary submission in order to support claims about your school's outcomes. For example, if you believe that your SAT results are reflective of a population that is highly mobile, you could consider submitting the following:

- SAT results for all your students who took the test;
- The same data parsed by the length of time students have been continuously enrolled at your school prior to taking the test; and
- Analysis of the above data differentiating results of students who have been enrolled for a significant period from those of students who enrolled more recently.

As another example, perhaps you believe your ISAT proficiency rates reflect a population of students who were already struggling academically when they enrolled at your school. You could consider submitting the following:

- Student-level growth data (using a standardized assessment) for all your students;
- The same data parsed by how close to grade level students were when they entered your school; and
- Analysis of the above data demonstrating the rate of growth for students who enrolled below, at, and above grade level.

As a third example, perhaps you believe your four-year cohort graduation rate is reflective of a population that includes many students who were already behind their cohorts when they enrolled at your school. You could consider submitting the following:

- 4 year, 5 year, and 6+ year cohort graduation rates;
- Student-level data demonstrating which of your students graduated with which cohorts (4 year, 5 year, 6+ year);
- Student-level data demonstrating whether/how far behind cohort those graduates were when they enrolled at your school; and
- Analysis of the above data demonstrating the rate at which students who enrolled with or behind their cohorts progressed through graduation from your school.

The Auxiliary Performance Data Submission Form will help you organize your supporting documentation and explain the purpose for which you are submitting it. We will provide a secure file transfer site to ensure that individually-identifiable student information is protected.

Renewal Application

Below is a checklist to guide you through the development of your renewal application. The checklist is followed by guidance to assist you with development of the application narrative and exhibits.

Title Page

Please provide a title page with the title "Application for Charter Renewal." Include the following information:

- School Name
- School Address
- Contact Information for Renewal Process Contact Person
 - Name
 - Title
 - Phone
 - E-mail
 - Mailing Address
- Date of Application Approval by School Board
- Application Submission Date

Table of Contents

Please provide a clear and comprehensive table of contents including, for all major sections and exhibits:

- Page Numbers
- Hyperlinks or Electronic Bookmarks

Executive Summary

Please provide an executive summary, limited to two (2) pages in length (no less than 11-point font, standard 1-inch margins), providing a concise and concrete overview of the renewal application, including:

- Summary of the school's mission and key design elements, or defining characteristics
- Summary of major successes and challenges during the current performance certificate term
- Summary of the school's responses to the four, central questions addressed in the application
- Signatures of your school's board chair and administrator

Application Narrative

Please provide an application narrative, limited to twenty-five (25) pages in length (no less than 11-point font, standard 1-inch margins) addressing the four, central questions below:

- Is the school an academic success?
- Is the school organizationally sound and compliant with applicable laws and regulations?
- Is the school a fiscally sound, viable organization?
- If renewed, what is the school's plan for its next performance certificate term?

Your responses to the first three questions should focus on credible evidence of the school's past performance outcomes and current status. Only the answer to question four should focus on plans for the future. Below you will find additional guidance to provide direction as you craft your response to each question.

Exhibits

Please attach any exhibits necessary to support your application narrative. All exhibits should:

- Be immediately relevant to evidence and analysis presented in your renewal performance report. (Any other information should already have been submitted by the optional July 15 auxiliary performance data submission deadline.)
- Provide clear and objective evidence, rather than anecdotal information, to clarify or correct the contents of the renewal performance report.
- Be in Word or Excel format.
- Be referred to using an exhibit number in the relevant portion of the table of contents and application narrative.
- Be clearly labeled (both file name and within the document) with the school name and exhibit number.

Application Narrative Guidance

The guidance below is intended to assist you with development of your renewal application narrative. Please review it carefully to ensure that your narrative is complete. Remember to use your renewal performance report as a guide for your response.

1. Is the school an academic success?

Students' academic success is the most important aspect of your school's efficacy, and it represents the PCSC's highest priority when evaluating schools for renewal. This portion of your application narrative should provide an honest, detailed, and data-driven discussion of your school's academic outcomes over the performance certificate term.

Be sure to address the key areas of proficiency, growth, and (in the case of high schools), college and career readiness. Include a discussion of both overall and sub-population achievement (Special Education, Free & Reduced Lunch, Non-White, and Limited English Proficiency). It may also be appropriate to consider other groups, such as at-risk students or students who have been continuously enrolled at your school for a certain period.

Also discuss your results on the mission-specific section of the framework, if applicable. The mission-specific measures reflect factors that your board self-identified as important for evaluation of the school. If your annual performance reports reflect weakness in any of these areas, please discuss how your school has responded to the identified shortcomings, focusing particularly on the documented impact of that response.

We invite explanation regarding the context of challenges faced by the school and discussion of how the school has adapted to meet them. Throughout this section, remember to focus primarily on outcomes, that is, the results of your efforts rather than the details of the efforts themselves.

You should also address the degree to which your school fulfills the promises made in your charter. Consider the key design elements listed in your performance certificate, as well as the educational program your charter describes. Does reality reflect the commitments made in your charter and performance certificate? Are you actually providing to your community the educational option and results that you described in your charter (as amended, if applicable)?

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

This portion of your narrative should address any concerns noted in the operational section of your annual performance reports. Include a description of actions you have taken to correct any outstanding issues, and focus on the outcomes of those actions.

Include a discussion of your school's student demographics by comparison to the state and surrounding district. If there are discrepancies, explain why you believe this is the case, any measures you have taken to ensure that all students feel welcome to enroll. Address the impact of your student demographics, whether they reflect diversity or lack thereof, on your academic outcomes.

It is also appropriate to discuss in this section any issues regarding topics such as organizational capacity, board oversight and governance, school leadership, school safety, and stakeholder satisfaction. Remember to focus on demonstrable evidence rather than anecdote.

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

This portion of your narrative should describe the school's financial status, both at present and over the long term. Any concerns noted in the financial section of your annual performance reports should be addressed. You should also discuss any concerns about independent fiscal audit findings,

internal controls, and underenrollment. Be sure to explain the reasons the concerns came about, the actions you have taken to address them, and the especially outcomes of those actions.

If your school faces unresolved financial uncertainty, it is appropriate to discuss how you will ensure that your students' educational experience is not negatively affected while you work toward a stronger financial position.

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

This portion of your narrative should discuss plans for the future of your school. Summarize your strategic plan, looking ahead to the upcoming five-year term.

If outstanding concerns remain in any of the areas considered earlier (academic, operational, or financial), this is an appropriate place to explain your action plan and timeline for resolving those concerns. It is particularly important to focus on the measurable results you expect to achieve by specified points in time.

You should also provide information regarding any intention to propose an expansion or replication, programmatic change, or other substantial modification to your school that may occur during the upcoming, five-year term.

Finally, please include in this section a description of any plans you have for disseminating your successes for the benefit of other schools, teachers, and students.

Application Submission Instructions

Before submitting your application, please verify that it meets the following checklist:

- The application includes a complete title page, table of contents, executive summary and narrative.
- The executive summary does not exceed two (2) pages.
- The executive summary is signed by the school's board chair and administrator.
- The narrative does not exceed twenty-five (25) pages.
- The narrative thoroughly addresses the topics described in the guidance above.
- Any exhibits are clearly labeled and formatted according to the guidance above.

For data security purposes, the PCSC has established a secure File Transfer Protocol (FTP) site. **In order to protect confidential student data, you must submit your completed application and exhibits through the FTP site.** Do not submit or send your student level data through any other method (e-mail, file sharing website, etc.).

Please follow these steps to submit data through the secure server:

1. Go to <https://sldstransfer.boardofed.idaho.gov>. Any staff member who has submitted ISEE reports will already have an account in this system through the State Department of Education. If you already have an account, proceed to step two. If you do not have an account, select "Other," then select "Registration."
2. Once you have registered, email Andy Mehl (Andy.Mehl@osbe.idaho.gov), the Office of the State Board of Education's information technology manager, letting him know that you have registered. He will then approve your access to the "Transfer" option. Once he has approved your request, you will be able to send documents in a secured environment.

When your data is ready to submit, log back in to <https://sldstransfer.boardofed.idaho.gov> and click on the "Transfer Files" icon. There will be the option to select a file recipient. Scroll down to find Charter Schools Program Manager Kirsten Pochop's email address (Kirsten.Pochop@osbe.idaho.gov). Then you can upload the file and send it. Be aware that you can only send one file at a time. Kirsten will receive an email when the file is received.

The PCSC thanks the National Association of Charter School Authorizers, Core Charter School Renewal Application and Guidance, www.qualitycharters.org for assistance in development of this renewal application and guidance.

From: Jennifer Barbeau
Sent: Monday, September 26, 2016 9:17 AM
To: kallison@isucceedvhs.net
Subject: Charter Site Visit Schedule
Attachments: Renewal Site Visit Rubric.pdf

Good Morning Katie,

I have a tentative schedule for your visit. It is as follows:

8:30am-Evaluation team arrives, introductions, set-up, and quick site tour
9am-Administrator Interview
10am-Board Interview
11am-Curriculum review, online program demonstration, document review (evaluators will indicate what they'd like to see, get a better understanding of)
12pm- Evaluator Lunch Break
1pm-1:30pm-Staff Panel (A group of 4-5 teachers, of various subjects and experience, of your choosing) **This can be done by conference call-it is not necessary for the teachers to travel in**
1:30pm-2:30pm Additional curriculum review, document review as determined by evaluators
2:30pm-Wrap Up

Please keep in mind that the evaluators may need to adjust the schedule if interviews take longer than expected. We'll do our best to keep on schedule and respect everyone's time, but we also want to make sure we have a good understanding of how the school operates. Along those same lines, the evaluators may determine that they need to stay beyond the scheduled 2:30pm wrap up. It is not necessary for the board members to be onsite during the entire visit.

I have also attached a copy of the evaluation rubric that we will be using during the visit. Please note that it is highly unlikely all the measures will be evaluated for iSucceed. Our office staff and the evaluators will determine the rubric measures of most value for your visit. I hope this has provided some clarification. Let me know if you have any other questions.

Jennifer Barbeau
Accountability Program Manager
Public Charter School Commission



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