

RENEWAL RECOMMENDATION

It is recommended that the charter of Idaho Virtual Academy (IDVA) be renewed for a five (5) year term, provided that IDVA agrees to comply with a certain condition outlined below. The failure to fulfill this condition could result in further proceedings by the PCSC.

Recommended Condition

1. Regarding academic growth in K-8 math:

By June 30, 2021, at least fifty-nine percent (59%) of IDVA's continuously enrolled, general education students in grades K-8 will make adequate academic growth to achieve math proficiency on the ISAT within 3 years or by 10th grade, whichever comes first.

This condition is based upon a rate of increase sufficient to promote the school's ability to achieve a "meets standard" rating for the specified subset of students on Academic Measure 3a (Criterion-Referenced Growth in Math) in the performance framework adopted by the PCSC in May 2017, by the end of the next performance certificate term (June 30, 2023).

The outcome shall be calculated using Academic Measure 3a (Criterion-Referenced Growth in Math). 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.

"Continuously enrolled" is defined pursuant to IDAPA 08.02.03.112.04.a(i); that is, "a student who is enrolled continuously in the same public school from the end of the first eight (8) weeks or fifty-six (56) calendar days of the school year through the state approved spring testing administration period, not including the make-up portion of the test window, will be included in the calculation... A student is continuously enrolled if he/she has not transferred or dropped out of the public school. Students who are serving suspensions are still considered to be enrolled students."

"General education" refers to IDVA students who are not enrolled in IDVA's alternative program.

Regardless of whether or not IDVA agrees to fulfill the specific condition above, IDVA remains responsible for meeting the terms and conditions contained in its signed performance certificate effective July 1, 2018, through June 30, 2023, which will incorporate the performance framework adopted by the Commission in May 2017.

School Overview

SUMMARY

Idaho Virtual Academy (IDVA) is a virtual public charter school serving Kindergarten through twelfth grade students statewide. The school contracts with K12 to provide its online curriculum, technology platform, administrative personnel, and operational support. IDVA offers an alternative high school, known as Vision High School, in addition to its general education program.

The charter includes the following commitments:

- Students will demonstrate mastery of a curriculum that meets state standards and graduation requirements.
- Students will demonstrate strong proficiency in language arts and mathematics.
- Students will prepare for a rigorous post-secondary education.

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

The petition for Idaho Virtual Academy was approved by the PCSC in October 2004. The school opened in fall 2002.

MISSION

The Idaho Virtual Academy will empower students of all abilities to achieve excellence in a wide range of academic areas. Highly qualified educators will work alongside Learning Coaches to equip students for the demands and opportunities of the 21st century by providing and supporting a research-based, differentiated, effective and rigorous curriculum.

LEADERSHIP

Name	Title	Term
Bjorn Handeen	Chairman	06/2016 – 07/2020
Anne MacConnell	Vice Chairman	07/2015 – 07/2020
Laura Sankovich	Director	11/2015 – 07/2018
Jeff Thompson	Director	06/2016 – 07/2018
Melissa Krein	Treasurer	07/2017 – 07/2020
Kelly Edginton	Administrator	N/A

Academic Performance Summary

IDVA’s ISAT proficiency rates for both general education and alternative population’s trend comparable to or above those of other virtual/alternative schools, though they are lower than state averages. Student-level growth at the high school level meets (or nearly meets) standard, while student-level growth in the elementary grades represents an area for improvement. Graduation rates for both general education and alternative students remain below the federal standard, though the general education graduation rate has shown improvement during the performance certificate term.

IDVA’s non-white and LEP student populations are lower than those of the state, while its special needs and FRL populations are higher. As with most virtual schools, IDVA has relatively high midyear student attrition, and a high percentage of high school students are credit deficient upon enrollment.

DURING CURRENT PERFORMANCE CERTIFICATE TERM

Year	Academic Accountability Rating
2013-14*	Remediation
2014-15**	Critical Gen Ed
2014-15**	Critical Alternative
2015-16**	Critical Gen Ed
2015-16**	Critical Alternative
2016-17***	Remediation Gen Ed
2016-17***	Remediation Alternative

The school’s annual performance reports, provided in Exhibit G, include details including 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.

**2014-15 and 2015-16 academic results reflect use of the ISAT by SBAC; however, the performance framework used in these years was designed based on the Star Rating System and former ISAT. As a result, framework outcomes general skewed low.

***The school has asked the PCSC to consider its 2016-17 outcomes using the new performance framework which is designed to reflect continued use of the ISAT by SBAC, rather than the outdated framework.

KEY DESIGN ELEMENTS

Element	Evident?
Innovative and Effective Educational Program: Idaho Virtual Academy seeks to develop those qualities of mind and character that will help students become active, thoughtful, and responsible citizens. Furthermore, it aims to help students meet high expectations by offering an individualized, rigorous, self-paced, and mastery-based instructional program that incorporates significant parental involvement.	Yes
Idaho Virtual Academy utilizes the award winning K12 curriculum.	Yes
Idaho Virtual Academy is committed to employing highly qualified, innovative and committed teachers. Professional growth is supported through meaningful professional development focused on continuous improvement.	Yes
When parents become active and informed partners in their child’s education, test scores rise, drop-out rates fall, and the active pursuit of learning becomes a compelling focus for each family.	Not measurable
Teachers, parents and students uniquely connected in a 21st Century Learning Community designed to support and enhance individual student learning.	Yes

Students will gain the skills, knowledge and expertise to succeed in work and life in the 21st century.	Partial
IDVA uses technology to alter the typical school day and school year. Mastering curriculum early allows students to move ahead and those who need extra time or remediation are able to work at an individualized pace. Student mastery of State achievement standards is measured through formative and interim assessment throughout the school year and, additionally, at the end of each school year through the state assessment system.	Yes

Operational Performance Summary

IDVA's operational performance has remained strong throughout the performance certificate term.

DURING CURRENT PERFORMANCE CERTIFICATE TERM

Year	Operational Accountability Rating
2013-14	Honor
2014-15	Honor
2015-16	Honor
2016-17	Honor

The school's annual performance reports, provided in Exhibit G, contain details including the nature of any operational shortcomings and contextual information, when applicable.

ENROLLMENT HISTORY

Year of Operation	Maximum Enrollment	Actual Enrollment
12 (2013-14)	Unlimited	2965
13 (2014-15)	Unlimited	2354
14 (2015-16)	Unlimited	2285
15 (2016-17)	Unlimited	2035

Over the course of the performance certificate term, IDVA's student population has decreased by 31%.

BOARD AND ADMINISTRATIVE TURNOVER

IDVA's board membership and administration have remained stable throughout the performance certificate term.

Financial Performance Summary

IDVA’s financial performance has remained strong throughout the performance certificate term. The school’s contract with K12 includes a deficit protection clause sufficient to exempt IDVA from most of the financial measures in the performance framework.

DURING CURRENT PERFORMANCE CERTIFICATE TERM

Year	Financial Accountability Rating
2013-14	Honor
2014-15	Honor
2015-16	Honor
2016-17	Honor

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

Renewal Process

Idaho Virtual Academy

EVENT	DATE	NOTES
Performance Certificate Executed by School and Authorizer	6/17/2014	Certificate execution was preceded by a series of meetings with school leadership, during which certificate and framework terms were discussed and customized.
2014 Annual Report Issued to School	3/2015	A draft of the report was initially issued in January 2014; the school did provide a response.
2015 Annual Report Issued to School	1/2016	A draft of the report was initially issued in December 2015; the school did provide a response.
2016 Annual Report Issued to School	1/2017	A draft of the report was initially issued in December 2016; the school did provide a response.
Renewal Process Orientation Meeting	3/9/2017	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	3/10/2017	This letter summarized material covered during renewal process orientation meeting
Renewal Guidance & Application Provided to School	3/20/2017	The statutory deadline for issuance of renewal guidance and applications is November 15.
Auxiliary Data Submission Opportunity (optional)	7/17/2017	The school did provide auxiliary performance data.
Pre-Renewal Site Visit	10/2/2017	Two independent reviewers joined one PCSC staff member for a one-day site visit to the school.
2017 Annual Report Issued to School	11/15/2017	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. The school was provided with its academic results on both the old and new performance frameworks, and selected the new framework for renewal consideration purposes.
Renewal Application Received from School	11/30/2017	The statutory deadline for renewal applications is December 15.
PCSC Staff's Renewal Recommendation Issued to School	1/12/2018	Schools have four weeks in which to consider PCSC staff's recommendation and determine whether they wish to stipulate or request a public hearing.



IDAHO VIRTUAL ACADEMY

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ANNUAL PERFORMANCE REPORT

2016-2017

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

DRAFT Distributed November 2017

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 2016-17 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

<p>Mission Statement</p>	<p>The Idaho Virtual Academy will empower students of all abilities to achieve excellence in a wide range of academic areas. Highly qualified educators will work alongside Learning Coaches to equip students for the demands and opportunities of the 21st century by providing and supporting a research-based, differentiated, effective and rigorous curriculum.</p>	
<p>Key Design Elements</p>	<p>Innovative and Effective Educational Program: Idaho Virtual Academy seeks to develop those qualities of mind and character that will help students become active, thoughtful, and responsible citizens. Furthermore, it aims to help students meet high expectations by offering an individualized, rigorous, self-paced, and mastery-based instructional program that incorporates significant parental involvement.</p> <ul style="list-style-type: none"> • Rigorous Curriculum: Idaho Virtual Academy utilizes the award winning K12 curriculum. • Effective Teachers: Idaho Virtual Academy is committed to employing highly qualified, innovative and committed teachers. Professional growth is supported through meaningful professional development focused on continuous improvement. • Parental Involvement: When parents become active and informed partners in their child's education, test scores rise, drop-out rates fall, and the active pursuit of learning becomes a compelling focus for each family. • Partnership: Teachers, parents and students uniquely connected in a 21st Century Learning Community designed to support and enhance individual student learning. • 21st Century Skills: Students will gain the skills, knowledge and expertise to succeed in work and life in the 21st century. • Performance based accountability: IDVA uses technology to alter the typical school day and school year. Mastering curriculum early allows students to move ahead and those who need extra time or remediation are able to work at an individualized pace. Student mastery of State achievement standards is measured through formative and interim assessment throughout the school year and, additionally, at the end of each school year through the state assessment system. 	
<p>School Contact Information</p>	<p>Address: 1965 S. Eagle Road Meridian, ID 83642</p>	<p>Phone: 208-322-3559</p>
<p>Surrounding District</p>	<p>State of Idaho</p>	
<p>Opening Year</p>	<p>2002</p>	
<p>Current Term</p>	<p>June 17, 2014 - June 30, 2018</p>	

Grades Served	K-12	
Enrollment	Approved: unlimited	Actual: 2,035

School Leadership (2016-2017)	Role
Monica Robinson-Eckert	Chairman
Anne MacConnell	Member
Laura Sankovich	Member
Bjorn Handeen	Member
Jeff Thompson	Member
Kelly Edginton	Administrator

	School	Surrounding District	State
Non-White	██████	N/A	25.64%
Limited English Proficiency	██████	N/A	5.56%
Special Needs	██████	N/A	9.62%
Free & Reduced Lunch	██████	N/A	48.73%

*Because the school does not participate in the FSLP, this chart reflects the school's Title I Low Income data instead of FRL data.

Academic Measure	General Ed Result	Alternative Ed Result
Percentage of Students Meeting or Exceeding Proficiency in Math	██████	8.3%
Percentage of Students Meeting or Exceeding Proficiency in English Language Arts	██████	38.9%
Percentage of Students Meeting or Exceeding Proficiency in Science	██████	48.0%
Graduation Rate (4-year cohort data from 2016)	██████	18.0%

ACADEMIC	Measure	Points Possible	Points Earned	Points Possible	Points Earned	Points Possible	Points Earned	Points Possible	Points Earned
		K-8	K-8	9-12	9-12	K-12	K-12	Alternative	Alternative
State Proficiency Comparison	1a	50	0	50	0	50	19		
	1b	50	0	50	0	50	27		
District Proficiency Comparison	2a	50	0	50	0	50	34	50	30
	2b	50	0	50	0	50	28	50	30
Criterion-Referenced Growth	3a	100	0			50	12		
	3b	100	0			50	19		
Norm-Referenced Growth	4a			100	0	50	25	50	30
	4b			100	0	50	33	50	30
Post-Secondary Readiness	5a			125	0	125	75	100	20
Total Academic Points		400	0	525	0	525	272	300	140
% of Academic Points			0%		0%		52%		47%

MISSION-SPECIFIC	Measure	Points Possible	Points Earned
	1		
	2		
	3		
	4		
	5		
	6		
Total Mission-Specific Points		0	0
% of Mission-Specific Points			

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

ACCOUNTABILITY DESIGNATION	Range (% of Points Possible)	Academic Gen Ed Outcome	Academic Alt Outcome	Range	Mission Specific Outcome	Range	Operational Outcome	Range	Financial Outcome
Honor	75% - 100%			75% - 100%		90% - 100%		85% - 100%	
Good Standing	55% - 74%	52%	47%	55% - 74%	NA	80% - 89%	0%	65% - 84%	0%
Remediation	31% - 54%			31% - 54%		61% - 79%		46% - 64%	
Critical	0% - 30%			0% - 30%		0% - 60%		0% - 45%	

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

ACADEMIC K-12

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

INDICATOR 1: STATE PROFICIENCY COMPARISON			
Measure 1a	Do math proficiency rates meet or exceed the state average?	Result	Points Possible
Math Proficiency Rate Comparison to State	<p>Exceeds Standard: The school's proficiency rate in math exceeds the state average by 16 percentage points or more.</p> <p>Meets Standard: The school's proficiency rate in math is equal to the state average, or exceeds it by 1 - 15 percentage points.</p> <p>Does Not Meet Standard: The school's proficiency rate in math is 1 - 15 percentage points lower than the state average.</p> <p>Falls Far Below Standard: The school's proficiency rate in math is 16 or more percentage points lower than the state average.</p>		Points Earned
			50
			30 - 45
		X	15 - 29
			0 - 14
			19
Notes	The state average will be determined using the same grade set as is served by the public charter school.		
Measure 1b	Do English Language Arts proficiency rates meet or exceed the state average?	Result	Points Possible
ELA Proficiency Rate Comparison to State	<p>Exceeds Standard: The school's proficiency rate in ELA exceeds the state average by 16 percentage points or more.</p> <p>Meets Standard: The school's proficiency rate in ELA is equal to the state average, or exceeds it by 1 - 15 percentage points.</p> <p>Does Not Meet Standard: The school's proficiency rate in ELA is 1 - 15 percentage points lower than the state average.</p> <p>Falls Far Below Standard: The school's proficiency rate in ELA is 16 or more percentage points lower than the state average.</p>		Points Earned
			50
			30 - 45
		X	15 - 29
			0 - 14
			27
Notes	The state average will be determined using the same grade set as is served by the public charter school.		

ACADEMIC K-12

INDICATOR 2: DISTRICT PROFICIENCY COMPARISON					
Measure 2a Math Proficiency Rate Comparison to District	Do math (or similar subject area) proficiency rates meet or exceed the district average?		Result	Points Possible	Points Earned
	Exceeds Standard: The school's proficiency rate in math either exceeds the district average by 16 percentage points or more, or is at least 80%.			50	0
	Meets Standard: The school's proficiency rate in math is equal to the district average, or exceeds it by 1 - 15 percentage points.		X	30 - 45	34
	Does Not Meet Standard: The school's proficiency rate in math is 1 - 15 percentage points lower than the district average.			15 - 29	0
	Falls Far Below Standard: The school's proficiency rate in math is 16 or more percentage points lower than the district average.			0 - 14	0
				34	
Notes	The district average will be determined using the same grade set as is served by the public charter school.		Because some schools have primary attendance areas crossing district lines, the school and authorizer will agree upon execution of the performance certificate which district (or other comparison group, in the case of virtual or alternative schools) will be used for comparison purposes. The comparison group should represent a majority of the school's enrollment.		
Measure 2b ELA Proficiency Rate Comparison to District	Do ELA (or similar subject area) proficiency rates meet or exceed the district average?		Result	Points Possible	Points Earned
	Exceeds Standard: The school's proficiency rate in ELA either exceeds the district average by 16 percentage points or more, or is at least 80%.			50	0
	Meets Standard: The school's proficiency rate in ELA is equal to the district average, or exceeds it by 1 - 15 percentage points.			30 - 45	0
	Does Not Meet Standard: The school's proficiency rate in ELA is 1 - 15 percentage points lower than the district average.		X	15 - 29	28
	Falls Far Below Standard: The school's proficiency rate in ELA is 16 or more percentage points lower than the district average.			0 - 14	0
				28	
Notes	The district average will be determined using the same grade set as is served by the public charter school.		Because some schools have primary attendance areas crossing district lines, the school and authorizer will agree upon execution of the performance certificate which district (or other comparison group, in the case of virtual or alternative schools) will be used for comparison purposes. The comparison group should represent a majority of the school's enrollment.		

ACADEMIC K-12

INDICATOR 3: CRITERION-REFERENCED STUDENT GROWTH (GRADES K-8)			
Measure 3a	Are students making adequate academic growth to achieve math proficiency within 3 years or by 10th grade?	Result	Points Possible Points Earned
Criterion-Referenced Growth			
Math	<p>Exceeds Standard: At least 85% of students are making adequate academic growth in math.</p> <p>Meets Standard: Between 70% and 84% of students are making adequate academic growth in math.</p> <p>Does Not Meet Standard: Between 50% and 69% of students are making adequate academic growth in math.</p> <p>Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth in math.</p>	47	39-50 26-38 13-25 0-12 <hr/> 12
Notes			
Measure 3b	Are students making adequate academic growth to achieve English Language Arts proficiency within 3 years or by 10th grade?	Result	Points Possible Points Earned
Criterion-Referenced Growth			
ELA	<p>Exceeds Standard: At least 85% of students are making adequate academic growth in ELA.</p> <p>Meets Standard: Between 70% and 84% of students are making adequate academic growth in ELA.</p> <p>Does Not Meet Standard: Between 50% and 69% of students are making adequate academic growth in ELA.</p> <p>Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth in ELA.</p>	60	39-50 26-38 13-25 0-12 <hr/> 19
Notes			

ACADEMIC K-12

INDICATOR 4: NORM-REFERENCED STUDENT GROWTH (GRADES 9-12)			
Measure 4a	Are students making expected academic growth in math compared to their academic peers?	Result	Points Possible Points Earned
Norm-Referenced Growth			
Math	<p>Exceeds Standard: The school's median student growth percentile in math falls between the 66th and 99th percentile.</p> <p>Meets Standard: The school's median student growth percentile in math falls between the 43rd and 65th percentile.</p> <p>Does Not Meet Standard: The school's median student growth percentile in math falls between the 30th and 42nd percentile.</p> <p>Falls Far Below Standard: The school's median student growth percentile in math falls below the 30th percentile.</p>		<p>39-50 0</p> <p>26-38 0</p> <p>42 13-25 25</p> <p>0-12 0</p> <hr/> <p>25</p>
Notes	Growth will be calculated using 8th and 10th grade ISAT scores. Individual students' growth will be compared to the growth of other students, statewide, who fell in the same category (below basic, basic, proficient, or advanced) on the 8th grade ISAT.		
Measure 4b	Are students making expected academic growth in English Language Arts compared to their academic peers?	Result	Points Possible Points Earned
Norm-Referenced Growth			
ELA	<p>Exceeds Standard: The school's median student growth percentile in ELA falls between the 66th and 99th percentile.</p> <p>Meets Standard: The school's median student growth percentile in ELA falls between the 43rd and 65th percentile.</p> <p>Does Not Meet Standard: The school's median student growth percentile in ELA falls between the 30th and 42nd percentile.</p> <p>Falls Far Below Standard: The school's median student growth percentile in ELA falls below the 30th percentile.</p>		<p>39-50 0</p> <p>57 26-38 33</p> <p>13-25 0</p> <p>0-12 0</p> <hr/> <p>33</p>
Notes	Growth will be calculated using 8th and 10th grade ISAT scores. Individual students' growth will be compared to the growth of other students, statewide, who fell in the same category (below basic, basic, proficient, or advanced) on the 8th grade ISAT.		

ACADEMIC K-12

INDICATOR 5: COLLEGE & CAREER READINESS (GRADES 9-12)				
Measure 5a	Are students graduating from high school on time?	Result	Points Possible	Points Earned
Four-Year Adjusted Cohort Graduation Rate	<p>Exceeds Standard: The school's four-year ACGR was at least 90%.</p> <p>Meets Standard: The school either:</p> <p>a) had a four-year ACGR of 80% - 89% OR</p> <p>b) had a four-year ACGR of at least 66% AND met its progress goal.</p> <p>Does Not Meet Standard: The school met its progress goal but had a four-year ACGR below 66%.</p> <p>Falls Far Below Standard: The school did not meet its progress goal and had a four-year ACGR below 66%.</p>		125	
	<p>The school's graduation rate progress goal will be established by the state accountability system. If such goals are not established by the state accountability system in any given year, the school's graduation rate progress goal will be established as follows: The progress goal will represent the school's most recent four-year ACGR plus one-sixth of the amount of growth needed to decrease the rate of non-graduates by 50% within 6 years, using the most recent school year as the baseline year. If the school does not have baseline data, its progress goal will initially be based on the surrounding district average graduation rate. IDVA's goal for 2017 was 45%.</p>	49	75	75
Notes	<p>Graduation rates are calculated on a 4-year-plus-summer cohort; for this reason, data availability will always run one year behind (that is, annual reports will contain graduation rate data from the cohort preceding the most recent school year. For example, 2015-16 ACGRs will be reflected in 2017 reports.)</p>		0-65	0
	<p>The 66% "floor" established by the bottom two categories is based on ESSA's mandatory inclusion in Targeted Support of any school that graduates fewer than 2/3 of its students on time.</p>			75

ALTERNATIVE ACADEMIC

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

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

ALTERNATIVE ACADEMIC

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

ALTERNATIVE ACADEMIC

ALTERNATIVE INDICATOR 5: COLLEGE & CAREER READINESS (GRADES 9-12)				
Alt Measure 5a	Are students graduating from high school?	Result	Points Possible	Points Earned
Five-Year Cohort Graduation Rate	Exceeds Standard: The school's five-year cohort graduation rate was greater than 80%.		100	
	Meets Standard: The school had a five-year cohort graduation rate of 66% - 80% OR met its progress goal.		80	
	Does Not Meet Standard: The school did not meet its progress goal AND had a five-year cohort graduation rate of 40% - 66%.		60	
	Falls Far Below Standard: The school did not meet its progress goal AND had a five-year cohort graduation rate below 40%.	20	0-39	20
				20
Notes	The school's 5-year cohort graduation rate progress goal will be established as follows: The progress goal will represent the school's most recent 5-year cohort graduation rate plus one-sixth of the amount of growth needed to decrease the rate of non-graduates by 50% within 6 years, using the most recent school year as the baseline year. If the school does not have baseline data, its progress goal will initially be based on the average graduation rate for alternative schools statewide. IDVA Alt's goal for 2017 was 27%.			
	Graduation rates are calculated using a 5-year-plus-summer cohort. The 5-year rate is calculated by adding to the 4-year ACGR any students from the 4-year cohort that graduated by the end of summer of the following year. For this reason, data availability will always run two years behind (that is, annual reports will contain graduation rate data based on the 4-year cohort preceding the most recent school year by two years. For example, 2015-16 5-year cohort graduation rates will be reflected in 2018 reports.)			

PUBLIC CHARTER SCHOOL COMMISSION - PERFORMANCE FRAMEWORK

Name of School: Idaho Virtual Academy Year Opened: 2002 Operating Term: 6/17/14-6/30/18 Date Executed: 6/17/2014

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.

IDVA --- 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	Idaho Virtual Academy has requested that the PCSC consider its 2017 academic outcomes on the new performance framework.			25	0%	0.00
	1b				25	0%	0.00
Proficiency	2a				75	0%	0.00
	2b				75	0%	0.00
Growth	2c				75	0%	0.00
	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
College & Career Readiness	3f				75	0%	0.00
	3g				100	0%	0.00
	4a				50	0%	0.00
	4b1 / 4b2				50	0%	0.00
	4c				50	0%	0.00
Total Possible Academic Points					1050	0%	
- Points from Non-Applicable					850		
Total Possible Academic Points for This School					200		
Total Academic Points Received							0.00
% of Possible Academic Points for This School							0.00%

MISSION-SPECIFIC	Measure	Possible Points	% of Total Points	POINTS EARNED	Possible Points	% of Total Points	POINTS EARNED
Elem Math Interventions (K-5)	1				0	0%	0.00
Elem ELA Interventions (K-5)	2				0	0%	0.00
MS Math Interventions (6-8)	3				0	0%	0.00
MS ELA Interventions (6-8)	4				0	0%	0.00
HS Math Interventions (9-12)	5				0	0%	0.00
HS ELA Interventions (9-12)	6				0	0%	0.00
Total Possible Mission-Specific Points					0	0%	0.00
Total Mission-Specific Points Received							
% of Possible Mission-Specific Points Received							

TOTAL POSSIBLE ACADEMIC & MISSION-SPECIFIC POINTS	200	
TOTAL POINTS RECEIVED		0.00
% OF POSSIBLE ACADEMIC & MISSION-SPECIFIC POINTS		0.00%

ALTERNATIVE PROGRAM ACADEMIC	Measure	Possible Elem / MS Points	% of Total Points	POINTS EARNED	Possible HS Points	% of Total Points	POINTS EARNED
State/Federal Accountability	1a	Idaho Virtual Academy has requested that the PCSC consider its 2017 academic outcomes on the new performance framework.			25	0%	0.00
	1b				75	0%	0.00
Proficiency	2a				75	0%	0.00
	2b				75	0%	0.00
Growth	2c				75	0%	0.00
	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
Alternative School Student Engagement	3f				75	0%	0.00
	3g				100	0%	0.00
	4a				100	0%	0.00
College & Career Readiness	4b				100	0%	0.00
	5a				50	0%	0.00
	5b1 / 5b2				50	0%	0.00
	5c1 / 5c2	75	0%	0.00			
Total Possible Academic Points					1325	0%	
- Points from Non-Applicable					1100		
Total Possible Academic Points for This School					225		
Total Academic Points Received							0.00
% of Possible Academic Points for This School							0.00%

ALTERNATIVE PROGRAM MISSION-SPECIFIC	Measure	Possible Points	% of Total Points	POINTS EARNED	Possible Points	% of Total Points	POINTS EARNED
Math Interventions	1				0	0%	0.00
ELA Interventions	2				0	0%	0.00
Credit Recovery	3				41	16%	16.56
Total Possible Mission-Specific Points					41		
Total Mission-Specific Points Received							16.56
% of Possible Mission-Specific Points Received							40.01%

TOTAL POSSIBLE ALTERNATIVE PROGRAM ACADEMIC & MISSION-SPECIFIC POINTS	266	
TOTAL ALTERNATIVE PROGRAM POINTS RECEIVED		16.56
% OF POSSIBLE ALTERNATIVE ACADEMIC & MISSION-SPECIFIC POINTS		6.22%

IDVA --- PERFORMANCE FRAMEWORK SCORING

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
	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%	400.00
% OF POSSIBLE OPERATIONAL POINTS				100.00%

FINANCIAL	Measure	Points Possible	% of Total Points	Points Earned
Near-Term Measures	1a	0	0%	0.00
	1b	0	0%	0.00
	1c	0	0%	0.00
	1d	50	100%	50.00
Sustainability Measures	2a	0	0%	0.00
	2b	0	0%	0.00
	2c	0	0%	0.00
	2d	0	0%	0.00
TOTAL FINANCIAL POINTS		50	100%	50.00
% OF POSSIBLE FINANCIAL POINTS				100.00%

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.

ACCOUNTABILITY DESIGNATION	GENERAL PROGRAM ACADEMIC & MISSION-SPECIFIC		ALTERNATIVE PROGRAM ACADEMIC & MISSION-SPECIFIC		OPERATIONAL		FINANCIAL	
	Range	% of Points Possible Earned	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		75% - 100% of points possible		90% - 100% of points possible	100.00%	85% - 100% of points possible	100.00%
<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		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		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 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% - 30% of points possible		0% - 60% of points possible		0% - 45% of points possible	

Measure	Standard	Result	Points Possible	Points Earned
Measure 1	Is the school addressing the academic needs of K-5 students struggling in Math?			
	Exceeds Standard: 90%-100% of K-5th grade students continuously enrolled for 2 years or more and identified as needing academic intervention in math who attended 90% or more of their assigned intervention classes made adequate growth in math on the state assessment.		115	
	Meets Standard: 70%-89% of K-5th grade students continuously enrolled for 2 years or more and identified as needing academic intervention in math who attended 90% or more of their assigned intervention classes made adequate growth in math on the state assessment.		92	
	Does Not Meet Standard: 50%-69% of K-5th grade students continuously enrolled for 2 years or more and identified as needing academic intervention in math who attended 90% or more of their assigned intervention classes made adequate growth in math on the state assessment.		46	
	Falls Far Below Standard: Fewer than 50% of K-5th grade students continuously enrolled for 2 years or more and identified as needing academic intervention in math who attended 90% or more of their assigned intervention classes made adequate growth in math on the state assessment.		0	
Notes	For the purposes of this measure, a student will be considered continuously enrolled for 2 years if he/she is in his/her 4th semester or greater of enrollment at the school at the time of testing. The school will report data to the PCSC by October 1 each year. Due to state-level standardized assessment changes, no result can be calculated for the 2015-16 school year.			0.00
Measure 2	Is the school addressing the academic needs of K-5 students struggling in English Language Arts (ELA)?			
	Exceeds Standard: 90%-100% of K-5th grade students continuously enrolled for 2 years or more and identified as needing academic intervention in ELA who attended 90% or more of their assigned intervention classes made adequate growth in ELA on the state assessment.		115	
	Meets Standard: 70%-89% of K-5th grade students continuously enrolled for 2 years or more and identified as needing academic intervention in ELA who attended 90% or more of their assigned intervention classes made adequate growth in ELA on the state assessment.		92	
	Does Not Meet Standard: 50%-69% of K-5th grade students continuously enrolled for 2 years or more and identified as needing academic intervention in ELA who attended 90% or more of their assigned intervention classes made adequate growth in ELA on the state assessment.		46	
	Falls Far Below Standard: Fewer than 50% of K-5th grade students continuously enrolled for 2 years or more and identified as needing academic intervention in ELA who attended 90% or more of their assigned intervention classes made adequate growth in ELA on the state assessment.		0	
Notes	For the purposes of this measure, a student will be considered continuously enrolled for 2 years if he/she is in his/her 4th semester or greater of enrollment at the school at the time of testing. The school will report data to the PCSC by October 1 each year. Due to state-level standardized assessment changes, no result can be calculated for the 2015-16 school year.			0.00
Measure 3	Is the school addressing the academic needs of middle school students struggling in Math?			
	Exceeds Standard: 90%-100% of 6th-8th grade students continuously enrolled for 2 years or more and identified as needing academic intervention in math who attended 90% or more of their assigned intervention classes made adequate growth in math on the state assessment.		120	
	Meets Standard: 70%-89% of 6th-8th grade students continuously enrolled for 2 years or more and identified as needing academic intervention in math who attended 90% or more of their assigned intervention classes made adequate growth in math on the state assessment.		96	
	Does Not Meet Standard: 50%-69% of 6th-8th grade students continuously enrolled for 2 years or more and identified as needing academic intervention in math who attended 90% or more of their assigned intervention classes made adequate growth in math on the state assessment.		48	
	Falls Far Below Standard: Fewer than 50% of 6th-8th grade students continuously enrolled for 2 years or more and identified as needing academic intervention in math who attended 90% or more of their assigned intervention classes made adequate growth in math on the state assessment.		0	
Notes	Due to state-level standardized assessment changes, no result can be calculated for the 2015-16 school year.			0.00

Measure 4 Is the school addressing the academic needs of middle school students struggling in English Language Arts (ELA)?	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>120</td> <td></td> </tr> <tr> <td></td> <td>96</td> <td></td> </tr> <tr> <td></td> <td>48</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;">0.00</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		120			96			48			0				0.00
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Measure 5 Is the school addressing the academic needs of high school students struggling in Math?	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>115</td> <td></td> </tr> <tr> <td></td> <td>92</td> <td></td> </tr> <tr> <td></td> <td>46</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;">0.00</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		115			92			46			0				0.00
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<p>Exceeds Standard: 90%-100% of 9th-12th grade students continuously enrolled for 2 years or more and identified as needing academic intervention in math who attended 90% or more of their assigned intervention classes made adequate growth in math on the state assessment.</p> <p>Meets Standard: 70%-89% of 9th-12th grade students continuously enrolled for 2 years or more and identified as needing academic intervention in math who attended 90% or more of their assigned intervention classes made adequate growth in math on the state assessment.</p> <p>Does Not Meet Standard: 50%-69% of 9th-12th grade students continuously enrolled for 2 years or more and identified as needing academic intervention in math who attended 90% or more of their assigned intervention classes made adequate growth in math on the state assessment.</p> <p>Falls Far Below Standard: Fewer than 50% of 9th-12th grade students continuously enrolled for 2 years or more and identified as needing academic intervention in math who attended 90% or more of their assigned intervention classes made adequate growth in math on the state assessment.</p>																			
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Measure 6 Is the school addressing the academic needs of high school students struggling in English Language Arts (ELA)?	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>115</td> <td></td> </tr> <tr> <td></td> <td>92</td> <td></td> </tr> <tr> <td></td> <td>46</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		115			92			46			0				
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Notes For the purposes of this measure, a student will be considered continuously enrolled for 2 years if he/she is in his/her 4th semester or greater of enrollment at the school at the time of testing. The school will report data to the PCSC by October 1 each year. Due to state-level standardized assessment changes, no result can be calculated for the 2016-17 school year.																			

MISSION-SPECIFIC GOALS			
Measure 1 Is the school addressing the academic needs of students struggling in Math?		Result	Points Possible
	Exceeds Standard: 90%-100% of students who were continuously enrolled for 2 years or more and were identified as needing academic intervention in math who attended 90% or more of their intervention classes made adequate growth in math on the state assessment.		275
	Meets Standard: 70%-89% of students who were continuously enrolled for 2 years or more and were identified as needing academic intervention in math who attended 90% or more of their intervention classes made adequate growth in math on the state assessment.		220
	Does Not Meet Standard: 50%-69% of students who were continuously enrolled for 2 years or more and were identified as needing academic intervention in math who attended 90% or more of their intervention classes made adequate growth in math on the state assessment.		110
	Falls Far Below Standard: Fewer than 50% of students who were continuously enrolled for 2 years or more and were identified as needing academic intervention in math who attended 90% or more of their intervention classes made adequate growth in math on the state assessment.		0
			0.00
Notes	All alternative students, regardless of grade, will be included in this measure. For the purposes of this measure, a student will be considered continuously enrolled for 2 years if he/she is in his/her 4th semester or greater of enrollment at the school at the time of testing. The school will report data to the PCSC by October 1 each year. Due to state-level standardized assessment changes, no result can be calculated for the 2016-17 school year.		
Measure 2 Is the school addressing the academic needs of students struggling in English Language Arts (ELA)?		Result	Points Possible
	Exceeds Standard: 90%-100% of students who were continuously enrolled for 2 years or more and were identified as needing academic intervention in ELA who attended 90% or more of their intervention classes made adequate growth in ELA on the state assessment.		275
	Meets Standard: 70%-89% of students who were continuously enrolled for 2 years or more and were identified as needing academic intervention in ELA who attended 90% or more of their intervention classes made adequate growth in ELA on the state assessment.		220
	Does Not Meet Standard: 50%-69% of students who were continuously enrolled for 2 years or more and were identified as needing academic intervention in ELA who attended 90% or more of their intervention classes made adequate growth in ELA on the state assessment.		110
	Falls Far Below Standard: Fewer than 50% of students who were continuously enrolled for 2 years or more and were identified as needing academic intervention in ELA who attended 90% or more of their intervention classes made adequate growth in ELA on the state assessment.		0
			0.00
Notes	All alternative students, regardless of grade, will be included in this measure. For the purposes of this measure, a student will be considered continuously enrolled for 2 years if he/she is in his/her 4th semester or greater of enrollment at the school at the time of testing. The school will report data to the PCSC by October 1 each year. Due to state-level standardized assessment changes, no result can be calculated for the 2016-17 school year.		

IDVA --- MISSION-SPECIFIC FRAMEWORK - Alt Ed

Measure 3	Is the school ensuring alternative high school students are making up for credit deficits?	Result	Points Possible	Points Earned
	Exceeds Standard: 80%-100% of continuously enrolled 9th-12th grade students who started the school year as credit deficient gain an additional 1 or more credits above the normal completion expectation during the traditional school year and/or summer school.		325	
	Meets Standard: 60%-79% of continuously enrolled 9th-12th grade students who started the school year as credit deficient gain an additional 1 or more credits above the normal completion expectation during the traditional school year and/or summer school.		260	
	Does Not Meet Standard: 40%-59% of continuously enrolled 9th-12th grade students who started the school year as credit deficient gain an additional 1 or more credits above the normal completion expectation during the traditional school year and/or summer school.	47%	130	130
	Falls Far Below Standard: Fewer than 40% of continuously enrolled 9th-12th grade students who started the school year as credit deficient gain an additional 1 or more credits above the normal completion expectation during the traditional school year and/or summer school.		0	
				<u>130.00</u>
Notes	For the purposes of this measure, a student will be considered continuously enrolled in the alternative program if he/she is enrolled in IDVA alternative classes by the first day of school and remains enrolled through the school year. A student will be considered credit deficient if he/she has 1 or more credits fewer than he/she should based on the date he/she started 9th grade. The normal completion expectation for high school students is 12 credits. The school will report data to the PCSC by October 1 each 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	Points Earned
	<p>Meets Standard: The school implements the material terms of the mission, vision, and educational program in all material respects and the implementation of the educational program reflects the essential elements outlined in the performance certificate, or the school has gained approval for a charter modification to the material terms.</p> <p>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.</p>	No instances of non-compliance documented	25	25.00
Notes			0	<hr/> 25.00
Measure 1b Education Requirements	Is the school complying with applicable education 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 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.</p> <p>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.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to education requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>	No instances of non-compliance documented	25	25.00
Notes			15	0
				<hr/> 25.00
Measure 1c Students with Disabilities	Is the school protecting the rights of students with disabilities?	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 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.</p> <p>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.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to 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.</p>	No instances of non-compliance documented	25	25.00
Notes			15	0
				<hr/> 25.00

		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	
Notes				25.00
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>			
	<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	
Notes				25.00
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	
	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.	No instances of non-compliance documented	25	25.00
			15	
			0	
				25.00
Notes				
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.	No instances of non-compliance documented	25	25.00
			15	
			0	
				25.00
Notes				
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.	No instances of non-compliance documented	25	25.00
			15	
			0	
				25.00
Notes				

		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			
Measure 5a Facilities and Transportation	Is the school complying with facilities and transportation requirements?	Result	Points Possible
	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
	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
			<hr/> 25.00
Notes			
Measure 5b Health and Safety	Is the school complying with health and safety requirements?	Result	Points Possible
	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
	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
			<hr/> 25.00
Notes			
Measure 5c Information Handling	Is the school handling information appropriately?	Result	Points Possible
	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
	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
			<hr/> 25.00
Notes			

IDVA --- OPERATIONAL FRAMEWORK

ADDITIONAL OBLIGATIONS			
Measure 6a Additional Obligations	Is the school complying with all other obligations?	Result	Points Possible
		Points Earned	
	<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>	No instances of non-compliance documented	25
			0
			25.00
Notes			

IDVA --- FINANCIAL FRAMEWORK

INDICATOR 1: NEAR-TERM MEASURES			
Measure 1a	Current Ratio: Current Assets divided by Current Liabilities	Result	Points Possible
Current Ratio	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.	Current Ratio is: 1.00	50 10 0
Notes	Due to the deficit protection clause in Idaho Virtual Academy's contract with K12, the school will be exempt from evaluation of this measure. The result is included for information only.		Points Earned 0.00
Measure 1b	Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses minus Depreciation Expense / 365)	Result	Points Possible
Unrestricted Days Cash	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.	No. of Days Cash: 14	50 10 0
Notes	Due to the deficit protection clause in Idaho Virtual Academy's contract with K12, the school will be exempt from evaluation of this measure. The result is included for information only.		Points Earned 0.00
Measure 1c	Enrollment Variance: Actual Enrollment divided by Enrollment Projection in Charter School Board-Approved Budget	Result	Points Possible
Enrollment Variance	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.	Variance is: 88%	50 30 0
Notes	Due to the deficit protection clause in Idaho Virtual Academy's contract with K12, the school will be exempt from evaluation of this measure. The result is included for information only.		Points Earned 0.00
Measure 1d	Default	Result	Points Possible
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.	No Default Noted	50
Notes			0
			Points Earned 50.00

IDVA --- FINANCIAL FRAMEWORK

INDICATOR 2: SUSTAINABILITY MEASURES			
Measure 2a	Total Margin: Net Income divided by Total Revenue AND Aggregated Total Margin: Total 3-Year Net Income divided by Total 3-Year Revenues	Result	Points Possible
Total Margin and Aggregated 3-Year Total Margin	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> Does Not Meet Standard: Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard" 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.	Aggregated 3-Year Totals: 0.03%	50 10 0
Notes	Due to the deficit protection clause in Idaho Virtual Academy's contract with K12, the school will be exempt from evaluation of this measure. The result is included for information only. 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.		Points Earned <u>0.00</u>
Measure 2b	Debt to Asset Ratio: Total Liabilities divided by Total Assets	Result	Points Possible
Debt to Asset Ratio	Meets Standard: Debt to Asset Ratio is less than 0.9 Does Not Meet Standard: Debt to Asset Ratio is between 0.9 and 1.0 Falls Far Below Standard: Debt to Asset Ratio is greater than 1.0	Ratio is: 1.00	50 30 0
Notes	Due to the deficit protection clause in Idaho Virtual Academy's contract with K12, the school will be exempt from evaluation of this measure. The result is included for information only. Due to the Restatement of Pension Liability, as required by GASB 68, Total Liabilities may be higher than expected. The restatement had a material effect on the standard outcome resulting in a "falls far below standard" (2.28) rating. However, the pension liability was removed from the Total Liability calculation in the reported standard outcome.		Points Earned <u>0.00</u>
Measure 2c	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	Points Possible
Cash Flow	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> Does Not Meet Standard: Multi-Year Cumulative Cash Flow is positive, but trend does not "Meet Standard" Falls Far Below Standard: Multi-Year Cumulative Cash Flow is negative	Multi-Year Cumulative is: -\$630,956	50 30 0
Notes	Due to the deficit protection clause in Idaho Virtual Academy's contract with K12, the school will be exempt from evaluation of this measure. The result is included for information only.		Points Earned <u>0.00</u>
Measure 2d	Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)	Result	Points Possible
Debt Service Coverage Ratio	Meets Standard: Debt Service Coverage Ratio is equal to or exceeds 1.1 Does Not Meet Standard: Debt Service Coverage Ratio is less than 1.1 Falls Far Below Standard: Not Applicable	Ratio is: 0.00	50 0
Notes	Due to the deficit protection clause in Idaho Virtual Academy's contract with K12, the school will be exempt from evaluation of this measure. The result is included for information only. 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.		Points Earned <u>0.00</u>

IDVA --- LONGITUDINAL RESULTS

GENERAL PROGRAM 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	15.00	0.00	0.00	See New Framework	
	1b	25	15.00	15.00	0.00		
Proficiency	2a	75	52.66	0.00	0.00		
	2b	75	42.02	14.96	15.53		
Growth	2c	75	39.20	23.73	26.80		
	3a	100	64.33	0.00	0.00		
	3b	100	34.39	0.00	0.00		
	3c	100	38.06	0.00	0.00		
	3d	75	40.30	0.00	0.00		
	3e	75	32.85	0.00	0.00		
	3f	75	37.00	0.00	0.00		
College & Career Readiness	3g	100	52.70	0.00	0.00		
	4a	50	30.00	0.00	0.00		
	4b1 / 4b2	50	30.00	0.00	0.00		
	4c	50	10.59	4.42	6.13		
Total Possible Academic Points Received		1050	534.10	58.11	48.46	0.00	0.00
% of Possible Academic Points for This School			50.87%	25.83%	24.23%	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.

GENERAL PROGRAM 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
Elem Math Interventions (K-5)	2	115	N/A	N/A	N/A	N/A	
Elem ELA Interventions (K-5)	3	115	N/A	N/A	N/A	N/A	
MS Math Interventions (6-8)	4	120	N/A	N/A	N/A	N/A	
MS ELA Interventions (6-8)	5	120	N/A	N/A	N/A	N/A	
HS Math Interventions (9-12)	6	115	N/A	N/A	N/A	N/A	
HS ELA Interventions (9-12)	7	115	N/A	N/A	N/A	N/A	
Total Possible Mission-Specific Points Received		700	0.00	0.00	0.00	0.00	0.00
% of Possible Mission-Specific Points for This School			N/A	N/A	N/A	0.00%	0.00%

ALTERNATIVE PROGRAM 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	N/A	0.00	0.00	See New Framework	
	1b	75	N/A	0.00	0.00		
Proficiency	2a	75	N/A	0.00	0.00		
	2b	75	N/A	5.75	2.85		
Growth	2c	75	N/A	23.20	17.05		
	3a	100	N/A	0.00	0.00		
	3b	100	N/A	0.00	0.00		
	3c	100	N/A	0.00	0.00		
	3d	75	N/A	0.00	0.00		
	3e	75	N/A	0.00	0.00		
	3f	75	N/A	0.00	0.00		
Alternative School Student Engagement	3g	100	N/A	0.00	0.00		
	4a	100	N/A	0.00	0.00		
College & Career Readiness	4b	100	N/A	0.00	0.00		
	5a	50	N/A	0.00	0.00		
	5b1 / 5b2	50	N/A	0.00	0.00		
	5c1 / 5c2	75	N/A	2.34	2.60		
Total Possible Academic Points Received (Alt)		1325	0.00	31.29	22.50	0.00	0.00
% of Possible Academic Points for This School			N/A	13.91%	10.00%	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.

ALTERNATIVE PROGRAM MISSION-SPECIFIC	Measure	Possible Points	Possible Points	2013-14 POINTS	2014-15 POINTS	2015-16 POINTS	2016-17 POINTS	2017-18 POINTS
				EARNED	EARNED	EARNED	EARNED	EARNED
Math Interventions	1	275		N/A	0.00	0.00	0.00	
ELA Interventions	2	275		N/A	0.00	0.00	0.00	
Credit Recovery	3	325		N/A	14.14	16.56	16.56	
Total Possible Mission-Specific Points Received (Alt)		875		0.00	14.14	16.56	16.56	0.00
% of Possible Mission-Specific Points Received				N/A	40.01%	40.01%	40.01%	0.00%

IDVA --- LONGITUDINAL RESULTS

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	25	25	
	1b	25	25	25	25	25	
	1c	25	25	25	25	25	
	1d	25	25	25	25	25	
Financial Management & Oversight	2a	25	15	15	15	25	
	2b	25	25	25	25	25	
Governance & Reporting	3a	25	25	25	25	25	
	3b	25	25	25	25	25	
Students & Employees	4a	25	25	25	25	25	
	4b	25	15	25	25	25	
	4c	25	25	25	25	25	
	4d	25	25	25	25	25	
School Environment	5a	25	25	25	25	25	
	5b	25	25	25	25	25	
	5c	25	25	25	25	25	
Additional Obligations	6a	25	25	25	25		
Total Possible Operational Points Received		400	380.00	390.00	390.00	400.00	0.00
% of Possible Operational Points for This School			95.00%	97.50%	97.50%	100.00%	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	0	0	0	0	0	
	1b	0	0	0	0	0	
	1c	0	0	0	0	0	
	1d	50	50	50	50	50	
Sustainability Measures	2a	0	0	0	0	0	
	2b	0	0	0	0	0	
	2c	0	0	0	0	0	
	2d	0	0	0	0	0	
Total Possible Financial Points Received		50	50.00	50.00	50.00	50.00	0.00
% of Possible Financial Points for This School			100.00%	100.00%	100.00%	100.00%	0.00%

ACCOUNTABILITY DESIGNATION	2013-14	2014-15	2015-16	2016-17	2017-18
	DESIGNATION	DESIGNATION	DESIGNATION	DESIGNATION	DESIGNATION
General Program Academic & Mission-Specific	Remediation	Critical	Critical	See new fwk	
Alternative Program Academic & Mission-Specific	N/A	Critical	Critical	See new fwk	
Operational	Honor	Honor	Honor	Honor	
Financial	Honor	Honor	Honor	Honor	



IDAHO VIRTUAL ACADEMY
♦♦♦♦
ANNUAL PERFORMANCE REPORT
2015-2016

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 2017

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	<p>The Idaho Virtual Academy will empower students of all abilities to achieve excellence in a wide range of academic areas. Highly qualified educators will work alongside Learning Coaches to equip students for the demands and opportunities of the 21st century by providing and supporting a research-based, differentiated, effective and rigorous curriculum.</p>	
Key Design Elements	<p>Innovative and Effective Educational Program: Idaho Virtual Academy seeks to develop those qualities of mind and character that will help students become active, thoughtful, and responsible citizens. Furthermore, it aims to help students meet high expectations by offering an individualized, rigorous, self-paced, and mastery-based instructional program that incorporates significant parental involvement.</p> <ul style="list-style-type: none"> • Rigorous Curriculum: Idaho Virtual Academy utilizes the award winning K12 curriculum. • Effective Teachers: Idaho Virtual Academy is committed to employing highly qualified, innovative and committed teachers. Professional growth is supported through meaningful professional development focused on continuous improvement. • Parental Involvement: When parents become active and informed partners in their child's education, test scores rise, drop-out rates fall, and the active pursuit of learning becomes a compelling focus for each family. • Partnership: Teachers, parents and students uniquely connected in a 21st Century Learning Community designed to support and enhance individual student learning. • 21st Century Skills: Students will gain the skills, knowledge and expertise to succeed in work and life in the 21st century. • Performance based accountability: IDVA uses technology to alter the typical school day and school year. Mastering curriculum early allows students to move ahead and those who need extra time or remediation are able to work at an individualized pace. Student mastery of State achievement standards is measured through formative and interim assessment throughout the school year and, additionally, at the end of each school year through the state assessment system. 	
School Contact Information	Address: 1965 S. Eagle Road Meridian, ID 83642	Phone: 208-322-3559
Surrounding District	State of Idaho	
Opening Year	2002	
Current Term	June 17, 2014 - June 30, 2018	

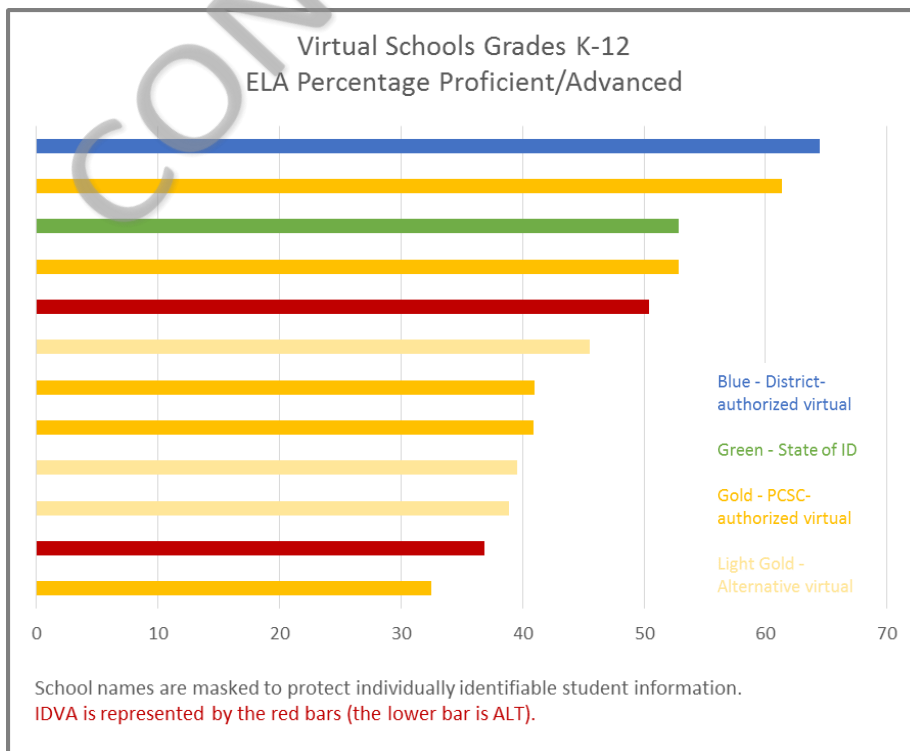
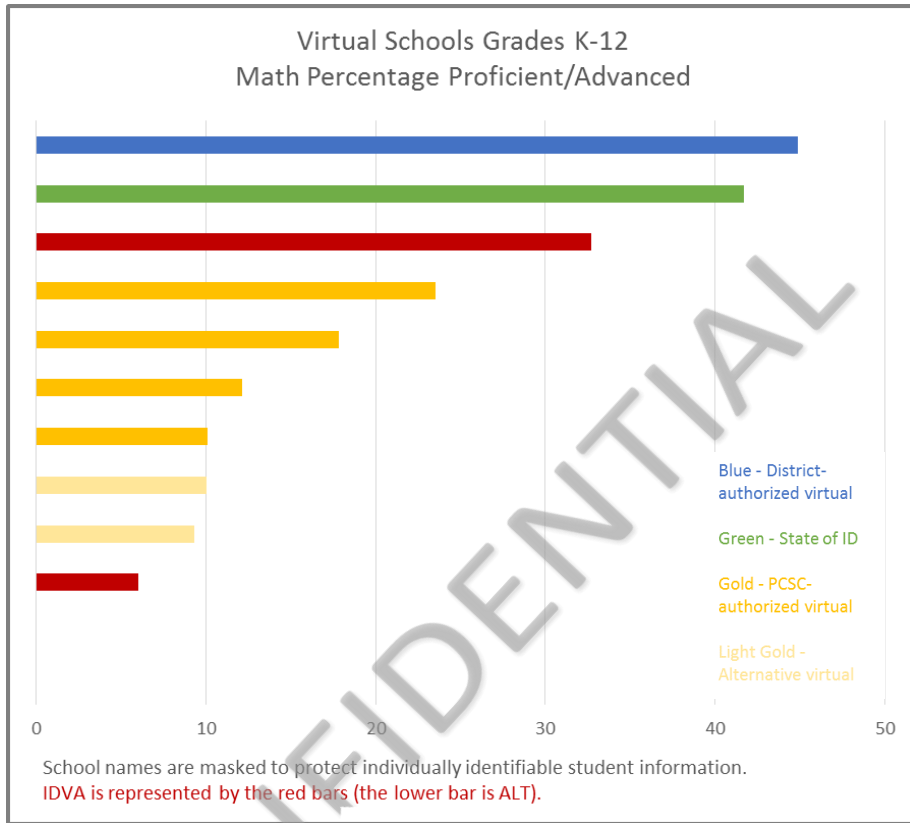
Grades Served	K-12	
Enrollment	Approved: unlimited	Actual: 2,285

School Leadership (2015-2016)	Role
Kerry Heninger	Chairman
Brian Armes	Member
Monica Robinson-Eckert	Member
Anne MacConnell	Member
Kimber Tower	Member
Kelly Edginton	Head of School

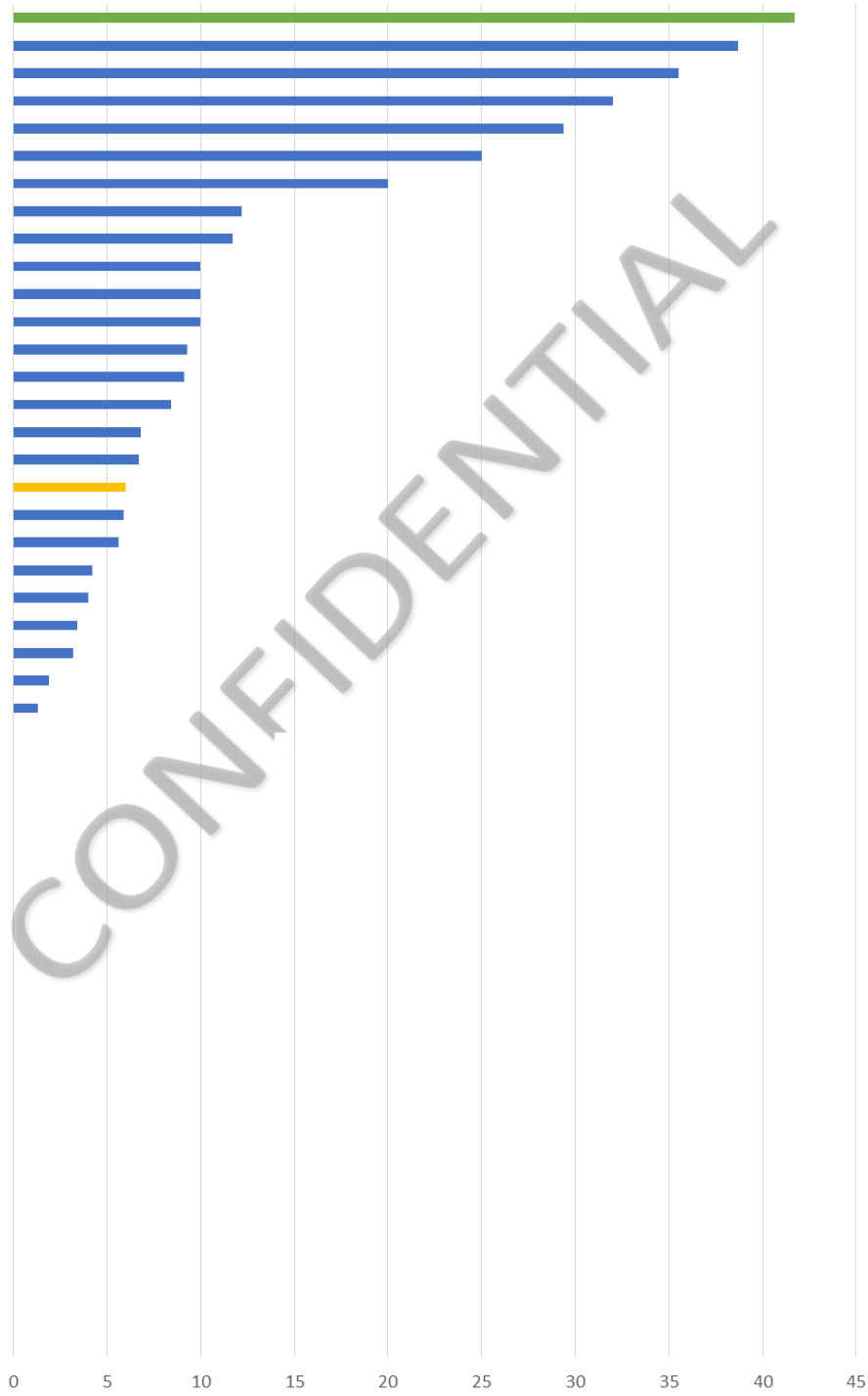
	School	Surrounding District	State
Non-White	██████	N/A	23.84%
Limited English Proficiency	██████	N/A	8.61%
Special Needs	██████	N/A	9.76%
Free & Reduced Lunch	██████	N/A	47.27%

Academic Measure	General Ed Result	Alternative Ed 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)	██████	██████

*The school's 5-year cohort graduation rates for general and alternative ed, based on 2014 data, are 29% and 21%, respectively.

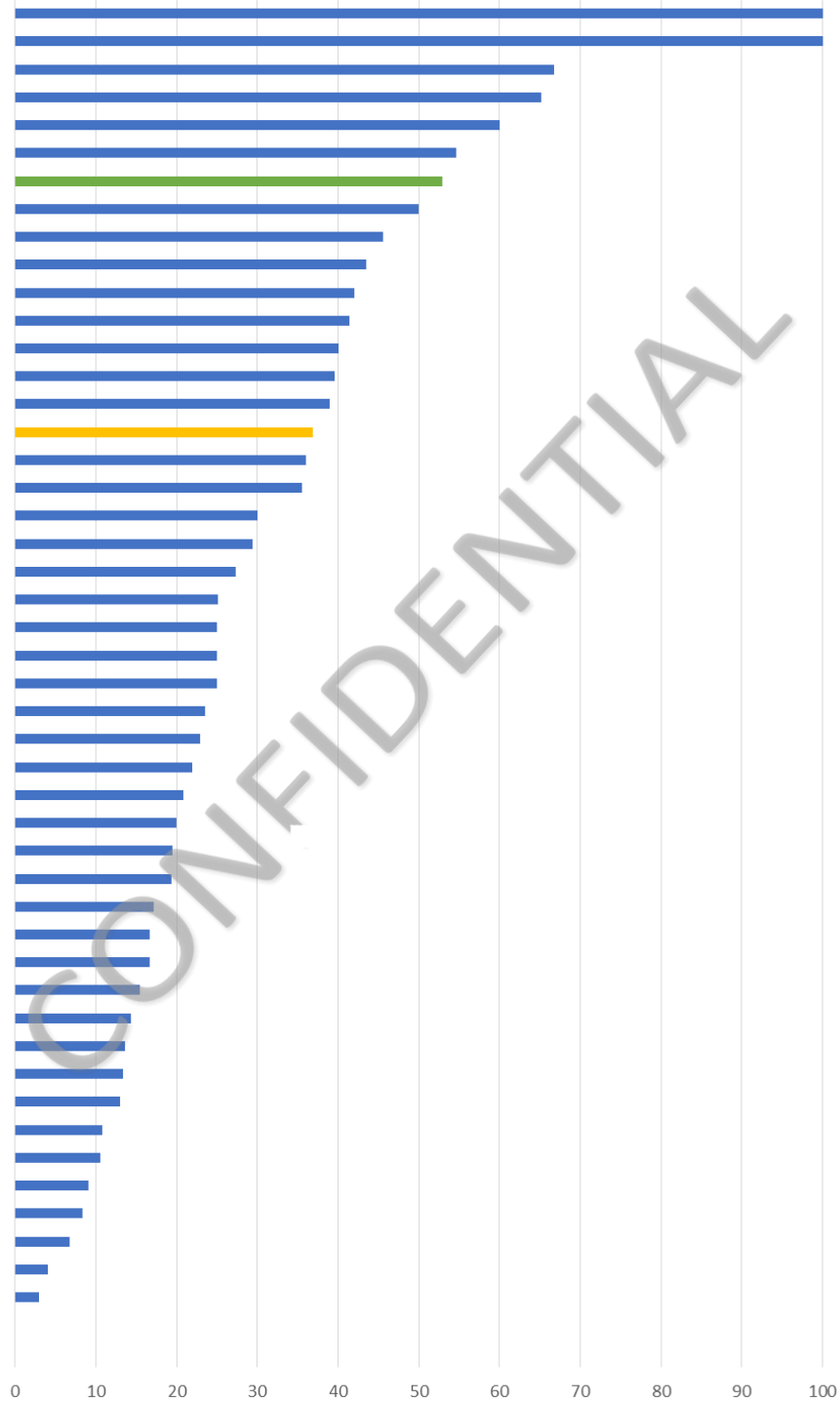


Statewide Alternative Schools
Math Percentage Proficient/Advanced



School names are masked to protect individually identifiable student information.
IDVA Alt is represented by the gold bar. 23 alternatives had 0% proficiency in Math.

Statewide Alternative Schools
ELA Percentage Proficient/Advanced



School names are masked to protect individually identifiable student information.
IDVA Alt is represented by the gold bar.

PUBLIC CHARTER SCHOOL COMMISSION - PERFORMANCE FRAMEWORK

Name of School: Idaho Virtual Academy Year Opened: 2002 Operating Term: 6/17/14-6/30/18 Date Executed: 6/17/2014

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.

IDVA --- 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	38%	15.53
	2c				75	38%	26.80
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	25%	6.13
Total Possible Academic Points					1050	100%	
- Points from Non-Applicable					850		
Total Possible Academic Points for This School					200		
Total Academic Points Received							48.46
% of Possible Academic Points for This School							24.23%

MISSION-SPECIFIC	Measure	Possible Points	% of Total Points	POINTS EARNED	Possible Points	% of Total Points	POINTS EARNED
Elem Math Interventions (K-5)	1				0	0%	0.00
Elem ELA Interventions (K-5)	2				0	0%	0.00
MS Math Interventions (6-8)	3				0	0%	0.00
MS ELA Interventions (6-8)	4				0	0%	0.00
HS Math Interventions (9-12)	5				0	0%	0.00
HS ELA Interventions (9-12)	6				0	0%	0.00
Total Possible Mission-Specific Points					0	0%	0.00
Total Mission-Specific Points Received							
% of Possible Mission-Specific Points Received							
TOTAL POSSIBLE ACADEMIC & MISSION-SPECIFIC POINTS					200		
TOTAL POINTS RECEIVED							48.46
% OF POSSIBLE ACADEMIC & MISSION-SPECIFIC POINTS							24.23%

ALTERNATIVE PROGRAM 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				75	0%	0.00
Proficiency	2a				75	0%	0.00
	2b				75	28%	2.85
	2c				75	28%	17.05
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
Alternative School Student Engagement	4a				100	0%	0.00
	4b				100	0%	0.00
College & Career Readiness	5a				50	0%	0.00
	5b1 / 5b2				50	0%	0.00
	5c1 / 5c2				75	28%	2.60
Total Possible Academic Points					1325	84%	
- Points from Non-Applicable					1100		
Total Possible Academic Points for This School					225		
Total Academic Points Received							22.50
% of Possible Academic Points for This School							10.00%

ALTERNATIVE PROGRAM MISSION-SPECIFIC	Measure	Possible Points	% of Total Points	POINTS EARNED	Possible Points	% of Total Points	POINTS EARNED
Math Interventions	1				0	0%	0.00
ELA Interventions	2				0	0%	0.00
Credit Recovery	3				41	16%	16.56
Total Possible Mission-Specific Points					41		
Total Mission-Specific Points Received							16.56
% of Possible Mission-Specific Points Received							40.01%
TOTAL POSSIBLE ALTERNATIVE PROGRAM ACADEMIC & MISSION-SPECIFIC POINTS					266		
TOTAL ALTERNATIVE PROGRAM POINTS RECEIVED							39.06
% OF POSSIBLE ALTERNATIVE ACADEMIC & MISSION-SPECIFIC POINTS							14.66%

IDVA --- PERFORMANCE FRAMEWORK SCORING

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%	15.00
	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
	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%	390.00
% OF POSSIBLE OPERATIONAL POINTS				97.50%

FINANCIAL	Measure	Points Possible	% of Total Points	Points Earned
Near-Term Measures	1a	0	0%	0.00
	1b	0	0%	0.00
	1c	0	0%	0.00
	1d	50	100%	50.00
Sustainability Measures	2a	0	0%	0.00
	2b	0	0%	0.00
	2c	0	0%	0.00
	2d	0	0%	0.00
TOTAL FINANCIAL POINTS		50	100%	50.00
% OF POSSIBLE FINANCIAL POINTS				100.00%

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.

ACCOUNTABILITY DESIGNATION	GENERAL PROGRAM ACADEMIC & MISSION-SPECIFIC		ALTERNATIVE PROGRAM ACADEMIC & MISSION-SPECIFIC		OPERATIONAL		FINANCIAL	
	Range	% of Points Possible Earned	Range	% of Points Possible Earned	Range	% of Points Possible Earned	Range	% of Points Possible Earned
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.	75% - 100% of points possible		75% - 100% of points possible		90% - 100% of points possible	97.50%	85% - 100% of points possible	100.00%
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.	55% - 74% of points possible		55% - 74% of points possible		80% - 89% of points possible		65% - 84% of points possible	
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.	31% - 54% of points possible		31% - 54% of points possible		61% - 79% of points possible		46% - 64% of points possible	
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.	0% - 30% of points possible	24.23%	0% - 30% of points possible	14.66%	0% - 60% of points possible		0% - 45% of points possible	

IDVA --- ACADEMIC FRAMEWORK

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				Points Earned
		5	25				
		4	20				
		3	15				
		2	0				
						0	
Notes							
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				Points Earned
		Reward	25				
		None	15				
		Focus	0				
		Priority	0				
						0	
Notes							
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
						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.	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	16
						16	
Notes							

		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
		50.40	20-37	18	41-64	24	27
			0-19	19	1-40	40	0
							<u>27</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>	

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		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		Result	Points Possible	Points Earned			
Measure 4a Advanced Opportunity Coursework	Are students participating successfully in advance opportunity 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				
	Falls Far Below Standard: School earned 1 or fewer points in SRS Post-Secondary Content Area: Adv Oppty	1	0				
Notes			<u>0</u>				
Measure 4b1 College Entrance Exam Results	Does students' performance on college entrance exams reflect college readiness?						
	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			<u>0</u>				
Measure 4b2 College Entrance Exam Results	Does students' performance on college entrance exams reflect college readiness?						
	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			<u>0</u>				
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.		33.00	0-13	13	1-70	70
Notes	Due to the timing of data availability, the graduation rate is reflective of data from the 2014-15 school year. IDVA's 5-year cohort graduation rate, reflective of data from the 2013-14 school year, is 29%.						<u>6</u>

MISSION-SPECIFIC GOALS			
Measure 1F2	Is the school addressing the academic needs of K-5 students struggling in Math?	Result	Points Possible
	<p>Exceeds Standard: 90%-100% of K-5th grade students continuously enrolled for 2 years or more and identified as needing academic intervention in math who attended 90% or more of their assigned intervention classes made adequate growth in math on the state assessment.</p> <p>Meets Standard: 70%-89% of K-5th grade students continuously enrolled for 2 years or more and identified as needing academic intervention in math who attended 90% or more of their assigned intervention classes made adequate growth in math on the state assessment.</p> <p>Does Not Meet Standard: 50%-69% of K-5th grade students continuously enrolled for 2 years or more and identified as needing academic intervention in math who attended 90% or more of their assigned intervention classes made adequate growth in math on the state assessment.</p> <p>Falls Far Below Standard: Fewer than 50% of K-5th grade students continuously enrolled for 2 years or more and identified as needing academic intervention in math who attended 90% or more of their assigned intervention classes made adequate growth in math on the state assessment.</p>		<p>115</p> <p>92</p> <p>46</p> <p>0</p> <hr/> <p>0.00</p>
Notes	<p>For the purposes of this measure, a student will be considered continuously enrolled for 2 years if he/she is in his/her 4th semester or greater of enrollment at the school at the time of testing. The school will report data to the PCSC by October 1 each year. Due to state-level standardized assessment changes, no result can be calculated for the 2015-16 school year.</p>		
Measure 2	Is the school addressing the academic needs of K-5 students struggling in English Language Arts (ELA)?	Result	Points Possible
	<p>Exceeds Standard: 90%-100% of K-5th grade students continuously enrolled for 2 years or more and identified as needing academic intervention in ELA who attended 90% or more of their assigned intervention classes made adequate growth in ELA on the state assessment.</p> <p>Meets Standard: 70%-89% of K-5th grade students continuously enrolled for 2 years or more and identified as needing academic intervention in ELA who attended 90% or more of their assigned intervention classes made adequate growth in ELA on the state assessment.</p> <p>Does Not Meet Standard: 50%-69% of K-5th grade students continuously enrolled for 2 years or more and identified as needing academic intervention in ELA who attended 90% or more of their assigned intervention classes made adequate growth in ELA on the state assessment.</p> <p>Falls Far Below Standard: Fewer than 50% of K-5th grade students continuously enrolled for 2 years or more and identified as needing academic intervention in ELA who attended 90% or more of their assigned intervention classes made adequate growth in ELA on the state assessment.</p>		<p>115</p> <p>92</p> <p>46</p> <p>0</p> <hr/> <p>0.00</p>
Notes	<p>For the purposes of this measure, a student will be considered continuously enrolled for 2 years if he/she is in his/her 4th semester or greater of enrollment at the school at the time of testing. The school will report data to the PCSC by October 1 each year. Due to state-level standardized assessment changes, no result can be calculated for the 2015-16 school year.</p>		
Measure 3	Is the school addressing the academic needs of middle school students struggling in Math?	Result	Points Possible
	<p>Exceeds Standard: 90%-100% of 6th-8th grade students continuously enrolled for 2 years or more and identified as needing academic intervention in math who attended 90% or more of their assigned intervention classes made adequate growth in math on the state assessment.</p> <p>Meets Standard: 70%-89% of 6th-8th grade students continuously enrolled for 2 years or more and identified as needing academic intervention in math who attended 90% or more of their assigned intervention classes made adequate growth in math on the state assessment.</p> <p>Does Not Meet Standard: 50%-69% of 6th-8th grade students continuously enrolled for 2 years or more and identified as needing academic intervention in math who attended 90% or more of their assigned intervention classes made adequate growth in math on the state assessment.</p> <p>Falls Far Below Standard: Fewer than 50% of 6th-8th grade students continuously enrolled for 2 years or more and identified as needing academic intervention in math who attended 90% or more of their assigned intervention classes made adequate growth in math on the state assessment.</p>		<p>120</p> <p>96</p> <p>48</p> <p>0</p> <hr/> <p>0.00</p>
Notes	<p>Due to state-level standardized assessment changes, no result can be calculated for the 2015-16 school year.</p>		

Measure 4	Is the school addressing the academic needs of middle school students struggling in English Language Arts (ELA)?	Result	Points Possible	Points Earned
	<p>Exceeds Standard: 90%-100% of 6th-8th grade students continuously enrolled for 2 years or more and identified as needing academic intervention in ELA who attended 90% or more of their assigned intervention classes made adequate growth in ELA on the state assessment.</p> <p>Meets Standard: 70%-89% of 6th-8th grade students continuously enrolled for 2 years or more and identified as needing academic intervention in ELA who attended 90% or more of their assigned intervention classes made adequate growth in ELA on the state assessment.</p> <p>Does Not Meet Standard: 50%-69% of 6th-8th grade students continuously enrolled for 2 years or more and identified as needing academic intervention in ELA who attended 90% or more of their assigned intervention classes made adequate growth in ELA on the state assessment.</p> <p>Falls Far Below Standard: Fewer than 50% of 6th-8th grade students continuously enrolled for 2 years or more and identified as needing academic intervention in ELA who attended 90% or more of their assigned intervention classes made adequate growth in ELA on the state assessment.</p>		120	
			96	
			48	
			0	
				0.00
Notes	For the purposes of this measure, a student will be considered continuously enrolled for 2 years if he/she is in his/her 4th semester or greater of enrollment at the school at the time of testing. The school will report data to the PCSC by October 1 each year. Due to state-level standardized assessment changes, no result can be calculated for the 2015-16 school year.			
Measure 5	Is the school addressing the academic needs of high school students struggling in Math?	Result	Points Possible	Points Earned
	<p>Exceeds Standard: 90%-100% of 9th-12th grade students continuously enrolled for 2 years or more and identified as needing academic intervention in math who attended 90% or more of their assigned intervention classes made adequate growth in math on the state assessment.</p> <p>Meets Standard: 70%-89% of 9th-12th grade students continuously enrolled for 2 years or more and identified as needing academic intervention in math who attended 90% or more of their assigned intervention classes made adequate growth in math on the state assessment.</p> <p>Does Not Meet Standard: 50%-69% of 9th-12th grade students continuously enrolled for 2 years or more and identified as needing academic intervention in math who attended 90% or more of their assigned intervention classes made adequate growth in math on the state assessment.</p> <p>Falls Far Below Standard: Fewer than 50% of 9th-12th grade students continuously enrolled for 2 years or more and identified as needing academic intervention in math who attended 90% or more of their assigned intervention classes made adequate growth in math on the state assessment.</p>		115	
			92	
			46	
			0	
				0.00
Notes	For the purposes of this measure, a student will be considered continuously enrolled for 2 years if he/she is in his/her 4th semester or greater of enrollment at the school at the time of testing. The school will report data to the PCSC by October 1 each year. Due to state-level standardized assessment changes, no result can be calculated for the 2015-16 school year.			
Measure 6	Is the school addressing the academic needs of high school students struggling in English Language Arts (ELA)?	Result	Points Possible	Points Earned
	<p>Exceeds Standard: 90%-100% of 9th-12th grade students continuously enrolled for 2 years or more and identified as needing academic intervention in ELA who attended 90% or more of their assigned intervention classes made adequate growth in ELA on the state assessment.</p> <p>Meets Standard: 70%-89% of 9th-12th grade students continuously enrolled for 2 years or more and identified as needing academic intervention in ELA who attended 90% or more of their assigned intervention classes made adequate growth in ELA on the state assessment.</p> <p>Does Not Meet Standard: 50%-69% of 9th-12th grade students continuously enrolled for 2 years or more and identified as needing academic intervention in ELA who attended 90% or more of their assigned intervention classes made adequate growth in ELA on the state assessment.</p> <p>Falls Far Below Standard: Fewer than 50% of 9th-12th grade students continuously enrolled for 2 years or more and identified as needing academic intervention in ELA who attended 90% or more of their assigned intervention classes made adequate growth in ELA on the state assessment.</p>		115	
			92	
			46	
			0	
Notes	For the purposes of this measure, a student will be considered continuously enrolled for 2 years if he/she is in his/her 4th semester or greater of enrollment at the school at the time of testing. The school will report data to the PCSC by October 1 each year. Due to state-level standardized assessment changes, no result can be calculated for the 2015-16 school year.			

INDICATOR 1: STATE AND FEDERAL ACCOUNTABILITY							
		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	
						0	
Notes							
INDICATOR 2: STUDENT ACADEMIC PROFICIENCY							
Measure 1b Alternative School Performance Comparison	How is the school performing in comparison to other alternative schools in the state? Exceeds Standard: School's Star Rating points placed the school in the 75th to 100th percentile when compared to other alternative schools. Meets Standard: School's Star Rating points placed the school in the 50th to 74th percentile when compared to other alternative schools. Does Not Meet Standard: School's Star Rating points placed the school in the 25th to 49th percentile when compared to other alternative schools. Falls Far Below Standard: School's Star Rating points placed the school in the 24th percentile or below when compared to other alternative schools.	Result	Points Possible			Points Earned	
			75				
			50				
			15				
			0			0	
						0	
Notes							
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
						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.	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
			6.00	0-19	19	1-40	40
						3	
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.	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
			35.90	0-19	19	1-40	40
						17	
Notes							

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INDICATOR 3: STUDENT ACADEMIC GROWTH		Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
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.		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
Notes							0
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.		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
Notes							0
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.		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
Notes							0
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 nd 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

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		Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
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?						
	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 31-44% 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.		0-25	25	1-30	30	0
Notes							0

INDICATOR 4: ALTERNATIVE SCHOOL STUDENT ENGAGEMENT							
Measure 4a Attendance	Are students demonstrating engagement through regular attendance? Exceeds Standard: Meets Standard: Does Not Meet Standard: Falls Far Below Standard:	Result (Percentage)	Possible Overall	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
							0
							0
							0
							0
Notes	Authorizer acknowledges that specific targets for this measure require further development. At the time this Performance Certificate was executed by the Authorizer and the School, the State Department of Education is continuing to develop similar measures as part of the state's school accountability model. Targets for this measure will be identified after the Authorizer has received information from the SDE regarding its conclusions.						0
0							
Measure 4b Course / Credit Completion	Are students demonstrating engagement by successfully completing their courses? Exceeds Standard: Meets Standard: Does Not Meet Standard: Falls Far Below Standard:	Result (Percentage)	Possible Overall	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
							0
							0
							0
							0
Notes	Authorizer acknowledges that specific targets for this measure require further development. At the time this Performance Certificate was executed by the Authorizer and the School, the State Department of Education is continuing to develop similar measures as part of the state's school accountability model. Targets for this measure will be identified after the Authorizer has received information from the SDE regarding its conclusions.						0
0							
INDICATOR 5: COLLEGE AND CAREER READINESS							
Measure 5a Advanced Opportunity Coursework	Are students participating successfully in advance opportunity coursework? Exceeds Standard: School earned 5 points in SRS Post-Secondary Content Area: Advanced Opportunity Meets Standard: School earned 3-4 points in SRS Post-Secondary Content Area: Advanced Opportunity Does Not Meet Standard: School earned 2 points in SRS Post-Secondary Content Area: Advanced Opportunity Falls Far Below Standard: School earned 1 or fewer points in SRS Post-Secondary Content Area: Advanced Opportunity	Result	Points Possible				Points Earned
							0
							0
							0
							0
Notes							0
0							
Measure 5b1 College Entrance Exam Results	Does students' performance on college entrance exams reflect college readiness? Exceeds Standard: Effective in 2013-14, at least 35% of students met or exceeded the college readiness benchmark on an entrance or placement exam. Meets Standard: Effective in 2013-14, between 25-34% of students met or exceeded the college readiness benchmark on an entrance or placement exam.) 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.) 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.	Result	Points Possible				Points Earned
							0
							0
							0
							0
Notes							0
0							

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		Result	Points Possible	Points Earned			
Measure 5b2 College Entrance Exam Results	Does students' performance on college entrance exams reflect college readiness?						
	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					<u>0</u>	
<hr/>							
Measure 5c1 Graduation Rate 4-year Cohort	Are students graduating from high school?	Result (Percentage)	Possible Overall	Possible in this Range	Percentile Targets	Percentile Points	
	Exceeds Standard: Based on 4-year cohort data, at least 90% of students graduated from high school.		39-50	12	90-100	11	0
	Meets Standard: Based on 4-year cohort data, 81-89% of students graduated from high school.		26-38	13	81-89	9	0
	Does Not Meet Standard: Based on 4-year cohort data, 71%-80% of students graduated from high school.		14-25	12	71-80	10	0
	Falls Far Below Standard: Based on 4-year cohort data, fewer than 70% of students graduated from high school.	14.00	0-13	13	1-70	70	<u>3</u>
	Notes	Due to the timing of data availability, the graduation rate is reflective of data from the 2014-15 school year. IDVA Alt's 5-year cohort graduation rate, reflective of data from the 2013-14 school year, is 21%.					<u>3</u>
<hr/>							
Measure 5c2 Graduation Rate 6-year Cohort	Are students graduating from high school?	Result (Percentage)	Possible Overall	Possible in this Range	Percentile Targets	Percentile Points	
	Exceeds Standard:		39-50	12	90-100	11	0
	Meets Standard:		26-38	13	81-89	9	0
	Does Not Meet Standard:		14-25	12	71-80	10	0
	Falls Far Below Standard:		0-13	13	1-70	70	<u>0</u>
	Notes	Alternative schools will have the option to choose if they wish to be evaluated using Measure 5c1 or Measure 5c2.					<u>0</u>
Authorizer acknowledges that specific targets for this measure require further development. At the time this Performance Certificate was executed by the Authorizer and the School, the State Department of Education is continuing to develop similar measures as part of the state's school accountability model. Targets for this measure will be identified after the Authorizer has received information from the SDE regarding its conclusions.							

MISSION-SPECIFIC GOALS				
Measure 1	Is the school addressing the academic needs of students struggling in Math?	Result	Points Possible	Points Earned
			275	
			220	
			110	
			0	
			0.00	
Notes	All alternative students, regardless of grade, will be included in this measure. For the purposes of this measure, a student will be considered continuously enrolled for 2 years if he/she is in his/her 4th semester or greater of enrollment at the school at the time of testing. The school will report data to the PCSC by October 1 each year. 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 students struggling in English Language Arts (ELA)?	Result	Points Possible	Points Earned
			275	
			220	
			110	
			0	
			0.00	
Notes	All alternative students, regardless of grade, will be included in this measure. For the purposes of this measure, a student will be considered continuously enrolled for 2 years if he/she is in his/her 4th semester or greater of enrollment at the school at the time of testing. The school will report data to the PCSC by October 1 each year. Due to state-level standardized assessment changes, no result can be calculated for the 2015-16 school year.			

IDVA --- MISSION-SPECIFIC FRAMEWORK - Alt Ed

Measure 3	Is the school ensuring alternative high school students are making up for credit deficits?	Result	Points Possible	Points Earned
	<p>Exceeds Standard: 80%-100% of continuously enrolled 9th-12th grade students who started the school year as credit deficient gain an additional 1 or more credits above the normal completion expectation during the traditional school year and/or summer school.</p>		325	
	<p>Meets Standard: 60%-79% of continuously enrolled 9th-12th grade students who started the school year as credit deficient gain an additional 1 or more credits above the normal completion expectation during the traditional school year and/or summer school.</p>		260	
	<p>Does Not Meet Standard: 40%-59% of continuously enrolled 9th-12th grade students who started the school year as credit deficient gain an additional 1 or more credits above the normal completion expectation during the traditional school year and/or summer school.</p>	50%	130	130
	<p>Falls Far Below Standard: Fewer than 40% of continuously enrolled 9th-12th grade students who started the school year as credit deficient gain an additional 1 or more credits above the normal completion expectation during the traditional school year and/or summer school.</p>		0	
				130.00
Notes	<p>For the purposes of this measure, a student will be considered continuously enrolled in the alternative program if he/she is enrolled in IDVA alternative classes by the first day of school and remains enrolled through the school year. A student will be considered credit deficient if he/she has 1 or more credits fewer than he/she should based on the date he/she started 9th grade. The normal completion expectation for high school students is 12 credits. The school will report data to the PCSC by October 1 each year.</p>			

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	<hr/> 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.	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	
	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	<hr/> 25.00
Notes				
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	
	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	<hr/> 25.00
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.		25	
	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.	See note	15	15.00
	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	
				15.00
Notes				
The school's FY15 independent fiscal audit, due October 15, 2015, was submitted on October 27, 2015. The draft audit, pending board approval, was submitted on October 15, 2015.				
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				

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
<hr/>				
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
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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.	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>	
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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.	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

IDVA --- 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>	25	25	25.00
			0	0.00
				<u>25.00</u>
Notes				

IDVA --- FINANCIAL FRAMEWORK

INDICATOR 1: NEAR-TERM MEASURES			
Measure 1a	Current Ratio: Current Assets divided by Current Liabilities	Result	Points Possible
Current Ratio			Points Earned
	Current Ratio is: 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.	1.00	50
Notes	Due to the deficit protection clause in Idaho Virtual Academy's contract with K12, the school will be exempt from evaluation of this measure. The result is included for information only.		10
			0
			<u>0.00</u>
Measure 1b	Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses minus Depreciation Expense / 365)	Result	Points Possible
Unrestricted Days Cash			Points Earned
	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.	No. of Days Cash: 21	50
Notes	Due to the deficit protection clause in Idaho Virtual Academy's contract with K12, the school will be exempt from evaluation of this measure. The result is included for information only.		10
			0
			<u>0.00</u>
Measure 1c	Enrollment Variance: Actual Enrollment divided by Enrollment Projection in Charter School Board-Approved Budget	Result	Points Possible
Enrollment Variance			Points Earned
	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.	Variance is: 97.32%	50
Notes	Due to the deficit protection clause in Idaho Virtual Academy's contract with K12, the school will be exempt from evaluation of this measure. The result is included for information only.		30
			0
			<u>0.00</u>
Measure 1d	Default	Result	Points Possible
Default			Points Earned
	Meets Standard: School is not in default of loan covenant(s) and/or is not delinquent with debt service payments.	No instances of non-compliance documented	50
Notes	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.		50.00
			0
			<u>50.00</u>

IDVA --- FINANCIAL FRAMEWORK

INDICATOR 2: SUSTAINABILITY MEASURES			
Measure 2a	Total Margin: Net Income divided by Total Revenue AND Aggregated Total Margin: Total 3-Year Net Income divided by Total 3-Year Revenues	Result	Points Possible
Total Margin and Aggregated 3-Year Total Margin	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> Does Not Meet Standard: Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard" 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.	Aggregated 3-Year Totals: 0.07%	50
			10
			0
			0.00
Notes	Due to the deficit protection clause in Idaho Virtual Academy's contract with K12, the school will be exempt from evaluation of this measure. The result is included for information only. 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: Total Liabilities divided by Total Assets	Result	Points Possible
Debt to Asset Ratio	Meets Standard: Debt to Asset Ratio is less than 0.9 Does Not Meet Standard: Debt to Asset Ratio is between 0.9 and 1.0 Falls Far Below Standard: Debt to Asset Ratio is greater than 1.0	Ratio is: 0.99	50 30 0
			0.00
Notes	Due to the deficit protection clause in Idaho Virtual Academy's contract with K12, the school will be exempt from evaluation of this measure. The result is included for information only. Due to the Restatement of Pension Liability, as required by GASB 68, Total Liabilities may be higher than expected. The restatement had a material effect on the standard outcome resulting in a "falls far below standard" (2.28) rating. However, the pension liability was removed from the Total Liability calculation in the reported standard outcome.		
Measure 2c	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	Points Possible
Cash Flow	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> Does Not Meet Standard: Multi-Year Cumulative Cash Flow is positive, but trend does not "Meet Standard" Falls Far Below Standard: Multi-Year Cumulative Cash Flow is negative	Multi-Year Cumulative is: \$45,306	50 30 0
			0.00
Notes	Due to the deficit protection clause in Idaho Virtual Academy's contract with K12, the school will be exempt from evaluation of this measure. The result is included for information only.		
Measure 2d	Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)	Result	Points Possible
Debt Service Coverage Ratio	Meets Standard: Debt Service Coverage Ratio is equal to or exceeds 1.1 Does Not Meet Standard: Debt Service Coverage Ratio is less than 1.1 Falls Far Below Standard: Not Applicable	Ratio is: 0.00	50 0
			0.00
Notes	Due to the deficit protection clause in Idaho Virtual Academy's contract with K12, the school will be exempt from evaluation of this measure. The result is included for information only. 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.		

IDVA --- LONGITUDINAL RESULTS

GENERAL PROGRAM 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	15.00	0.00	0.00		
	1b	25	15.00	15.00	0.00		
	2a	75	52.66	0.00	0.00		
Proficiency	2b	75	42.02	14.96	15.53		
	2c	75	39.20	23.73	26.80		
Growth	3a	100	64.33	0.00	0.00		
	3b	100	34.39	0.00	0.00		
	3c	100	38.06	0.00	0.00		
	3d	75	40.30	0.00	0.00		
	3e	75	32.85	0.00	0.00		
	3f	75	37.00	0.00	0.00		
	3g	100	52.70	0.00	0.00		
College & Career Readiness	4a	50	30.00	0.00	0.00		
	4b1 / 4b2	50	30.00	0.00	0.00		
	4c	50	10.59	4.42	6.13		
	Total Possible Academic Points Received	1050	534.10	58.11	48.46	0.00	0.00
% of Possible Academic Points for This School			50.87%	25.83%	24.23%	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.

GENERAL PROGRAM 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
Elem Math Interventions (K-5)	2	115	N/A	N/A	N/A		
Elem ELA Interventions (K-5)	3	115	N/A	N/A	N/A		
MS Math Interventions (6-8)	4	120	N/A	N/A	N/A		
MS ELA Interventions (6-8)	5	120	N/A	N/A	N/A		
HS Math Interventions (9-12)	6	115	N/A	N/A	N/A		
HS ELA Interventions (9-12)	7	115	N/A	N/A	N/A		
Total Possible Mission-Specific Points Received	700	0.00	0.00	0.00	0.00	0.00	0.00
% of Possible Mission-Specific Points for This School			N/A	N/A	N/A	0.00%	0.00%

ALTERNATIVE PROGRAM 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	N/A	0.00	0.00		
	1b	75	N/A	0.00	0.00		
	2a	75	N/A	0.00	0.00		
Proficiency	2b	75	N/A	5.75	2.85		
	2c	75	N/A	23.20	17.05		
Growth	3a	100	N/A	0.00	0.00		
	3b	100	N/A	0.00	0.00		
	3c	100	N/A	0.00	0.00		
	3d	75	N/A	0.00	0.00		
	3e	75	N/A	0.00	0.00		
	3f	75	N/A	0.00	0.00		
	3g	100	N/A	0.00	0.00		
Alternative School Student Engagement	4a	100	N/A	0.00	0.00		
	4b	100	N/A	0.00	0.00		
College & Career Readiness	5a	50	N/A	0.00	0.00		
	5b1 / 5b2	50	N/A	0.00	0.00		
	5c1 / 5c2	75	N/A	2.34	2.60		
Total Possible Academic Points Received (Alt)	1325	0.00	31.29	22.50	0.00	0.00	
% of Possible Academic Points for This School			N/A	13.91%	10.00%	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.

ALTERNATIVE PROGRAM MISSION-SPECIFIC	Measure	Possible Points	Possible Points	2013-14 POINTS	2014-15 POINTS	2015-16 POINTS	2016-17 POINTS	2017-18 POINTS
				EARNED	EARNED	EARNED	EARNED	EARNED
Math Interventions	1	275		N/A	0.00	0.00		
ELA Interventions	2	275		N/A	0.00	0.00		
Credit Recovery	3	325		N/A	14.14	16.56		
Total Possible Mission-Specific Points Received (Alt)	875	0.00	14.14	16.56	0%	0.00		
% of Possible Mission-Specific Points Received			N/A	40.01%	40.01%	0.00%	0.00%	

IDVA --- LONGITUDINAL RESULTS

OPERATIONAL			2013-14 POINTS	2014-15 POINTS	2015-16 POINTS	2016-17 POINTS	2017-18 POINTS
Measure	Possible Points	EARNED	EARNED	EARNED	EARNED	EARNED	EARNED
Educational Program	1a	25	25	25	25		
	1b	25	25	25	25		
	1c	25	25	25	25		
	1d	25	25	25	25		
Financial Management & Oversight	2a	25	15	15	15		
	2b	25	25	25	25		
Governance & Reporting	3a	25	25	25	25		
	3b	25	25	25	25		
Students & Employees	4a	25	25	25	25		
	4b	25	15	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	380.00	390.00	390.00	0.00	0.00
% of Possible Operational Points for This School			95.00%	97.50%	97.50%	0.00%	0.00%

FINANCIAL			2013-14 POINTS	2014-15 POINTS	2015-16 POINTS	2016-17 POINTS	2017-18 POINTS
Measure	Possible Points	EARNED	EARNED	EARNED	EARNED	EARNED	EARNED
Near-Term Measures	1a	0	0	0	0		
	1b	0	0	0	0		
	1c	0	0	0	0		
	1d	50	50	50	50		
Sustainability Measures	2a	0	0	0	0		
	2b	0	0	0	0		
	2c	0	0	0	0		
	2d	0	0	0	0		
Total Possible Financial Points Received		50	50.00	50.00	50.00	0.00	0.00
% of Possible Financial Points for This School			100.00%	100.00%	100.00%	0.00%	0.00%

ACCOUNTABILITY DESIGNATION	2013-14 DESIGNATION	2014-15 DESIGNATION	2015-16 DESIGNATION	2016-17 DESIGNATION	2017-18 DESIGNATION
General Program Academic & Mission-Specific	Remediation	Critical	Critical		
Alternative Program Academic & Mission-Specific	N/A	Critical	Critical		
Operational	Honor	Honor	Honor		
Financial	Honor	Honor	Honor		



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

Alison Consoletti, The Center for Education Reform



IDAHO VIRTUAL ACADEMY
♦♦♦♦♦
ANNUAL PERFORMANCE REPORT
2014-2015

CONFIDENTIAL

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

Phone: (208) 332-1561
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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

<p>Mission Statement</p>	<p>The Idaho Virtual Academy will empower students of all abilities to achieve excellence in a wide range of academic areas. Highly qualified educators will work alongside Learning Coaches to equip students for the demands and opportunities of the 21st century by providing and supporting a research-based, differentiated, effective and rigorous curriculum.</p>	
<p>Key Design Elements</p>	<p>Innovative and Effective Educational Program: Idaho Virtual Academy seeks to develop those qualities of mind and character that will help students become active, thoughtful, and responsible citizens. Furthermore, it aims to help students meet high expectations by offering an individualized, rigorous, self-paced, and mastery-based instructional program that incorporates significant parental involvement.</p> <ul style="list-style-type: none"> • Rigorous Curriculum: Idaho Virtual Academy utilizes the award winning K12 curriculum. • Effective Teachers: Idaho Virtual Academy is committed to employing highly qualified, innovative and committed teachers. Professional growth is supported through meaningful professional development focused on continuous improvement. • Parental Involvement: When parents become active and informed partners in their child's education, test scores rise, drop-out rates fall, and the active pursuit of learning becomes a compelling focus for each family. • Partnership: Teachers, parents and students uniquely connected in a 21st Century Learning Community designed to support and enhance individual student learning. • 21st Century Skills: Students will gain the skills, knowledge and expertise to succeed in work and life in the 21st century. • Performance based accountability: IDVA uses technology to alter the typical school day and school year. Mastering curriculum early allows students to move ahead and those who need extra time or remediation are able to work at an individualized pace. Student mastery of State achievement standards is measured through formative and interim assessment throughout the school year and, additionally, at the end of each school year through the state assessment system. 	
<p>School Contact Information</p>	<p>Address: 1965 S. Eagle Road Meridian, ID 83642</p>	<p>Phone: 208-322-3559</p>
<p>Surrounding District</p>	<p>State of Idaho</p>	
<p>Opening Year</p>	<p>2002</p>	
<p>Current Term</p>	<p>June 17, 2014 - June 30, 2018</p>	

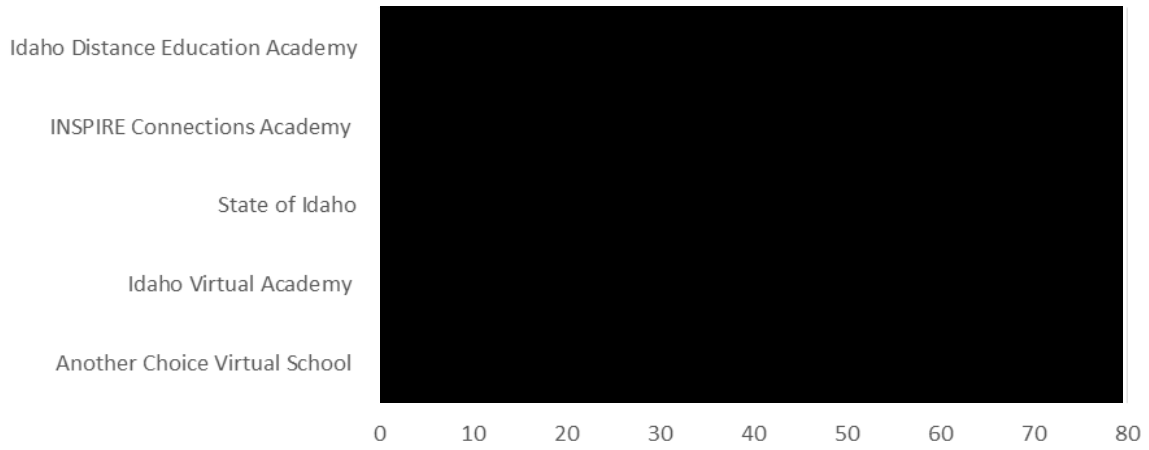
Grades Served	K-12	
Enrollment	Approved: unlimited	Actual: 2,354

School Leadership (2014-2015)	Role
Kerry Heninger	Chairman
Brian Armes	Member
Monica Robinson-Eckert	Member
David Malnes	Member
Kimber Tower	Member
Kelly Edginton	Head of School

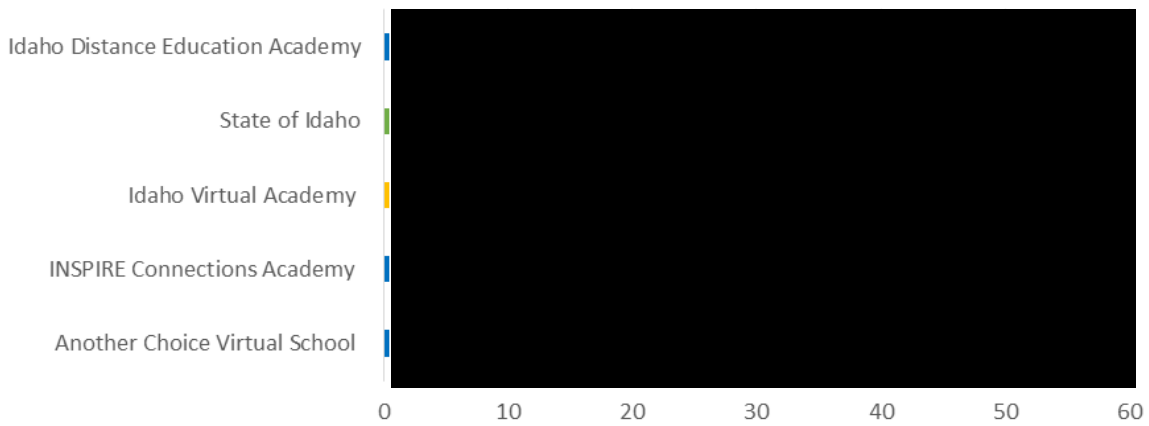
	School	Surrounding District	State
Non-White	████	NA	23.59%
Limited English Proficiency	████	NA	8.52%
Special Needs	████	NA	10.43%
Free & Reduced Lunch	██ █████	NA	49.62%

Academic Measure	General Ed Result	Alternative Ed Result
State Accountability Designation (if applicable)	████	████
Percentage of Students Meeting or Exceeding Proficiency in Math	████	████
Percentage of Students Meeting or Exceeding Proficiency in English Language Arts	████	████
Graduation Rate (4-year cohort data from 2014)	████	████

Virtual Schools Grades K-12 ELA Percentage Proficient/Advanced



Virtual Schools Grades K-12 Math Percentage Proficient/Advanced



PUBLIC CHARTER SCHOOL COMMISSION - PERFORMANCE FRAMEWORK

Name of School: Idaho Virtual Academy Year Opened: 2002 Operating Term: 6/17/14-6/30/18 Date Executed: 6/17/2014

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.

IDVA --- 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	33%	14.96
	2c				75	33%	23.73
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	22%	4.42
Total Possible Academic Points					1050	100%	
- Points from Non-Applicable					825		
Total Possible Academic Points for This School					225		
Total Academic Points Received							58.11
% of Possible Academic Points for This School							25.83%

MISSION-SPECIFIC	Measure	Possible Points	% of Total Points	POINTS EARNED	Possible Points	% of Total Points	POINTS EARNED
Elem Math Interventions (K-5)	1				115		
Elem ELA Interventions (K-5)	2				115		
MS Math Interventions (6-8)	3				120		
MS ELA Interventions (6-8)	4				120		
HS Math Interventions (9-12)	5				115		
HS ELA Interventions (9-12)	6				115		
Total Possible Mission-Specific Points							
Total Mission-Specific Points Received							
% of Possible Mission-Specific Points Received							

TOTAL POSSIBLE ACADEMIC & MISSION-SPECIFIC POINTS					225		
TOTAL POINTS RECEIVED							58.11
% OF POSSIBLE ACADEMIC & MISSION-SPECIFIC POINTS							25.83%

ALTERNATIVE PROGRAM 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				75	0%	0.00
Proficiency	2a				75	0%	0.00
	2b				75	28%	5.75
	2c				75	28%	23.20
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
Alternative School Student Engagement	4a				100	0%	0.00
	4b				100	0%	0.00
College & Career Readiness	5a				50	0%	0.00
	5b1 / 5b2				50	0%	0.00
	5c1 / 5c2				75	28%	2.34
Total Possible Academic Points					1325	84%	
- Points from Non-Applicable					1100		
Total Possible Academic Points for This School					225		
Total Academic Points Received							31.29
% of Possible Academic Points for This School							13.91%

ALTERNATIVE PROGRAM MISSION-SPECIFIC	Measure	Possible Points	% of Total Points	POINTS EARNED	Possible Points	% of Total Points	POINTS EARNED
Math Interventions	1				0	0%	0.00
ELA Interventions	2				0	0%	0.00
Credit Recovery	3				41	16%	16.56
Total Possible Mission-Specific Points					41		
Total Mission-Specific Points Received							16.56
% of Possible Mission-Specific Points Received							40.01%

TOTAL POSSIBLE ALTERNATIVE PROGRAM ACADEMIC & MISSION-SPECIFIC POINTS					266		
TOTAL ALTERNATIVE PROGRAM POINTS RECEIVED							47.85
% OF POSSIBLE ALTERNATIVE ACADEMIC & MISSION-SPECIFIC POINTS							17.96%

IDVA --- PERFORMANCE FRAMEWORK SCORING

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%	15.00
	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
	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%	390.00
% OF POSSIBLE OPERATIONAL POINTS				97.50%

FINANCIAL	Measure	Points Possible	% of Total Points	Points Earned
Near-Term Measures	1a	0	0%	0.00
	1b	0	0%	0.00
	1c	0	0%	0.00
	1d	50	100%	50.00
Sustainability Measures	2a	0	0%	0.00
	2b	0	0%	0.00
	2c	0	0%	0.00
	2d	0	0%	0.00
TOTAL FINANCIAL POINTS		50	100%	50.00
% OF POSSIBLE FINANCIAL POINTS				100.00%

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.

ACCOUNTABILITY DESIGNATION	GENERAL PROGRAM ACADEMIC & MISSION-SPECIFIC		ALTERNATIVE PROGRAM ACADEMIC & MISSION-SPECIFIC		OPERATIONAL		FINANCIAL	
	Range	% of Points Possible Earned	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		75% - 100% of points possible		90% - 100% of points possible	97.50%	85% - 100% of points possible	100.00%
<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		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		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 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	25.83%	0% - 30% of points possible	17.96%	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?	Result (Stars)	Points Possible	Points Earned		
		5	25			
		Exceeds Standard: School received five stars on the Star Rating System	4	20		
		Meets Standard: School received three or four stars on the Star Rating System	3	15		
		Does Not Meet Standard: School received two stars on the Star Rating System	2	0		
		Falls Far Below Standard: School received one star on the Star Rating System	1	0	0	
Notes						

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			
		Exceeds Standard: School was identified as a "Reward" school.	None	15	15	
		Meets Standard: School does not have a designation.	Focus	0		
		Does Not Meet Standard: School was identified as a "Focus" school.	Priority	0		
		Falls Far Below Standard: School was identified as a "Priority" school.			15	
Notes						

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
		Exceeds Standard: 90% or more of students met or exceeded proficiency.	57-75	19	90-100	11	0
		Meets Standard: Between 65-89% of students met or exceeded proficiency.	38-56	19	65-89	25	0
		Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency.	20-37	18	41-64	24	0
		Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.	0-19	19	1-40	40	0
							0
Notes							

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	
		Exceeds Standard: 90% or more of students met or exceeded proficiency.	57-75	19	90-100	11	0	
		Meets Standard: Between 65-89% of students met or exceeded proficiency.	38-56	19	65-89	25	0	
		Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency.	20-37	18	41-64	24	0	
		Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.	31.50	0-19	19	1-40	40	15
							15	
Notes								

		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
		46.30	20-37	18	41-64	24	24
			0-19	19	1-40	40	0
							<u>24</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.		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
							<u>0</u>
Notes							
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.		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
							<u>0</u>
Notes							
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.		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
							<u>0</u>
Notes							

IDVA --- ACADEMIC FRAMEWORK (2014-2015 data)

<p>Measure 3d Norm-Referenced Growth in Reading</p> <p>Are students making expected annual academic growth in reading compared to their academic peers?</p> <p>Exceeds Standard: The school's Median SGP in reading falls between the 66th and 99th percentile. Meets Standard: The school's Median SGP in reading falls between the 43rd and 65th percentile. Does Not Meet Standard: The school's Median SGP in reading falls between the 30th and 42th percentile. Falls Far Below Standard: The school's Median SGP in reading falls below the 30th percentile.</p> <p>Notes</p>	<table border="1"> <thead> <tr> <th>Result (Percentile)</th> <th>Points Possible</th> <th>Possible in this Range</th> <th>Percentile Targets</th> <th>Percentile Points</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>57-75</td> <td>19</td> <td>66-99</td> <td>34</td> <td>0</td> </tr> <tr> <td></td> <td>38-56</td> <td>19</td> <td>43-65</td> <td>23</td> <td>0</td> </tr> <tr> <td></td> <td>20-37</td> <td>18</td> <td>30-42</td> <td>13</td> <td>0</td> </tr> <tr> <td></td> <td>0-19</td> <td>19</td> <td>1-29</td> <td>29</td> <td>0</td> </tr> <tr> <td colspan="5"></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result (Percentile)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned		57-75	19	66-99	34	0		38-56	19	43-65	23	0		20-37	18	30-42	13	0		0-19	19	1-29	29	0						0
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	0-19	19	1-29	29	0																																
					0																																
<p>Measure 3g Subgroup Growth Combined Subjects</p> <p>Is the school increasing subgroup academic performance over time?</p> <p>Exceeds Standard: School earned at least 70% of possible points in SRS Accountability Area 3. Meets Standard: School earned 45-69% of possible points in SRS Accountability Area 3. Does Not Meet Standard: School earned 30-44% of possible points in SRS Accountability Area 3. Falls Far Below Standard: School earned fewer than 30% of possible points in SRS Accountability Area 3.</p> <p>Notes</p>	<table border="1"> <thead> <tr> <th>Result (Percentage)</th> <th>Points Possible</th> <th>Possible in this Range</th> <th>Percentile Targets</th> <th>Percentile Points</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>76-100</td> <td>25</td> <td>70-100</td> <td>31</td> <td>0</td> </tr> <tr> <td></td> <td>51-75</td> <td>25</td> <td>45-69</td> <td>25</td> <td>0</td> </tr> <tr> <td></td> <td>26-50</td> <td>25</td> <td>30-44</td> <td>15</td> <td>0</td> </tr> <tr> <td></td> <td>0-25</td> <td>25</td> <td>1-29</td> <td>29</td> <td>0</td> </tr> <tr> <td colspan="5"></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned		76-100	25	70-100	31	0		51-75	25	45-69	25	0		26-50	25	30-44	15	0		0-25	25	1-29	29	0						0
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INDICATOR 4: COLLEGE AND CAREER READINESS								
Measure 4a Advanced Opportunity Coursework Notes	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	0				
Measure 4b1 College Entrance Exam Results Notes	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	0				
Measure 4b2 College Entrance Exam Results Notes	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				
Measure 4c Graduation Rate Notes	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.		23.80	0-13	13	1-70	70	4
	Due to the timing of data availability, the graduation rate is reflective of data from the 2013-14 school year.							4

MISSION-SPECIFIC GOALS			
Measure 1 Is the school addressing the academic needs of K-5 students struggling in Math?	Result	Points Possible	Points Earned
	Exceeds Standard: 90%-100% of K-5th grade students continuously enrolled for 2 years or more and identified as needing academic intervention in math who attended 90% or more of their assigned intervention classes made adequate growth in math on the state assessment.	115	
	Meets Standard: 70%-89% of K-5th grade students continuously enrolled for 2 years or more and identified as needing academic intervention in math who attended 90% or more of their assigned intervention classes made adequate growth in math on the state assessment.	92	
	Does Not Meet Standard: 50%-69% of K-5th grade students continuously enrolled for 2 years or more and identified as needing academic intervention in math who attended 90% or more of their assigned intervention classes made adequate growth in math on the state assessment.	46	
	Falls Far Below Standard: Fewer than 50% of K-5th grade students continuously enrolled for 2 years or more and identified as needing academic intervention in math who attended 90% or more of their assigned intervention classes made adequate growth in math on the state assessment.	0	
Notes	For the purposes of this measure, a student will be considered continuously enrolled for 2 years if he/she is in his/her 4th semester or greater of enrollment at the school at the time of testing. The school will report data to the PCSC by October 1 each year. Due to state-level standardized assessment changes, no result can be calculated for the 2014-15 school year.		<u>0.00</u>
Measure 2 Is the school addressing the academic needs of K-5 students struggling in English Language Arts (ELA)?	Result	Points Possible	Points Earned
	Exceeds Standard: 90%-100% of K-5th grade students continuously enrolled for 2 years or more and identified as needing academic intervention in ELA who attended 90% or more of their assigned intervention classes made adequate growth in ELA on the state assessment.	115	
	Meets Standard: 70%-89% of K-5th grade students continuously enrolled for 2 years or more and identified as needing academic intervention in ELA who attended 90% or more of their assigned intervention classes made adequate growth in ELA on the state assessment.	92	
	Does Not Meet Standard: 50%-69% of K-5th grade students continuously enrolled for 2 years or more and identified as needing academic intervention in ELA who attended 90% or more of their assigned intervention classes made adequate growth in ELA on the state assessment.	46	
	Falls Far Below Standard: Fewer than 50% of K-5th grade students continuously enrolled for 2 years or more and identified as needing academic intervention in ELA who attended 90% or more of their assigned intervention classes made adequate growth in ELA on the state assessment.	0	
Notes	For the purposes of this measure, a student will be considered continuously enrolled for 2 years if he/she is in his/her 4th semester or greater of enrollment at the school at the time of testing. The school will report data to the PCSC by October 1 each year. Due to state-level standardized assessment changes, no result can be calculated for the 2014-15 school year.		<u>0.00</u>
Measure 3 Is the school addressing the academic needs of middle school students struggling in Math?	Result	Points Possible	Points Earned
	Exceeds Standard: 90%-100% of 6th-8th grade students continuously enrolled for 2 years or more and identified as needing academic intervention in math who attended 90% or more of their assigned intervention classes made adequate growth in math on the state assessment.	120	
	Meets Standard: 70%-89% of 6th-8th grade students continuously enrolled for 2 years or more and identified as needing academic intervention in math who attended 90% or more of their assigned intervention classes made adequate growth in math on the state assessment.	96	
	Does Not Meet Standard: 50%-69% of 6th-8th grade students continuously enrolled for 2 years or more and identified as needing academic intervention in math who attended 90% or more of their assigned intervention classes made adequate growth in math on the state assessment.	48	
	Falls Far Below Standard: Fewer than 50% of 6th-8th grade students continuously enrolled for 2 years or more and identified as needing academic intervention in math who attended 90% or more of their assigned intervention classes made adequate growth in math on the state assessment.	0	
Notes	Due to state-level standardized assessment changes, no result can be calculated for the 2014-15 school year.		<u>0.00</u>

<p>Measure 4 Is the school addressing the academic needs of middle school students struggling in English Language Arts (ELA)?</p> <p>Exceeds Standard: 90%-100% of 6th-8th grade students continuously enrolled for 2 years or more and identified as needing academic intervention in ELA who attended 90% or more of their assigned intervention classes made adequate growth in ELA on the state assessment.</p> <p>Meets Standard: 70%-89% of 6th-8th grade students continuously enrolled for 2 years or more and identified as needing academic intervention in ELA who attended 90% or more of their assigned intervention classes made adequate growth in ELA on the state assessment.</p> <p>Does Not Meet Standard: 50%-69% of 6th-8th grade students continuously enrolled for 2 years or more and identified as needing academic intervention in ELA who attended 90% or more of their assigned intervention classes made adequate growth in ELA on the state assessment.</p> <p>Falls Far Below Standard: Fewer than 50% of 6th-8th grade students continuously enrolled for 2 years or more and identified as needing academic intervention in ELA who attended 90% or more of their assigned intervention classes made adequate growth in ELA on the state assessment.</p> <p>Notes For the purposes of this measure, a student will be considered continuously enrolled for 2 years if he/she is in his/her 4th semester or greater of enrollment at the school at the time of testing. The school will report data to the PCSC by October 1 each year. Due to state-level standardized assessment changes, no result can be calculated for the 2014-15 school year.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>120</td> <td></td> </tr> <tr> <td></td> <td>96</td> <td></td> </tr> <tr> <td></td> <td>48</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td colspan="2"></td> <td style="text-align: right;">0.00</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		120			96			48			0				0.00
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<p>Measure 5 Is the school addressing the academic needs of high school students struggling in Math?</p> <p>Exceeds Standard: 90%-100% of 9th-12th grade students continuously enrolled for 2 years or more and identified as needing academic intervention in math who attended 90% or more of their assigned intervention classes made adequate growth in math on the state assessment.</p> <p>Meets Standard: 70%-89% of 9th-12th grade students continuously enrolled for 2 years or more and identified as needing academic intervention in math who attended 90% or more of their assigned intervention classes made adequate growth in math on the state assessment.</p> <p>Does Not Meet Standard: 50%-69% of 9th-12th grade students continuously enrolled for 2 years or more and identified as needing academic intervention in math who attended 90% or more of their assigned intervention classes made adequate growth in math on the state assessment.</p> <p>Falls Far Below Standard: Fewer than 50% of 9th-12th grade students continuously enrolled for 2 years or more and identified as needing academic intervention in math who attended 90% or more of their assigned intervention classes made adequate growth in math on the state assessment.</p> <p>Notes For the purposes of this measure, a student will be considered continuously enrolled for 2 years if he/she is in his/her 4th semester or greater of enrollment at the school at the time of testing. The school will report data to the PCSC by October 1 each year. Due to state-level standardized assessment changes, no result can be calculated for the 2014-15 school year.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>115</td> <td></td> </tr> <tr> <td></td> <td>92</td> <td></td> </tr> <tr> <td></td> <td>46</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td colspan="2"></td> <td style="text-align: right;">0.00</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		115			92			46			0				0.00
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<p>Measure 6 Is the school addressing the academic needs of high school students struggling in English Language Arts (ELA)?</p> <p>Exceeds Standard: 90%-100% of 9th-12th grade students continuously enrolled for 2 years or more and identified as needing academic intervention in ELA who attended 90% or more of their assigned intervention classes made adequate growth in ELA on the state assessment.</p> <p>Meets Standard: 70%-89% of 9th-12th grade students continuously enrolled for 2 years or more and identified as needing academic intervention in ELA who attended 90% or more of their assigned intervention classes made adequate growth in ELA on the state assessment.</p> <p>Does Not Meet Standard: 50%-69% of 9th-12th grade students continuously enrolled for 2 years or more and identified as needing academic intervention in ELA who attended 90% or more of their assigned intervention classes made adequate growth in ELA on the state assessment.</p> <p>Falls Far Below Standard: Fewer than 50% of 9th-12th grade students continuously enrolled for 2 years or more and identified as needing academic intervention in ELA who attended 90% or more of their assigned intervention classes made adequate growth in ELA on the state assessment.</p> <p>Notes For the purposes of this measure, a student will be considered continuously enrolled for 2 years if he/she is in his/her 4th semester or greater of enrollment at the school at the time of testing. The school will report data to the PCSC by October 1 each year. Due to state-level standardized assessment changes, no result can be calculated for the 2014-15 school year.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>115</td> <td></td> </tr> <tr> <td></td> <td>92</td> <td></td> </tr> <tr> <td></td> <td>46</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td colspan="2"></td> <td></td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		115			92			46			0				
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	46																		
	0																		

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	Points Earned				
		5	25					
		4	20					
		3	15					
		2	0					
		1	0	0				
Notes		0						
Measure 1b Alternative School Performance Comparison	How is the school performing in comparison to other alternative schools in the state? Exceeds Standard: School's Star Rating points placed the school in the 75th to 100th percentile when compared to other alternative schools. Meets Standard: School's Star Rating points placed the school in the 50th to 74th percentile when compared to other alternative schools. Does Not Meet Standard: School's Star Rating points placed the school in the 25th to 49th percentile when compared to other alternative schools. Falls Far Below Standard: School's Star Rating points placed the school in the 24th percentile or below when compared to other alternative schools.	Result	Points Possible	Points Earned				
			75					
			50					
			15					
			0	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	
			12.10	0-19	19	1-40	40	6
Notes		6						
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	
			45.60	20-37	18	41-64	24	23
				0-19	19	1-40	40	0
Notes		23						

IDVA --- ALT ACADEMIC FRAMEWORK (2014-2015 data)

INDICATOR 3: STUDENT ACADEMIC GROWTH		Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
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.		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
Notes							0
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.		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
Notes							0
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.		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
Notes							0
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 nd 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

IDVA --- ALT ACADEMIC FRAMEWORK (2014-2015 data)

		Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
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?						
	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 31-44% 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.		0-25	25	1-30	30	0
Notes							0

INDICATOR 4: ALTERNATIVE SCHOOL STUDENT ENGAGEMENT							
Measure 4a Attendance	Are students demonstrating engagement through regular attendance? Exceeds Standard: Meets Standard: Does Not Meet Standard: Falls Far Below Standard:	Result (Percentage)	Possible Overall	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
				12	90-100	11	0
				13	81-89	9	0
				13	71-80	10	0
				13	1-70	70	0
Notes	Authorizer acknowledges that specific targets for this measure require further development. At the time this Performance Certificate was executed by the Authorizer and the School, the State Department of Education is continuing to develop similar measures as part of the state's school accountability model. Targets for this measure will be identified after the Authorizer has received information from the SDE regarding its conclusions.						0
INDICATOR 5: COLLEGE AND CAREER READINESS							
Measure 4b Course / Credit Completion	Are students demonstrating engagement by successfully completing their courses? Exceeds Standard: Meets Standard: Does Not Meet Standard: Falls Far Below Standard:	Result (Percentage)	Possible Overall	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
				12	90-100	11	0
				13	81-89	9	0
				13	71-80	10	0
				13	1-70	70	0
Notes	Authorizer acknowledges that specific targets for this measure require further development. At the time this Performance Certificate was executed by the Authorizer and the School, the State Department of Education is continuing to develop similar measures as part of the state's school accountability model. Targets for this measure will be identified after the Authorizer has received information from the SDE regarding its conclusions.						0
Measure 5a Advanced Opportunity Coursework	Are students participating successfully in advance opportunity coursework? Exceeds Standard: School earned 5 points in SRS Post-Secondary Content Area: Advanced Opportunity Meets Standard: School earned 3-4 points in SRS Post-Secondary Content Area: Advanced Opportunity Does Not Meet Standard: School earned 2 points in SRS Post-Secondary Content Area: Advanced Opportunity Falls Far Below Standard: School earned 1 or fewer points in SRS Post-Secondary Content Area: Advanced Opportunity	Result	Points Possible				Points Earned
		5	50				
		3-4	30				
		2	10				
		1	0				0
Notes							0
Measure 5b1 College Entrance Exam Results	Does students' performance on college entrance exams reflect college readiness? Exceeds Standard: Effective in 2013-14, at least 35% of students met or exceeded the college readiness benchmark on an entrance or placement exam. Meets Standard: Effective in 2013-14, between 25-34% of students met or exceeded the college readiness benchmark on an entrance or placement exam.) 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.) 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.	Result	Points Possible				Points Earned
		5	50				
		3-4	30				
		2	10				
		1	0				0
Notes							0

Measure 5b2 College Entrance Exam Results	Does students' performance on college entrance exams reflect college readiness?	Result	Points Possible				Points Earned
	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>	5	50				
		3-4	30				
		2	10				
		1	0				
Notes							<u>0</u>
Measure 5c1 Graduation Rate 4-year Cohort	Are students graduating from high school?	Result (Percentage)	Possible Overall	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	<p>Exceeds Standard: Based on 4-year cohort data, at least 90% of students graduated from high school.</p> <p>Meets Standard: Based on 4-year cohort data, 81-89% of students graduated from high school.</p>		39-50	12	90-100	11	0
	<p>Does Not Meet Standard: Based on 4-year cohort data, 71%-80% of students graduated from high school.</p>		26-38	13	81-89	9	0
	<p>Falls Far Below Standard: Based on 4-year cohort data, fewer than 70% of students graduated from high school.</p>		14-25	12	71-80	10	0
Notes	<p>Falls Far Below Standard: Based on 4-year cohort data, fewer than 70% of students graduated from high school. Due to the timing of data availability, the graduation rate is reflective of data from the 2013-14 school year.</p>	12.60	0-13	13	1-70	70	<u>2</u>
							2
Measure 5c2 Graduation Rate 6-year Cohort	Are students graduating from high school?	Result (Percentage)	Possible Overall	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	<p>Exceeds Standard:</p> <p>Meets Standard:</p> <p>Does Not Meet Standard:</p> <p>Falls Far Below Standard:</p>		39-50	12	90-100	11	0
			26-38	13	81-89	9	0
			14-25	12	71-80	10	0
			0-13	13	1-70	70	0
Notes	<p>Alternative schools will have the option to choose if they wish to be evaluated using Measure 5c1 or Measure 5c2.</p> <p>Authorizer acknowledges that specific targets for this measure require further development. At the time this Performance Certificate was executed by the Authorizer and the School, the State Department of Education is continuing to develop similar measures as part of the state's school accountability model. Targets for this measure will be identified after the Authorizer has received information from the SDE regarding its conclusions.</p>						<u>0</u>

MISSION-SPECIFIC GOALS			
Measure 1 Is the school addressing the academic needs of students struggling in Math?	Result	Points Possible	Points Earned
		275	
		220	
		110	
		0	
			<u>0.00</u>
Notes	All alternative students, regardless of grade, will be included in this measure. For the purposes of this measure, a student will be considered continuously enrolled for 2 years if he/she is in his/her 4th semester or greater of enrollment at the school at the time of testing. The school will report data to the PCSC by October 1 each year. 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 students struggling in English Language Arts (ELA)?	Result	Points Possible	Points Earned
		275	
		220	
		110	
		0	
			<u>0.00</u>
Notes	All alternative students, regardless of grade, will be included in this measure. For the purposes of this measure, a student will be considered continuously enrolled for 2 years if he/she is in his/her 4th semester or greater of enrollment at the school at the time of testing. The school will report data to the PCSC by October 1 each year. Due to state-level standardized assessment changes, no result can be calculated for the 2014-15 school year.		

IDVA --- MISSION-SPECIFIC FRAMEWORK - Alt Ed

Measure 3	Is the school ensuring alternative high school students are making up for credit deficits?	Result	Points Possible	Points Earned
	Exceeds Standard: 80%-100% of continuously enrolled 9th-12th grade students who started the school year as credit deficient gain an additional 1 or more credits above the normal completion expectation during the traditional school year and/or summer school.		325	
	Meets Standard: 60%-79% of continuously enrolled 9th-12th grade students who started the school year as credit deficient gain an additional 1 or more credits above the normal completion expectation during the traditional school year and/or summer school.		260	
	Does Not Meet Standard: 40%-59% of continuously enrolled 9th-12th grade students who started the school year as credit deficient gain an additional 1 or more credits above the normal completion expectation during the traditional school year and/or summer school.	47.76	130	130
	Falls Far Below Standard: Fewer than 40% of continuously enrolled 9th-12th grade students who started the school year as credit deficient gain an additional 1 or more credits above the normal completion expectation during the traditional school year and/or summer school.		0	
				<u>130.00</u>
Notes	For the purposes of this measure, a student will be considered continuously enrolled in the alternative program if he/she is enrolled in IDVA alternative classes by the first day of school and remains enrolled through the school year. A student will be considered credit deficient if he/she has 1 or more credits fewer than he/she should based on the date he/she started 9th grade. The normal completion expectation for high school students is 12 credits. The school will report data to the PCSC by October 1 each 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	<hr/> 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.	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	
	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	<hr/> 25.00
Notes				
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	
	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	<hr/> 25.00
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.		25	
	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.	See note	15	15.00
	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	
				15.00
Notes				
The school's FY14 annual independent fiscal audit, due October 15, 2014, was submitted 10/23/14.				
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				

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.	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

IDVA --- 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	
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.			25.00

IDVA --- FINANCIAL FRAMEWORK

INDICATOR 1: NEAR-TERM MEASURES			
Measure 1a Current Ratio Current Ratio 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.	Current Ratio: Current Assets divided by Current Liabilities	Result Current Ratio is: 1.0	Points Possible 50 10 0 <hr/> Points Earned 0.00
Notes Due to the deficit protection clause in Idaho Virtual Academy's contract with K12, the school will be exempt from evaluation of this measure. The result is included for information only.			
Measure 1b Unrestricted Days Cash Unrestricted Days Cash 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.	Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses minus Depreciation Expense / 365)	Result No. of Days Cash: 32	Points Possible 50 10 0 <hr/> Points Earned 0.00
Notes Due to the deficit protection clause in Idaho Virtual Academy's contract with K12, the school will be exempt from evaluation of this measure. The result is included for information only.			
Measure 1c Enrollment Variance Enrollment Variance 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.	Enrollment Variance: Actual Enrollment divided by Enrollment Projection in Charter School Board-Approved Budget	Result Variance is: 92.61%	Points Possible 50 30 0 <hr/> Points Earned 0.00
Notes Due to the deficit protection clause in Idaho Virtual Academy's contract with K12, the school will be exempt from evaluation of this measure. The result is included for information only.			
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.	Default	Result No default or delinquency noted in audit	Points Possible 50 0 <hr/> Points Earned 50.00
Notes			

IDVA --- FINANCIAL FRAMEWORK

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> Does Not Meet Standard: Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard" 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.	Result Aggregated 3-Year Totals: -0.03%	Points Possible 50 10 0	Points Earned 0.00	
Notes	Due to the deficit protection clause in Idaho Virtual Academy's contract with K12, the school will be exempt from evaluation of this measure. The result is included for information only. 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 a material effect on the standard outcome, lowering the result from "meets standard" (0.69) to "does not meet standard".				
Measure 2b Debt to Asset Ratio	Debt to Asset Ratio: Total Liabilities divided by Total Assets Meets Standard: Debt to Asset Ratio is less than 0.9 Does Not Meet Standard: Debt to Asset Ratio is between 0.9 and 1.0 Falls Far Below Standard: Debt to Asset Ratio is greater than 1.0	Result Ratio is: 1.2	Points Possible 50 30 0	Points Earned 0.00	
Notes	Due to the deficit protection clause in Idaho Virtual Academy's contract with K12, the school will be exempt from evaluation of this measure. The result is included for information only. Due to the Restatement of Pension Liability, as required by GASB 68, Total Liabilities may be higher than expected. 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.				
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 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> Does Not Meet Standard: Multi-Year Cumulative Cash Flow is positive, but trend does not "Meet Standard" Falls Far Below Standard: Multi-Year Cumulative Cash Flow is negative	Result Multi-Year Cumulative is: \$668,057	Points Possible 0 50 30 0	Points Earned 0.00	
Notes	Due to the deficit protection clause in Idaho Virtual Academy's contract with K12, the school will be exempt from evaluation of this measure. The result is included for information only.				
Measure 2d Debt Service Coverage Ratio	Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments) Meets Standard: Debt Service Coverage Ratio is equal to or exceeds 1.1 Does Not Meet Standard: Debt Service Coverage Ratio is less than 1.1 Falls Far Below Standard: Not Applicable	Result Ratio is: 1.1	Points Possible 50 0	Points Earned 0.00	
Notes	Due to the deficit protection clause in Idaho Virtual Academy's contract with K12, the school will be exempt from evaluation of this measure. The result is included for information only. 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.				

IDVA --- LONGITUDINAL RESULTS

GENERAL PROGRAM 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	15.00	0.00			
	1b	25	15.00	15.00			
Proficiency	2a	75	52.66	0.00			
	2b	75	42.02	14.96			
	2c	75	39.20	23.73			
Growth	3a	100	64.33	0.00			
	3b	100	34.39	0.00			
	3c	100	38.06	0.00			
	3d	75	40.30	0.00			
	3e	75	32.85	0.00			
	3f	75	37.00	0.00			
	3g	100	52.70	0.00			
College & Career Readiness	4a	50	30.00	0.00			
	4b1 / 4b2	50	30.00	0.00			
	4c	50	10.59	4.42			
Total Possible Academic Points Received		1050	534.10	58.11	0.00	0.00	0.00
% of Possible Academic Points for This School			50.87%	25.83%	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.

GENERAL PROGRAM MISSION-SPECIFIC	Measure	Possible Points	2013-14 POINTS EARNED	2014-15 POINTS EARNED	2015-16 POINTS EARNED	2016-17 POINTS EARNED	2017-18 POINTS EARNED
Elem Math Interventions (K-5)	2	115	N/A	N/A			
Elem ELA Interventions (K-5)	3	115	N/A	N/A			
MS Math Interventions (6-8)	4	120	N/A	N/A			
MS ELA Interventions (6-8)	5	120	N/A	N/A			
HS Math Interventions (9-12)	6	115	N/A	N/A			
HS ELA Interventions (9-12)	7	115	N/A	N/A			
Total Possible Mission-Specific Points Received		700	0.00	0.00	0.00	0.00	0.00
% of Possible Mission-Specific Points for This School			N/A	N/A	0.00%	0.00%	0.00%

ALTERNATIVE PROGRAM ACADEMIC	Measure	Possible Points	2013-14 POINTS EARNED*	2014-15 POINTS EARNED*	2015-16 POINTS EARNED	2016-17 POINTS EARNED	2017-18 POINTS EARNED
State/Federal Accountability	1a	25	N/A	0.00			
	1b	75	N/A	0.00			
Proficiency	2a	75	N/A	0.00			
	2b	75	N/A	5.75			
	2c	75	N/A	23.20			
Growth	3a	100	N/A	0.00			
	3b	100	N/A	0.00			
	3c	100	N/A	0.00			
	3d	75	N/A	0.00			
	3e	75	N/A	0.00			
	3f	75	N/A	0.00			
	3g	100	N/A	0.00			
Alternative School Student Engagement	4a	100	N/A	0.00			
	4b	100	N/A	0.00			
College & Career Readiness	5a	50	N/A	0.00			
	5b1 / 5b2	50	N/A	0.00			
	5c1 / 5c2	75	N/A	2.34			
Total Possible Academic Points Received (Alt)		1325	0.00	31.29	0.00	0.00	0.00
% of Possible Academic Points for This School			N/A	13.91%	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.

ALTERNATIVE PROGRAM MISSION-SPECIFIC	Measure	Possible Points	Possible Points	2013-14 POINTS EARNED	2014-15 POINTS EARNED	2015-16 POINTS EARNED	2016-17 POINTS EARNED	2017-18 POINTS EARNED
Math Interventions	1	275		N/A	0.00			
ELA Interventions	2	275		N/A	0.00			
Credit Recovery	3	325		N/A	14.14			
Total Possible Mission-Specific Points Received (Alt)		875		0.00	14.14	0	0%	0.00
% of Possible Mission-Specific Points Received				N/A	40.01%	0.00%	0.00%	0.00%



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

Alison Consoletti, The Center for Education Reform



IDAHO VIRTUAL ACADEMY

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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	The Idaho Virtual Academy will empower students of all abilities to achieve excellence in a wide range of academic areas. Highly qualified educators will work alongside Learning Coaches to equip students for the demands and opportunities of the 21st century by providing and supporting a research-based, differentiated, effective and rigorous curriculum.	
Key Design Elements	<p>Innovative and Effective Educational Program: Idaho Virtual Academy seeks to develop those qualities of mind and character that will help students become active, thoughtful, and responsible citizens. Furthermore, it aims to help students meet high expectations by offering an individualized, rigorous, self-paced, and mastery-based instructional program that incorporates significant parental involvement.</p> <ul style="list-style-type: none"> • Rigorous Curriculum: Idaho Virtual Academy utilizes the award winning K12 curriculum. • Effective Teachers: Idaho Virtual Academy is committed to employing highly qualified, innovative and committed teachers. Professional growth is supported through meaningful professional development focused on continuous improvement. • Parental Involvement: When parents become active and informed partners in their child’s education, test scores rise, drop-out rates fall, and the active pursuit of learning becomes a compelling focus for each family. • Partnership: Teachers, parents and students uniquely connected in a 21st Century Learning Community designed to support and enhance individual student learning. • 21st Century Skills: Students will gain the skills, knowledge and expertise to succeed in work and life in the 21st century. • Performance based accountability: IDVA uses technology to alter the typical school day and school year. Mastering curriculum early allows students to move ahead and those who need extra time or remediation are able to work at an individualized pace. Student mastery of State achievement standards is measured through formative and interim assessment throughout the school year and, additionally, at the end of each school year through the state assessment system. 	
School Contact Information	Address: 1965 S. Eagle Road Meridian, ID 83642	Phone: 208-322-3559
Surrounding District	State of Idaho	
Opening Year	2002	
Current Term	June 17, 2014 - June 30, 2018	
Grades Served	K-12	
Enrollment	Approved: unlimited	Actual: 2,965

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

School Leadership	Role
David Malnes	Chairman
Kerry Heninger	Member
Monica Robinson-Eckert	Member
Nathan Vore	Member
Kimber Tower	Member
Kelly Edginton	Head of School

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: Idaho Virtual Academy Year Opened: 2002 Operating Term: 6/17/14 - 6/30/18 Date Executed: 6/17/2014

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. The Alternative Framework was adopted by the PCSC on May 1, 2014.

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.

IDAHO VIRTUAL ACADEMY --- PERFORMANCE FRAMEWORK SCORECARD

GENERAL PROGRAM 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%	15.00	25	2%	15.00
	1b	25	2%	15.00	25	2%	15.00
	2a	75	5%	52.66	75	7%	52.66
Proficiency	2b	75	5%	42.02	75	7%	42.02
	2c	75	5%	39.20	75	7%	39.20
	3a	100	7%	64.33	100	10%	64.33
Growth	3b	100	7%	34.39	100	10%	34.39
	3c	100	7%	38.06	100	10%	38.06
	3d	75	5%	40.30	75	7%	40.30
	3e	75	5%	32.85	75	7%	32.85
	3f	75	5%	37.00	75	7%	37.00
	3g	100	7%	52.70	100	10%	52.70
	4a				50	5%	30.00
College & Career Readiness	4b1				50	5%	30.00
	4c				50	5%	10.59
	Total Possible Academic Points		900			1050	100%
- Points from Non-Applicable							
Total Possible Academic Points for This School		900			1050		
Total Academic Points Received				463.51			534.10
% of Possible Academic Points for This School				51.50%			50.87%

GENERAL PROGRAM MISSION-SPECIFIC	Measure	Possible Points	% of Total Points	POINTS EARNED	Possible Points	% of Total Points	POINTS EARNED
Elem Math Interventions (K-5)	1				0	0%	0.00
Elem ELA Interventions (K-5)	2				0	0%	0.00
MS Math Interventions (6-8)	3				0	0%	0.00
MS ELA Interventions (6-8)	4				0	0%	0.00
HS Math Interventions (9-12)	5				0	0%	0.00
HS ELA Interventions (9-12)	6				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 GENERAL PROGRAM POINTS RECEIVED				463.51			534.10
% OF POSSIBLE GENERAL ACADEMIC & MISSION-SPECIFIC POINTS				30.90%			50.87%

ALTERNATIVE PROGRAM ACADEMIC	Measure	Possible Elem / MS Points	% of Total Points	POINTS EARNED	Possible HS Points	% of Total Points	POINTS EARNED
State/Federal Accountability	1a	25	1%	0.00	0	#DIV/0!	0.00
	1b	75	4%	0.00	0	#DIV/0!	0.00
Proficiency	2a	75	4%	0.00	0	#DIV/0!	0.00
	2b	75	4%	0.00	0	#DIV/0!	0.00
	2c	75	4%	0.00	0	#DIV/0!	0.00
Growth	3a	100	5%	0.00	0	#DIV/0!	0.00
	3b	100	5%	0.00	0	#DIV/0!	0.00
	3c	100	5%	0.00	0	#DIV/0!	0.00
	3d	75	4%	0.00	0	#DIV/0!	0.00
	3e	75	4%	0.00	0	#DIV/0!	0.00
	3f	75	4%	0.00	0	#DIV/0!	0.00
	3g	100	5%	0.00	0	#DIV/0!	0.00
Alternative School Student Engagement	4a	100	5%	0.00	0	#DIV/0!	0.00
	4b	100	5%	0.00	0	#DIV/0!	0.00
College & Career Readiness	5a				0	#DIV/0!	0.00
	5b1 / 5b2				0	#DIV/0!	0.00
	5c1 / 5c2				0	#DIV/0!	0.00
Total Possible Academic Points		1150	60%		0	#DIV/0!	
- Points from Non-Applicable							
Total Possible Academic Points for This School		1150			0		
Total Academic Points Received				0.00			0.00
% of Possible Academic Points for This School				0.00%			#DIV/0!

ALTERNATIVE PROGRAM MISSION-SPECIFIC	Measure	Possible Points	% of Total Points	POINTS EARNED	Possible Points	% of Total Points	POINTS EARNED
Math Interventions	1				0	#DIV/0!	0.00
ELA Interventions	2	Mission-specific data is not available for this reporting period.			0	#DIV/0!	0.00
Credit Recovery	3				0	#DIV/0!	0.00
Total Possible Mission-Specific Points		775	40%		0	#DIV/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	1925				0		
TOTAL ALTERNATIVE PROGRAM POINTS RECEIVED				0.00			0.00
% OF POSSIBLE ALTERNATIVE ACADEMIC & MISSION-SPECIFIC POINTS				0.00%			#DIV/0!

IDAHO VIRTUAL ACADEMY --- PERFORMANCE FRAMEWORK SCORECARD

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%	15.00
	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%	15.00
School Environment	4c	25	6%	25.00
	4d	25	6%	25.00
	5a	25	6%	25.00
Additional Obligations	5b	25	6%	25.00
	5c	25	6%	25.00
	6a	25	6%	25.00
TOTAL OPERATIONAL POINTS		400	100%	380.00
% OF POSSIBLE OPERATIONAL POINTS				95.00%

FINANCIAL	Measure	Points Possible	% of Total Points	Points Earned
Near-Term Measures	1a	EXEMPT	0%	0.00
	1b	EXEMPT	0%	0.00
	1c	EXEMPT	#VALUE!	0.00
	1d	50	100%	50.00
Sustainability Measures	2a	EXEMPT	0%	0.00
	2b	EXEMPT	0%	0.00
	2c	EXEMPT	0%	0.00
	2d	EXEMPT	#VALUE!	0.00
TOTAL FINANCIAL POINTS		50	#VALUE!	50.00
% OF POSSIBLE FINANCIAL POINTS				100.00%

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.

ACCOUNTABILITY DESIGNATION	GENERAL PROGRAM ACADEMIC & MISSION-SPECIFIC		ALTERNATIVE PROGRAM ACADEMIC & MISSION-SPECIFIC		OPERATIONAL		FINANCIAL	
	Range	% of Points Possible Earned	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		75% - 100% of points possible		90% - 100% of points possible	95.00%	85% - 100% of points possible	100.00%
<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		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	50.87%	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 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% - 30% of points possible		0% - 60% of points possible		0% - 45% of points possible	

INDICATOR 1: STATE AND FEDERAL ACCOUNTABILITY							
		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			15	
		2	0				
		1	0			15	
Notes							
INDICATOR 2: STUDENT ACADEMIC PROFICIENCY							
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			Points Earned	
		Reward	25				
		None	15			15	
		Focus	0				
		Priority	0			15	
Notes							
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	53
			20-37	18	41-64	24	0
			0-19	19	1-40	40	0
Notes						53	
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	42
			20-37	18	41-64	24	0
			0-19	19	1-40	40	0
Notes						42	
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	39
			20-37	18	41-64	24	0
			0-19	19	1-40	40	0
Notes						39	

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. Meets Standard: Between 70-84% of students are making adequate academic growth.	77.60	76-100 51-75	25 25	85-100 70-84	16 15	0 64
	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
							64
Notes							
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. Meets Standard: Between 70-84% of students are making adequate academic growth.	56.51	76-100 51-75	25 25	85-100 70-84	16 15	0 0
	Does Not Meet Standard: Between 50-69% of students are making adequate academic growth.		26-50	25	50-69	20	34
	Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth.		0-25	25	1-49	49	0
							34
Notes							
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. Meets Standard: Between 70-84% of students are making adequate academic growth.	59.45	76-100 51-75	25 25	85-100 70-84	16 15	0 0
	Does Not Meet Standard: Between 50-69% of students are making adequate academic growth.		26-50	25	50-69	20	38
	Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth.		0-25	25	1-49	49	0
							38
Notes							
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. Meets Standard: The school's Median SGP in reading falls between the 43 rd and 65 th percentile.	46.00	57-75 38-56	19 19	66-99 43-65	34 23	0 40
	Does Not Meet Standard: The school's Median SGP in reading 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 reading falls below the 30 th percentile.		0-19	19	1-29	29	0
							40
Notes							
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. Meets Standard: The school's Median SGP in math falls between the 43 rd and 65 th percentile.	39.00	57-75 38-56	19 19	66-99 43-65	34 23	0 0
	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	33
	Falls Far Below Standard: The school's Median SGP in math falls below the 30 th percentile.		0-19	19	1-29	29	0
							33
Notes							

		Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
Measure 3f Norm-Referenced	Are students making expected annual academic growth in language compared to their academic peers?						
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?						
	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.	46.70	51-75	25	45-69	25	53
	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.		0-25	25	1-30	30	0
Notes		53					
INDICATOR 4: COLLEGE AND CAREER READINESS							
Measure 4a Advanced Opportunity	Are students participating successfully in advance opportunity coursework?						
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			30.00
	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		30					
Measure 4b1 College Entrance	Does students' performance on college entrance exams reflect college readiness?						
Exam Results	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			30.00
	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		30					
Measure 4b2 College Entrance	Does students' performance on college entrance exams reflect college readiness?						
Exam Results	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?						
	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.	57.00	0-13	13	1-70	70	11
Notes		11					

MISSION-SPECIFIC GOALS			
Measure 1	Is the school addressing the academic needs of K-5 students struggling in Math?	Result	Points Possible
	Exceeds Standard: 90%-100% of K-5th grade students continuously enrolled for 2 years or more and identified as needing academic intervention in math who attended 90% or more of their assigned intervention classes made adequate growth in math on the state assessment.		115
	Meets Standard: 70%-89% of K-5th grade students continuously enrolled for 2 years or more and identified as needing academic intervention in math who attended 90% or more of their assigned intervention classes made adequate growth in math on the state assessment.		92
	Does Not Meet Standard: 50%-69% of K-5th grade students continuously enrolled for 2 years or more and identified as needing academic intervention in math who attended 90% or more of their assigned intervention classes made adequate growth in math on the state assessment.		46
	Falls Far Below Standard: Fewer than 50% of K-5th grade students continuously enrolled for 2 years or more and identified as needing academic intervention in math who attended 90% or more of their assigned intervention classes made adequate growth in math on the state assessment.		0
			0.00
Notes	For the purposes of this measure, a student will be considered continuously enrolled for 2 years if he/she is in his/her 4th semester or greater of enrollment at the school at the time of testing. The school will report data to the PCSC by October 1 each year.		
Measure 2	Is the school addressing the academic needs of K-5 students struggling in English Language Arts (ELA)?	Result	Points Possible
	Exceeds Standard: 90%-100% of K-5th grade students continuously enrolled for 2 years or more and identified as needing academic intervention in ELA who attended 90% or more of their assigned intervention classes made adequate growth in ELA on the state assessment.		115
	Meets Standard: 70%-89% of K-5th grade students continuously enrolled for 2 years or more and identified as needing academic intervention in ELA who attended 90% or more of their assigned intervention classes made adequate growth in ELA on the state assessment.		92
	Does Not Meet Standard: 50%-69% of K-5th grade students continuously enrolled for 2 years or more and identified as needing academic intervention in ELA who attended 90% or more of their assigned intervention classes made adequate growth in ELA on the state assessment.		46
	Falls Far Below Standard: Fewer than 50% of K-5th grade students continuously enrolled for 2 years or more and identified as needing academic intervention in ELA who attended 90% or more of their assigned intervention classes made adequate growth in ELA on the state assessment.		0
			0.00
Notes	For the purposes of this measure, a student will be considered continuously enrolled for 2 years if he/she is in his/her 4th semester or greater of enrollment at the school at the time of testing. The school will report data to the PCSC by October 1 each year.		

Measure 3	Is the school addressing the academic needs of middle school students struggling in Math?	Result	Points Possible	Points Earned
	<p>Exceeds Standard: 90%-100% of 6th-8th grade students continuously enrolled for 2 years or more and identified as needing academic intervention in math who attended 90% or more of their assigned intervention classes made adequate growth in math on the state assessment.</p> <p>Meets Standard: 70%-89% of 6th-8th grade students continuously enrolled for 2 years or more and identified as needing academic intervention in math who attended 90% or more of their assigned intervention classes made adequate growth in math on the state assessment.</p> <p>Does Not Meet Standard: 50%-69% of 6th-8th grade students continuously enrolled for 2 years or more and identified as needing academic intervention in math who attended 90% or more of their assigned intervention classes made adequate growth in math on the state assessment.</p> <p>Falls Far Below Standard: Fewer than 50% of 6th-8th grade students continuously enrolled for 2 years or more and identified as needing academic intervention in math who attended 90% or more of their assigned intervention classes made adequate growth in math on the state assessment.</p>		120	
			96	
			48	
			0	
				0.00
Notes	For the purposes of this measure, a student will be considered continuously enrolled for 2 years if he/she is in his/her 4th semester or greater of enrollment at the school at the time of testing. The school will report data to the PCSC by October 1 each year.			
Measure 4	Is the school addressing the academic needs of middle school students struggling in English Language Arts (ELA)?	Result	Points Possible	Points Earned
	<p>Exceeds Standard: 90%-100% of 6th-8th grade students continuously enrolled for 2 years or more and identified as needing academic intervention in ELA who attended 90% or more of their assigned intervention classes made adequate growth in ELA on the state assessment.</p> <p>Meets Standard: 70%-89% of 6th-8th grade students continuously enrolled for 2 years or more and identified as needing academic intervention in ELA who attended 90% or more of their assigned intervention classes made adequate growth in ELA on the state assessment.</p> <p>Does Not Meet Standard: 50%-69% of 6th-8th grade students continuously enrolled for 2 years or more and identified as needing academic intervention in ELA who attended 90% or more of their assigned intervention classes made adequate growth in ELA on the state assessment.</p> <p>Falls Far Below Standard: Fewer than 50% of 6th-8th grade students continuously enrolled for 2 years or more and identified as needing academic intervention in ELA who attended 90% or more of their assigned intervention classes made adequate growth in ELA on the state assessment.</p>		120	
			96	
			48	
			0	
				0.00
Notes	For the purposes of this measure, a student will be considered continuously enrolled for 2 years if he/she is in his/her 4th semester or greater of enrollment at the school at the time of testing. The school will report data to the PCSC by October 1 each year.			

Measure 5	Is the school addressing the academic needs of high school students struggling in Math?	Result	Points Possible	Points Earned
	<p>Exceeds Standard: 90%-100% of 9th-12th grade students continuously enrolled for 2 years or more and identified as needing academic intervention in math who attended 90% or more of their assigned intervention classes made adequate growth in math on the state assessment.</p> <p>Meets Standard: 70%-89% of 9th-12th grade students continuously enrolled for 2 years or more and identified as needing academic intervention in math who attended 90% or more of their assigned intervention classes made adequate growth in math on the state assessment.</p> <p>Does Not Meet Standard: 50%-69% of 9th-12th grade students continuously enrolled for 2 years or more and identified as needing academic intervention in math who attended 90% or more of their assigned intervention classes made adequate growth in math on the state assessment.</p> <p>Falls Far Below Standard: Fewer than 50% of 9th-12th grade students continuously enrolled for 2 years or more and identified as needing academic intervention in math who attended 90% or more of their assigned intervention classes made adequate growth in math on the state assessment.</p>		115	
			92	
			46	
			0	
				0.00
Notes	For the purposes of this measure, a student will be considered continuously enrolled for 2 years if he/she is in his/her 4th semester or greater of enrollment at the school at the time of testing. The school will report data to the PCSC by October 1 each year.			
Measure 6	Is the school addressing the academic needs of high school students struggling in English Language Arts (ELA)?	Result	Points Possible	Points Earned
	<p>Exceeds Standard: 90%-100% of 9th-12th grade students continuously enrolled for 2 years or more and identified as needing academic intervention in ELA who attended 90% or more of their assigned intervention classes made adequate growth in ELA on the state assessment.</p> <p>Meets Standard: 70%-89% of 9th-12th grade students continuously enrolled for 2 years or more and identified as needing academic intervention in ELA who attended 90% or more of their assigned intervention classes made adequate growth in ELA on the state assessment.</p> <p>Does Not Meet Standard: 50%-69% of 9th-12th grade students continuously enrolled for 2 years or more and identified as needing academic intervention in ELA who attended 90% or more of their assigned intervention classes made adequate growth in ELA on the state assessment.</p> <p>Falls Far Below Standard: Fewer than 50% of 9th-12th grade students continuously enrolled for 2 years or more and identified as needing academic intervention in ELA who attended 90% or more of their assigned intervention classes made adequate growth in ELA on the state assessment.</p>		115	
			92	
			46	
			0	
				0.00
Notes	For the purposes of this measure, a student will be considered continuously enrolled for 2 years if he/she is in his/her 4th semester or greater of enrollment at the school at the time of testing. The school will report data to the PCSC by October 1 each year.			

INDICATOR 1: STATE AND FEDERAL ACCOUNTABILITY							
Measure 1a	Is the school meeting acceptable standards according to existing state grading or rating systems?	Result (Stars)	Points Possible			Points Earned	
Overall Star Rating		5	25				
	Exceeds Standard: School received five stars on the Star Rating System	4	20				
	Meets Standard: School received three or four stars on the Star Rating System	3	15				
	Does Not Meet Standard: School received two stars on the Star Rating System	2	0				
	Falls Far Below Standard: School received one star on the Star Rating System	1	0				
						0.00	
Notes							
Measure 1b	How is the school performing in comparison to other alternative schools in the state?	Result	Points Possible			Points Earned	
Alternative School							
Performance Comparison	Exceeds Standard: School's Star Rating points placed the school in the 75th to 100th percentile when compared to other alternative schools.		75				
	Meets Standard: School's Star Rating points placed the school in the 50th to 74th percentile when compared to other alternative schools.	65th percentile	50				
	Does Not Meet Standard: School's Star Rating points placed the school in the 25th to 49th percentile when compared to other alternative schools.		15				
	Falls Far Below Standard: School's Star Rating points placed the school in the 24th percentile or below when compared to other alternative schools.		0				
						0.00	
Notes							
Result provided for information only.							
INDICATOR 2: STUDENT ACADEMIC PROFICIENCY							
Measure 2a	Are students achieving reading proficiency on state examinations?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
ISAT / SBA % Proficiency							
Reading	Exceeds Standard: 90% or more of students met or exceeded proficiency.		57-75	18	90-100	11	0.00
	Meets Standard: Between 65-89% of students met or exceeded proficiency.		38-56	18	65-89	25	0.00
	Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency.		20-37	18	41-64	24	0.00
	Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.		0-19	19	1-40	40	0.00
						0.00	
Notes							
Measure 2b	Are students achieving math proficiency on state examinations?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
ISAT / SBA % Proficiency							
Math	Exceeds Standard: 90% or more of students met or exceeded proficiency.		57-75	18	90-100	11	0.00
	Meets Standard: Between 65-89% of students met or exceeded proficiency.		38-56	18	65-89	25	0.00
	Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency.		20-37	18	41-64	24	0.00
	Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.		0-19	19	1-40	40	0.00
						0.00	
Notes							

		Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
Measure 2c	Are students achieving language proficiency on state examinations?						
ISAT / SBA % Proficiency			57-75	18	90-100	11	0.00
Language Arts	Exceeds Standard: 90% or more of students met or exceeded proficiency.		38-56	18	65-89	25	0.00
	Meets Standard: Between 65-89% of students met or exceeded proficiency.		20-37	18	41-64	24	0.00
	Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency.		0-19	19	1-40	40	0.00
	Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.						0.00
Notes							
INDICATOR 3: STUDENT ACADEMIC GROWTH							
Measure 3a	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
Criterion-Referenced			76-100	25	85-100	16	0.00
Growth in Reading	Exceeds Standard: At least 85% of students are making adequate academic growth.		51-75	25	70-84	15	0.00
	Meets Standard: Between 70-84% of students are making adequate academic growth.		26-50	25	50-69	20	0.00
	Does Not Meet Standard: Between 50-69% of students are making adequate academic growth.		0-25	25	1-49	49	0.00
	Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth.						0.00
Notes							
Measure 3b	Are students making adequate annual academic growth to achieve math proficiency within 3 years or by 10th grade?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
Criterion-Referenced			76-100	25	85-100	16	0.00
Growth in Math	Exceeds Standard: At least 85% of students are making adequate academic growth.		51-75	25	70-84	15	0.00
	Meets Standard: Between 70-84% of students are making adequate academic growth.		26-50	25	50-69	20	0.00
	Does Not Meet Standard: Between 50-69% of students are making adequate academic growth.		0-25	25	1-49	49	0.00
	Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth.						0.00
Notes							
Measure 3c	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
Criterion-Referenced			76-100	25	85-100	16	0.00
Growth in Language	Exceeds Standard: At least 85% of students are making adequate academic growth.		51-75	25	70-84	15	0.00
	Meets Standard: Between 70-84% of students are making adequate academic growth.		26-50	25	50-69	20	0.00
	Does Not Meet Standard: Between 50-69% of students are making adequate academic growth.		0-25	25	1-49	49	0.00
	Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth.						0.00
Notes							

		Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
Measure 3d	Are students making expected annual academic growth in reading compared to their academic peers?						
Norm-Referenced							
Growth in Reading	Exceeds Standard: The school's Median SGP in reading falls between the 66 th and 99 th percentile.		57-75	18	66-99	34	0.00
	Meets Standard: The school's Median SGP in reading falls between the 43 rd and 65 th percentile.		38-56	18	43-65	23	0.00
	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	0.00
	Falls Far Below Standard: The school's Median SGP in reading falls below the 30 th percentile.		0-19	19	1-29	29	0.00
							0.00
Notes							
Measure 3e	Are students making expected annual academic growth in math compared to their academic peers?						
Norm-Referenced							
Growth in Math	Exceeds Standard: The school's Median SGP in math falls between the 66 th and 99 th percentile.		57-75	18	66-99	34	0.00
	Meets Standard: The school's Median SGP in math falls between the 43 rd and 65 th percentile.		38-56	18	43-65	23	0.00
	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	0.00
	Falls Far Below Standard: The school's Median SGP in math falls below the 30 th percentile.		0-19	19	1-29	29	0.00
							0.00
Notes							
Measure 3f	Are students making expected annual academic growth in language compared to their academic peers?						
Norm-Referenced							
Growth in Language	Exceeds Standard: The school's Median SGP in language arts falls between the 66 th and 99 th percentile.		57-75	18	66-99	34	0.00
	Meets Standard: The school's Median SGP in language arts falls between the 43 rd and 65 th percentile.		38-56	18	43-65	23	0.00
	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	0.00
	Falls Far Below Standard: The school's Median SGP in language arts falls below the 30 th percentile.		0-19	19	1-29	29	0.00
							0.00
Notes							
Measure 3g	Is the school increasing subgroup academic performance over time?						
Subgroup Growth							
Combined Subjects	Exceeds Standard: School earned at least 70% of possible points in SRS Accountability Area 3.		76-100	25	70-100	31	0.00
	Meets Standard: School earned 45-69% of possible points in SRS Accountability Area 3.		51-75	25	45-69	25	0.00
	Does Not Meet Standard: School earned 31-44% of possible points in SRS Accountability Area 3.		26-50	25	31-44	14	0.00
	Falls Far Below Standard: School earned fewer than 30% of possible points in SRS Accountability Area 3.		0-25	25	1-30	30	0.00
							0.00
Notes							

IDAHO VIRTUAL ACADEMY --- GENERAL PROGRAM ACADEMIC FRAMEWORK (N/A. No alternative star rating available for 2012-13.)

INDICATOR 4: ALTERNATIVE SCHOOL STUDENT ENGAGEMENT						
Measure 4a	Are students demonstrating engagement through regular attendance?	Result	Possible	Possible in this	Percentile	Percentile
Attendance		(Percentage)	Overall	Range	Targets	Points
	Exceeds Standard:			12	90-100	11
	Meets Standard:			13	81-89	9
	Does Not Meet Standard:			13	71-80	10
	Falls Far Below Standard:			13	1-70	70
	Authorizer acknowledges that specific targets for this measure require further development. At the time this Performance Certificate was executed by the Authorizer and the School, the State Department of Education is continuing to develop similar measures as part of the state's school accountability model. Targets for this measure will be identified after the Authorizer has received information from the SDE regarding its conclusions.					
Notes						0.00
INDICATOR 4: ALTERNATIVE SCHOOL STUDENT ENGAGEMENT						
Measure 4b	Are students demonstrating engagement by successfully completing their courses?	Result	Possible	Possible in this	Percentile	Percentile
Course / Credit Completion		(Percentage)	Overall	Range	Targets	Points
	Exceeds Standard:			12	90-100	11
	Meets Standard:			13	81-89	9
	Does Not Meet Standard:			13	71-80	10
	Falls Far Below Standard:			13	1-70	70
	Authorizer acknowledges that specific targets for this measure require further development. At the time this Performance Certificate was executed by the Authorizer and the School, the State Department of Education is continuing to develop similar measures as part of the state's school accountability model. Targets for this measure will be identified after the Authorizer has received information from the SDE regarding its conclusions.					
Notes						0.00
INDICATOR 5: COLLEGE AND CAREER READINESS						
Measure 5a	Are students participating successfully in advance opportunity coursework?	Result	Points			Points
Advanced Opportunity			Possible			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			
	Falls Far Below Standard: School earned 1 or fewer points in SRS Post-Secondary Content Area: Advanced Opportunity	1	0			
Notes						0.00

Measure	Standard	Result	Points Possible				Points Earned
Measure 5b1 College Entrance	Does students' performance on college entrance exams reflect college readiness?						
Exam Results	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				0.00
Notes							
Measure 5b2 College Entrance	Does students' performance on college entrance exams reflect college readiness?						
Exam Results	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				0.00
Notes							
Measure 5c1 Graduation Rate	Are students graduating from high school?	Result (Percentage)	Possible Overall	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
4-year Cohort	Exceeds Standard: Based on 4-year cohort data, at least 90% of students graduated from high school.		39-50	12	90-100	11	0.00
	Meets Standard: Based on 4-year cohort data, 81-89% of students graduated from high school.		26-38	13	81-89	9	0.00
	Does Not Meet Standard: Based on 4-year cohort data, 71%-80% of students graduated from high school.		14-26	13	71-80	10	0.00
	Falls Far Below Standard: Based on 4-year cohort data, fewer than 70% of students graduated from high school.		0-13	13	1-70	70	0.00
Notes Alternative schools will have the option to choose if they wish to be evaluated using Measure 5c1 or 5c2.							0.00
Measure 5c2 Graduation Rate 6-year Cohort	Are students graduating from high school?	Result (Percentage)	Possible Overall	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard:		39-50	12	90-100	11	0.00
	Meets Standard:		26-38	13	81-89	9	0.00
	Does Not Meet Standard:		14-26	13	71-80	10	0.00
	Falls Far Below Standard:		0-13	13	1-70	70	0.00
Notes Alternative schools will have the option to choose if they wish to be evaluated using Measure 5c1 or 5c2. Authorizer acknowledges that specific targets for this measure require further development. At the time this Performance Certificate was executed by the Authorizer and the School, the State Department of Education is continuing to develop similar measures as part of the state's school accountability model. Targets for this measure will be identified after the Authorizer has received information from the SDE regarding its conclusions.							0.00

MISSION-SPECIFIC GOALS			
Measure 1	Is the school addressing the academic needs of students struggling in Math?	Result	Points Possible
	Exceeds Standard: 90%-100% of students who were continuously enrolled for 2 years or more and were identified as needing academic intervention in math who attended 90% or more of their intervention classes made adequate growth in math on the state assessment.		275
	Meets Standard: 70%-89% of students who were continuously enrolled for 2 years or more and were identified as needing academic intervention in math who attended 90% or more of their intervention classes made adequate growth in math on the state assessment.		220
	Does Not Meet Standard: 50%-69% of students who were continuously enrolled for 2 years or more and were identified as needing academic intervention in math who attended 90% or more of their intervention classes made adequate growth in math on the state assessment.		110
	Falls Far Below Standard: Fewer than 50% of students who were continuously enrolled for 2 years or more and were identified as needing academic intervention in math who attended 90% or more of their intervention classes made adequate growth in math on the state assessment.		0
			0.00
Notes	All alternative students, regardless of grade, will be included in this measure. For the purposes of this measure, a student will be considered continuously enrolled for 2 years if he/she is in his/her 4th semester or greater of enrollment at the school at the time of testing. The school will report data to the PCSC by October 1 each year.		
Measure 2	Is the school addressing the academic needs of students struggling in English Language Arts (ELA)?	Result	Points Possible
	Exceeds Standard: 90%-100% of students who were continuously enrolled for 2 years or more and were identified as needing academic intervention in ELA who attended 90% or more of their intervention classes made adequate growth in ELA on the state assessment.		275
	Meets Standard: 70%-89% of students who were continuously enrolled for 2 years or more and were identified as needing academic intervention in ELA who attended 90% or more of their intervention classes made adequate growth in ELA on the state assessment.		220
	Does Not Meet Standard: 50%-69% of students who were continuously enrolled for 2 years or more and were identified as needing academic intervention in ELA who attended 90% or more of their intervention classes made adequate growth in ELA on the state assessment.		110
	Falls Far Below Standard: Fewer than 50% of students who were continuously enrolled for 2 years or more and were identified as needing academic intervention in ELA who attended 90% or more of their intervention classes made adequate growth in ELA on the state assessment.		0
			0.00
Notes	All alternative students, regardless of grade, will be included in this measure. For the purposes of this measure, a student will be considered continuously enrolled for 2 years if he/she is in his/her 4th semester or greater of enrollment at the school at the time of testing. The school will report data to the PCSC by October 1 each year.		

IDAHO VIRTUAL ACADEMY --- ALTERNATIVE PROGRAM MISSION-SPECIFIC FRAMEWORK (N/A. Initial data set available fall 2015.)

Measure 3	Is the school ensuring alternative high school students are making up for credit deficits?	Result	Points Possible	Points Earned
	Exceeds Standard: 80%-100% of continuously enrolled 9th-12th grade students who started the school year as credit deficient gain an additional 1 or more credits above the normal completion expectation during the traditional school year and/or summer school.		325	
	Meets Standard: 60%-79% of continuously enrolled 9th-12th grade students who started the school year as credit deficient gain an additional 1 or more credits above the normal completion expectation during the traditional school year and/or summer school.		260	
	Does Not Meet Standard: 40%-59% of continuously enrolled 9th-12th grade students who started the school year as credit deficient gain an additional 1 or more credits above the normal completion expectation during the traditional school year and/or summer school.		130	
	Falls Far Below Standard: Fewer than 40% of continuously enrolled 9th-12th grade students who started the school year as credit deficient gain an additional 1 or more credits above the normal completion expectation during the traditional school year and/or summer school.		0	
				<hr/> 0.00
Notes	For the purposes of this measure, a student will be considered continuously enrolled in the alternative program if he/she is enrolled in IDVA alternative classes by the first day of school and remains enrolled through the school year. A student will be considered credit deficient if he/she has 1 or more credits fewer than he/she should based on the date he/she started 9th grade. The normal completion expectation for high school students is 12 credits. The school will report data to the PCSC by October 1 each 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. 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.	Meets	25	25.00
			0	
				25.00
Notes				
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. 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. 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.	No instances of non-compliance documented	25	25.00
			15	
			0	
			25.00	
Notes				
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. 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. 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.	No instances of non-compliance documented	25	25.00
			15	
			0	
			25.00	
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. 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. 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.	No instances of non-compliance documented	25	25.00
			15	
			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 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. 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. 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.		25	
		See note	15	15.00
			0	
				15.00
Notes	The FY13 fiscal audit (due Nov 15, 2013) was submitted to PCSC on 12/18/13. The FY14 fiscal audit (due Oct 15, 2014) was submitted 10/23/14 due to a delay by the auditor. Going forward, IDVA intends to use a different auditor in the interest of avoiding delays.			
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. 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.		25	25.00
		See note	0	0.00
				25.00
Notes	FY14 audit includes a qualified opinion because management has not performance the actuarial calculations for some post-employment benefits, resulting in inability to fully consider post-employment benefit liability. However, this is a common finding due to the expense involved in performing calculations that do not meaningfully impact a school's financial status; for this reason, the score is not affected.			

GOVERNANCE AND REPORTING				
Measure 3a Governance Requirements	Is the school complying with governance requirements?	Result	Points Possible	Points Earned
	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	<hr/> 25.00
Notes				
Measure 3b Reporting Requirements	Is the school complying with reporting requirements?	Result	Points Possible	Points Earned
	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	<hr/> 25.00
Notes				
INDICATOR 4: STUDENTS AND EMPLOYEES				
Measure 4a Student Rights	Is the school protecting the rights of all students?	Result	Points Possible	Points Earned
	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	<hr/> 25.00
Notes				

		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. 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. 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.		25	
		See note	15	15.00
			0	
				15.00
Notes	Two conditions identified by the OIG on 8/7/14 noted that documentation regarding the Highly Qualified status of a number of teachers appeared inaccurate or could not be verified. Although final documentation is not yet available, the school appears to be working in good faith toward resolution of this issue. All IDVA teachers are Highly Qualified.			
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. 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. 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.	No instances of non-compliance documented	25	25.00
			15	
			0	
				25.00
Notes				
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. 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. 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.	No instances of non-compliance documented	25	25.00
			15	
			0	
				25.00
Notes				


INDICATOR 5: SCHOOL ENVIRONMENT				
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 occupance 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.	Result	Points Possible	
				Points Earned
		No instances of non-compliance documented	25	25.00
			15	
		0		
			<u>25.00</u>	
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.	Result	Points Possible	
				Points Earned
		No instances of non-compliance documented	25	25.00
			15	
		0		
			<u>25.00</u>	
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.	Result	Points Possible	
				Points Earned
		No instances of non-compliance documented	25	25.00
			15	
		0		
			<u>25.00</u>	
Notes				

IDAHO VIRTUAL ACADEMY --- OPERATIONAL FRAMEWORK

ADDITIONAL OBLIGATIONS		Result	Points Possible	Points Earned
Measure 6a Additional Obligations	Is the school complying with all other obligations?	No instances of non-compliance documented	25	25.00
			0	
				<u>25.00</u>
Notes				

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 equalis 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	Points Possible
			50
		Ratio is 1	10
			0
			0.00
Notes	Due to the deficit protection clause in Idaho Virtual Academy's contract with K12, the school will be exempt from evaluation of this measure. The result is included for information only.		
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	Points Possible
			50
		18 days cash	10
			0
			0.00
Notes	Due to the deficit protection clause in Idaho Virtual Academy's contract with K12, the school will be exempt from evaluation of this measure. The result is included for information only.		
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	Points Possible
			50
		91.28% variance	30
			0
			0.00
Notes	Due to the deficit protection clause in Idaho Virtual Academy's contract with K12, the school will be exempt from evaluation of this measure. The result is included for information only.		
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	Points Possible
		No default or deficiency noted in audit	50
			0
			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			
	<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><i>Due to the deficit protection clause in Idaho Virtual Academy's contract with K12, the school will be exempt from evaluation of this measure. The result is included for information only.</i></p>	<p>50</p> <p>Aggregated and total margins are 0</p> <p>10</p> <p>0</p>	<p>0.00</p>	
Notes				
Measure 2b Debt to Asset Ratio	Debt to Asset Ratio: Total Liabilities divided by Total Assets			
	<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><i>Due to the deficit protection clause in Idaho Virtual Academy's contract with K12, the school will be exempt from evaluation of this measure. The result is included for information only.</i></p>	<p>Ratio is 1.0</p> <p>50</p> <p>30</p> <p>0</p>	<p>0.00</p>	
Notes				
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			
	<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><i>Due to the deficit protection clause in Idaho Virtual Academy's contract with K12, the school will be exempt from evaluation of this measure. The result is included for information only.</i></p>	<p>0</p> <p>Multi-year and most recent year are positive</p> <p>50</p> <p>30</p> <p>0</p>	<p>0.00</p>	
Notes				
Measure 2d Debt Service Coverage Ratio	Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)			
	<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><i>Due to the deficit protection clause in Idaho Virtual Academy's contract with K12, the school will be exempt from evaluation of this measure. The result is included for information only.</i></p>	<p>Operating leases only</p> <p>50</p> <p>0</p>	<p>0.00</p> <p>0.00</p>	
Notes				

A decorative graphic consisting of several overlapping, semi-transparent green triangles of varying shades, pointing to the right, located at the bottom left of the page.

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

Alison Consoletti, The Center for Education Reform

Idaho Virtual Academy

Pre-Renewal Site Visit Report

1/11/2018

Public Charter School

Idaho Virtual Academy
1965 S. Eagle Road #190
Meridian, ID 83642
208-322-3559

Authorizer

Idaho Public Charter School Commission
304 N 8th Street, Room 242, Boise, ID 83702
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Evaluation Team

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PURPOSE OF EVALUATION

Idaho Statute 33-5209B states that a charter may be renewed for successive five-year terms of duration. Idaho Virtual Academy will be considered for renewal during the spring of 2018. The purpose of the site visit is to gain contextual information impacting the academic, operational, and financial conditions of the school, prior to the formation of renewal recommendations.

The authorizer's renewal decision will not be based on site visit findings, except as they may inform the school's rating on the performance framework, which is incorporated into the performance certificate. In accordance with Idaho statute, renewal decisions will be based on the performance of the public charter school on the performance indicators, measures, and metrics contained in the performance certificate and framework. Information gathered during the site visit will serve primarily to provide an independent opinion and fuller picture of the context in which the school's performance outcomes have accrued.

During the site visit, the evaluation team applied a rubric, which is based on nationally-recognized best practices, to assess the school in the following areas: mission and key design elements, program delivery, access and equity, organizational capacity, governance, and finance. The evaluators assigned a rating to each indicator establishing whether a school is exceeding, meeting, approaching, or not meeting the standard described. The basis of each rating was established through document review, observations, and interviews with the school and stakeholders.

The rubric was provided to the school prior to the evaluation process. A copy of the report was provided to the school prior to its finalization, and schools were invited to respond with corrections to any inaccuracies.

It is our hope that this report will serve not only to broaden the authorizer's contextual understanding of the school, but also to assist school leaders in their ongoing efforts to serve Idaho students with a high quality educational experience.

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: Virtual Tour, Panel Discussions

Detail: Teachers, administrators, and board members understand the mission of the school. Parents were not aware that the school had a mission. The school maintains a focus on the key design elements of the program, and is responsive to design elements that need more focus. Some program design elements are more fully implemented at this time than others are. For example, research-based education, rigorous curriculum, and performance-based accountability are intended as imbedded elements of the vended programs and tools, and while the degree to which the curriculum achieves these goals is unclear, the content delivery is consistently implemented. Other design elements, such as parent involvement and effective teaching are not consistently implemented and should continue to be areas of focus for the school team.

Specific examples include:

- Staff and parents define the Learning Coach role very differently. The staff should continue efforts to clearly communicate these expectations and provide support for families. The school has implemented a family engagement team to help support this issue. During the visit, IDVA representatives indicated that data has not yet been collected to evidence the effectiveness of this program. However, subsequent to the visit, the school reported that some data collection has taken place and remains ongoing.
- Live teaching sessions are available and attendance is increasing, though appears that more students take advantage of recorded sessions than participate in live sessions. Low levels of contact between teachers and students during teaching/learning moments hinder a teacher's ability to be effective. Teachers presented a greater awareness of this issue than the administrative team.

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

Rating: Meets

Evidence: Document Review, Panel Discussions

Detail: The school is adept at understanding the instructional guidelines provided by K12. Administrators and teachers discussed the process of evaluating the provided curriculum (used at a national level) against the Idaho Thoroughness Standards to ensure all areas are covered.

Teachers have some ability to adjust their curriculum.

In response to less than optimal levels of student engagement, the school has implemented several initiatives aimed at building relationships. All teachers have implemented a “kick start” lesson, consisting of a live-time check that takes place during the first 15 minutes of each school day. Live student and family activities happen a few times each year.

The school’s design element of 21st century skills appears to be primarily focused on technology. However, 21st skills, particularly those related to social-emotional learning and college and career readiness, do not appear to be woven throughout the school’s culture.

Does the school have a culture of high expectations and a strong emphasis on student learning?

Rating: Meets

Evidence: Virtual Tour, Administration Discussion

Detail: The administrative team focuses on reviewing the achievement data collected by their online school (OLS, used for elementary students) and their learning management system (LMS, used for secondary students). These platforms provide data on student rate of assignment completion as well as length of time spent in lessons. The school has also placed a strong emphasis on student participation in assessment, achieving greater than 96% participation. The administrative team and the teachers appear to understand how to read and use data to improve student performance. It was unclear to the evaluation team whether the academic performance data collected by the OLS and LMS accurately predict student achievement.

PROGRAM DELIVERY: CURRICULUM**Does the school's curriculum provide the opportunity for academic success for all students?**

Rating: Meets

Evidence: Virtual Tour, Panel Discussion

Detail: The curriculum is developed by the K12 organization. While the courses are vertically aligned with relationship to each other, the evaluation team did not review evidence of vertical or horizontal alignment within individual courses. However, the IDVA is accredited by AdvancEd, which supports the validity of its curriculum.

Teachers may add material to assist students. Text is provided at a single reading level, and additional supports may need to be considered in this area to help all students access and be challenged by the content.

The curriculum does provide a range of formats (i.e. video, reading, live, etc.) that a student and his Learning Coach (parent) can choose from as they work toward mastery of the content. However, it does not appear that there is sufficient contact between student and teacher to effectively evaluate a student's differentiation needs or guide students in their use of the tools available to them. The Kick-Start lesson serves as a tool for teachers to check-in with students, but teachers reported over 60 students in attendance at one kick-start. The purpose of the kick-start lesson may be defeated by the size of the session. The delivery format may better serve students and teachers in a format that allows for smaller groups.

The role of the Learning Coach is crucial to a student's success. With an expectation of 5 hours of engagement with their student each day, meeting this requirement may prove difficult for single-parent families or those with two working parents. It also leaves family members, few of whom are trained educators, making significant decisions regarding differentiation. More formal training and ongoing support for families regarding the role of the Learning Coach may help the school better serve all students, particularly low income and LEP students. The school does offer supports to assist learning coaches in this role.

The school employs a counselor and a social worker.

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

Rating: Meets

Evidence: Panel Discussions, Virtual Tour

Detail: A tour of the OLS and LMS showed how students are able to access and interact with the content and their teachers. Teachers provide live lessons in addition to grading and feedback. Students are encouraged to participate in the live lessons, but lessons are recorded as well. The

administrative team recognizes that building relationships between students and teachers is a key to improving their student retention and have implemented several initiatives, including morning Kick-Start lessons, live lessons, and a family engagement team. The limited sampling of teachers interviewed did not express this as a shared value.

The evaluation team did not have an opportunity to evaluate whether or not the curriculum and instructional methods sufficiently emphasize students' development of academic language. Teachers are certified, and the coaching provided to teachers is robust.

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

Rating: Meets

Evidence: Panel Discussions

Detail: When discussing curriculum, the teachers did not indicate how or if they were able to provide input to curriculum updates. The administrative team indicated that teachers give feedback through the online system (presumably to K12 central offices) and through their leadership teams. Teachers shared that they were able to add to the existing courses, but did not seem well versed in how to make improvements.

Teachers and staff members discussed how they work collaboratively to meet student needs. The evaluation team did not have opportunity to observe this practice.

K12 is responsible for revising curriculum.

Does the school effectively provide opportunities for student engagement?

Rating: Meets

Evidence: Virtual Tour, Panel Discussions

Detail: Teachers interact with students throughout the course directly through the OLS and LMS. Feedback on assignments and email communications are accessible by parents and students alike. Teachers hold live sessions and students are encouraged to attend. Attendance at some live sessions is required; students who do not attend must watch the recorded session and complete an exit ticket. Assessments are designed to ensure students have the opportunity to demonstrate mastery of content.

While it appears to be an active goal, the school does not yet have a vibrant student culture. Student to student contact, while a capability of the virtual tools, has not been embraced by teachers. As a virtual school, the team has very little experience with classroom management techniques in a live virtual setting. This discomfort has led teachers to "turn-off" features that allow students to talk to each other or actively participate in classroom discussions. Teachers view this a positive. However, utilizing these tools is likely to improve student engagement and

student retention.

Subsequent to the visit, the school provided examples of some student engagement opportunities.

PROGRAM DELIVERY: INSTRUCTION**Does the school recruit, support, and retain highly effective staff?**

Rating: Meets

Evidence: Teacher Panel Discussion, HR Specialist Interview

Detail: Employee culture is a strength for this school. There was evidence of teacher retention at IDVA. Most of the administrative team has more than five years' experience with the school. The employees newer to the team are filling newly created positions. It appears that many employees who move on, move into the K12 organization.

The HR director reports that all teachers are certified, with zero provisional certifications on staff currently. According to interviews, there is currently no teacher with less than 4 years of experience in the profession, and a low percentage of turn-over at the school. Teachers and staff members who participated in the panel discussion were able to articulate the mission of the school from their own unique angles.

Formal and informal evaluations are provided multiple times throughout the year. Teachers set goals with their administrator and work together through a detailed Individual Learning Plan. Goals are revisited often, and communication between the various support persons is clear and organized. Additional support is provided by a K12 Instructional Coach.

Overall, teachers reported feeling highly supported.

Does the school have leadership sustainability?

Rating: Meets

Evidence: Administrative Discussion, HR Specialist Interview

Detail: The school has a low turn-over rate for the administrative team. The current administrator has been in the position for several years and has been with the school in some capacity since opening. A large administrative team with clearly defined roles and a stable leadership pipeline suggests that the leadership plan is sustainable from this perspective.

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

Rating: Meets

Evidence: Document Review, Administration Discussion

Detail: Professional Development is provided throughout the school year as calendared. IDVA seems to follow the recommend guidelines from the Idaho State Department of Education. Teachers participate in a two-day face-to-face training in August each year. The remainder of the year the professional development is completed online.

Teachers participate in a survey administered by the professional development committee each year to provide input on the design of the PD plan for the upcoming year. The school professional development for the current year appears to address data driven instruction, academic interventions, and the use of a professional learning community.

PROGRAM DELIVERY: ASSESSMENT AND EVALUATION**Does the school have an adequate assessment system in place to evaluate instructional effectiveness and student learning?**

Rating: Meets

Evidence: Virtual Tour

Detail: The LMS and OLS provide the administrative team and teachers with a significant amount of data. It appears that the data points of focus are student completion of assignments and amount of time spent in lessons. It was less clear how teachers used formative assessment data to affect instruction or intervention decisions for individual students.

Students complete a placement assessment upon enrollment. It was shared, though not observed, that teachers review assessment data monthly in PLC groups and work collaboratively to discuss interventions.

The school's efforts to improve math proficiency include hiring two intervention specialists.

Subsequent to the visit, the school explained their use of formative assessments.

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

Rating: Approaches

Evidence: Document Review, Panel Discussions

Detail: 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 students. Student behavior is monitored through a set of virtual tools allowing teachers to cut off access as needed; therefore, there are no behavior issues in the classroom. The classroom environment seems to be conducive to learning. Safety measures are taken at live student engagement events, and parents attend these with their children; behavior management is not an issue this team has faced.

Of concern to the evaluators was discussion about safety as it relates to student computers. The school provides each student with a laptop upon enrollment. While laptops are equipped with parental controls, the administrative team seemed uncertain regarding whether or not the laptops are equipped with content filters.

Subsequent to the visit, the school noted that students' guardians sign an Agreement for Use of Instructional Property regarding appropriate use of technology.

ACCESS AND EQUITY**Does the school offer adequate support for special populations?**

Rating: Exceeds

Evidence: Specialist Interview

Detail: Interviews conducted with staff detailed a strong program of support for special education students. The special education team is more than adequately staffed, and the virtual format allows for a higher than usual amount of one on one interventions for students. The school appears to have a growing a reputation for success in serving special needs students as demonstrated by increased enrollment in this population (approximately 15% currently).

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

Rating: Approaches

Evidence: Annual Report 2016

Detail: IDVA serves a significantly low population of ELL students-- less than .5% as of the 2016 annual report.

IDVA teachers and staff are passionate about serving all students, regardless of their need, but the school does not have a staff member with ELL certification on staff currently.

Subsequent to the visit, the school indicated that it does not have sufficient funding for this position.

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

Rating: Approaches

Evidence: Annual Report 2016

Detail: The school serves a larger population of low-income students and special education students than the state average. It serves a significantly lower population of non-white and ELL students.

The site visit team was concerned that the nature of the virtual program may make it less accessible to certain populations, due to the intensive role of the learning coach. Learning coaches who are not fluent in English may also encounter difficulty. The school does provide monitoring and support of the learning coach role.

In contrast, the special education population is high and growing, but the special education team is well staffed, and significant support is provided in a live virtual or face-to-face setting.

Does the school have a strong, steady retention rate for students?

Rating: Does Not Meet

Evidence: Enrollment Document, Annual Reports

Detail: IDVA's enrollment has declined by nearly 1,000 students over the past three years overall. Additionally almost 50% of the students enrolling for this school year are new students, indicating that the school continually experiences a high rate of turn over. The evaluation team understands that students who attend online schools do tend to be a more mobile group.

The administrative team indicated that students leave because they do not understand the intensity of going to school online, or that parents and guardians do not understand the required components of being a Learning Coach. The school does collect exit data, which seems to point toward social experience as a significant factor.

The school is responsive to enrollment issues in some ways. There is a school-wide focus on increasing student engagement and on helping parents and students better understand the expectations from the beginning of the enrollment process. To some degree, the school is strengthening its identity and working to hold students and families accountable for their role in the learning process with greater consistency across their own organization. This work may contribute to some families making a decision that the school is not the appropriate choice for them.

Neither the board, the administration, nor the teachers expressed significant concern about this decline in enrollment. There seems to be an awareness that the school is better able to meet the academic and social-emotional needs of their students at this lower enrollment level. While an "unlimited" enrollment may have made sense at the time the petition was originally authorized, it appears that the school is finding a level of enrollment efficacy that suits its model well.

The K12 organization provides a financial clause indicating that they will support any financial shortfall, including in this time of enrollment decline.

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

Rating: Meets

Evidence: Panel Discussions, Document Review, Specialist Interviews

Detail: IDVA maintains clearly defined roles for staff, administration and board. Professional development and coaching provided to teachers is thoughtful and thorough. The administration team is passionate and committed to continuous improvement of their school for the sake of the students they serve.

The school's organizational structure is outlined in the service agreement. The EMO employs the administrative team. The governing board contracts with the EMO for the services of that team. The governing board is the direct employer of all staff and teachers. They manage this work through the services of the EMO. While this structure is manageable, it was not clear that the governing board understood its position in this situation (ultimate responsibility, but distance from the decision-making). The administrative team was unaware that this structure is not common.

The governing board, administrative team, and EMO appear to have a positive working relationship. The board trusts the school leader implicitly. The office appears to be a happy and professional place to work, and the team takes the concept of transparency seriously. The board's attorney provided training regarding Open Meetings Law. All other training is provided by the K12 organization. The administration relayed that the board had voted to move away from their ISBA membership, but appeared interested in exploring other external options.

Are there effective communication channels between stakeholders?

Rating: Meets

Evidence: Panel Discussions, Observation

Detail: The leadership team attends board meetings regularly. The board was very complimentary of the administrative team. There seems to be two-way communication and this is accepted well by all parties. The parents also seemed pleased when it came to communication with their child's teacher. Parents did seem reluctant to communicate with the administration. Parents generally have little contact with the administration, and it appears that their reluctance to reach out with concerns or compliments is largely due to a feeling that they do not have a relationship with the administrative team. The Head of School appears to be the intermediary between the board and K12.

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

Rating: Meets

Evidence: Parent Panel Discussion

Detail: IDVA uses its OLS and LMS to communicate student progress with parents. Two of the three parents interviewed understood this process, but the third parent seemed pleased to learn that she had access. The parents also mentioned that they have received emails and phone calls from the teachers when necessary. The school’s family engagement team assists with coordinating field trips for students. The family handbook does outline some engagement opportunities, and parents participate in an orientation. There was not discussion or evidence of how IDVA processes or implements feedback from parents. The school is actively engaged in increasing involvement of learning coaches.

Subsequent to the visit, the school provided additional examples of how it facilitates parent involvement.

Does the school facility support high quality teaching and learning?

Rating: Exceeds

Evidence: Virtual Tour, Office Tour

Detail: It appears that the teachers have what is needed to perform their duties. Most of the teachers work out of their home office, but are connected to other teachers and staff via google hangouts, email, phone, instant message and texting. The teachers indicate that they are provided with professional development.

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?

Rating: Meets

Evidence: Document Review, Meeting Minutes Review

Detail: There was no indication that open meeting laws were violated, and the school indicates that the board's attorney attends all board meetings to ensure compliance. Meeting minutes are available online, and samples were shared with the evaluation team. The content of meeting minutes is sparse, indicating only the topic discussed with little detail. The minutes do not appear to sufficiently represent the discussion nor do they clearly identify the motion/decisions made by the board.

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

Rating: Meets

Evidence: Document Review

Detail: The board appears to operate in compliance with its bylaws. Policies are available online and are shared in the handbook.

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

Rating: Approaches

Evidence: Panel Interviews

Detail: The board trusts the administrative team. While this is a good thing, it also presents a conflict for the board and the school leader. The board receives all information regarding the EMO's delivery of contracted services from direct employees of the EMO. Similarly, the school's administrative team is employed by the EMO, but serves the board. While the board does not appear to have concerns about potential conflict at this time, it is unlikely that the interests of a non-profit board can be entirely served by employees of a for profit entity.

Three board members attended the panel discussion with the evaluation team. No board members attended the debrief discussion. It is clear that the board is the decision-making entity, and the evaluation team did not find any reason to question the professionalism of the school's administrative team. However, it is important for the board to recognize that many of the reports it reviews are developed by employees of the EMO, rather than by employees of the board.

Board members were not readily able to respond when asked about the school's declining enrollment. They appeared to be largely unfamiliar with the issue.

As required by state board statute, the board has undergone professional development on an as-needed basis.

Has the school's board developed a strategic plan?

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

Does the school's board provide appropriate academic oversight?

Rating: Approaches

Evidence: Board Interview

Detail: During the interview, board members stated that they are provided with extensive academic data, but did not respond to questions with a clear explanation of the school's academic status. The board trusts its administration to make decisions in response to academic data.

Does the school's board provide appropriate operational oversight?

Rating: Meets

Evidence: Board Interview

Detail: During the interview, the board did not express a clear understanding of its administrative evaluation process. Subsequent to the visit, however, the school provided additional information indicating that such a process is in place.

GOVERNANCE: FINANCIAL**Does the school's board provide appropriate financial oversight?**

Rating: Meets

Evidence: Board Interview

Detail: The board reviews appropriate reports at each board meeting. The business manager is experienced and has recently moved from K12's employ to a self-employed position, contracting directly with the school board.

Does the school maintain appropriate internal controls and procedures?

Rating: Meets

Evidence: Finance Policies

Detail: The school follows a set of comprehensive, written policies and procedures. The school accurately records and appropriately documents transactions in accordance with school leadership's direction, laws, regulations, grants, and contracts. The school provides the parent company K12 with detailed financials; thus having detailed information for state requirements. It appears that 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. Additionally, IDVA does have a contract in place with K12 to ensure that the school remains financially solvent.

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

Rating: Exceeds

Evidence: Budget Review, Annual Report 2016

Detail: IDVA appears to maintain sufficient cash on hand. There are liquid reserves available in case of an income loss. By contract, K-12 will ensure the financial viability of the school.

Is the school demonstrating strong short and long-term fiscal viability?

Rating: Meets

Evidence: Enrollment Document, Performance Certificate

Detail: The school has no debt and sufficient cash flow for its operations. Based on a review of documents, it appears that the board has established 1900 students as a goal for the current school year. The school reports actual enrollment within a few students of this goal.

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

Rating: Meets

Evidence: Business Manager Interview, Budget Review

Detail: The business manager prepares balance sheets and income statements for the board to review each month. The school has regularly received honor status in the financial section of the annual report.



Idaho Virtual Academy Pre-Renewal Site Visit Response

IDVA appreciates the opportunity to provide additional clarification and respond to the Pre-Renewal Site Visit Report.

As is required by Idaho Code 33-5206 and 33-119, IDVA is fully accredited under the State of Idaho's chosen accreditation agency, AdvancED. Idaho state law requires only secondary schools be accredited. IDVA has taken it a step further, and the school is accredited for all grade levels. IDVA received renewed accreditation through AdvancED, following the required five-year cycle, in 2014. Additionally, IDVA's alternative school, Idaho Vision High School, received separate accreditation through AdvancED in 2015. The AdvancED accreditation process is thorough and rigorous and includes the submission of evidence for each indicator:

First, all institutions will be required to conduct a Student Performance Diagnostic as part of their Internal Review. They also will be required to conduct staff, student and parent surveys and conduct a diagnostic review of the results. In addition to the External Review Team assessment on the Standards and indicators during the External Review, the student performance results along with the survey results will be included in the determination of accreditation status.

Second, individual schools in the School System Accreditation model will be required to complete a Self Assessment. The results of those assessments will be used by the External Review Team visiting the school system and may be factored into the evaluation of the school system.

Through Digital Learning Accreditation, AdvancED provides an effective engine for creating systematic and systemic improvement efforts. Increasing student achievement involves more than improving instruction. It is a result of how well all the parts of the institution work together to meet the needs of students. (SQ Digital Learning, p. 7)

Standard 1: Purpose and Direction

The institution maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.

Standard 2: Governance and Leadership

The institution operates under governance and leadership that promote and support student performance and institution effectiveness.

Standard 3: Teaching and Assessing for Learning

The institution's curriculum, instructional design and assessment practices guide and ensure teacher effectiveness and student learning.

Standard 4: Resources and Support Systems

The institution has resources and provides services that support its purpose and direction to ensure success for all students.

Standard 5: Using Results for Continuous Improvement

The institution implements a comprehensive assessment system that generates a range of data about student learning and institution effectiveness and uses the results to guide continuous improvement. (SQ Digital Learning, p. 4)

Key Educational Concepts in Standards

1. All digital learning institutions commit to rigor, equity, student engagement, and depth and application of knowledge.
2. All digital learning institutions commit to developing learning skills, thinking skills, and life skills for all students.
3. The institution's improvement plan requires identification of goals for improvement of achievement and online instruction.
4. The governing authority operates consistent with established roles and responsibilities; must be ethical and free of conflict of interest.
5. Teachers participate in collaborative learning communities.
6. All institutions have formal structures whereby each student is well-known.
7. Grading and reporting must be based on clear criteria for attainment of knowledge and skills.
8. Institutions have a student assessment system with local and standardized assessments, resulting in a range of data about student learning.
9. Professional and support staff are trained in evaluation, interpretation and use of data.
10. Institutions must demonstrate, using data, growth in student learning, student readiness for the next level and student success at the next level. (SQ Digital Learning, p. 6)

A summary of AdvancED's Performance Standards for Digital Learning can be viewed here: http://www.advanc-ed.org/sites/default/files/documents/APS_Digital_Learning.pdf. For an in-depth overview, including rubrics, of the rigorous AdvancED Performance Standards, Commissioners may contact AdvancED's Idaho office via email at Idaho-Operations-Office@advanc-ed.org. Additionally, please, see *AdvancED Review agenda* in the *Documents* folder for an overview of what the accreditation site review entails and the timeline. After the site review, a draft report is sent to AdvancED, and it is reviewed by the organization before it is finalized and accreditation status is approved or not approved.

The AdvancED accreditation process is objective. It is based on a thorough review of evidence against indicators supported by a rubric. In contrast, comments in the Pre-Renewal Site Visit Report including language such as "it appears", "it seems", "it is likely", "suggests that", and others demonstrate subjectivity and that assumptions have been made throughout the report. If contributors to the report had questions or were unsure about evidence for any of the indicators, they should have contacted IDVA for clarification prior to finalizing the report. Subjectivity and assumptions have no place in the evaluation of a school.

It is clear that one or more who contributed to the Pre-Renewal Site Visit Report are biased against Education Service Providers (EMO is the term used throughout the Pre-Renewal Site Visit Report). Regardless of the opinions of contributors, it is legal for a school board to contract with an Education Service Provider in the state of Idaho. Additionally, the IDVA Board's Charter and Performance Certificate, which both include the structure and design of the school, are both approved by the Idaho Public Charter School Commission. It is unfortunate and disheartening that the Pre-Renewal Site Visit report, which is a public document, includes biased comments and assumptions regarding Education Service Providers.

IDVA encourages the Idaho Public Charter Commission to consider IDVA's accreditation status along with the *Pre-Renewal Site Visit Report* and the school's response as they are determining charter renewal.



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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: Virtual Tour, Panel Discussions

Detail: Teachers, administrators, and board members understand the mission of the school. Parents were not aware that the school had a mission. The school maintains a focus on the key design elements of the program, and is responsive to design elements that need more focus. Some program design elements are more fully implemented at this time than others are. For example, research-based education, rigorous curriculum, and performance-based accountability are intended as imbedded elements of the vended programs and tools, and while the degree to which the curriculum achieves these goals is unclear, the content delivery is consistently implemented. Other design elements, such as parent involvement and effective teaching are not consistently implemented and should continue to be areas of focus for the school team.

Specific examples include:

- Staff and parents define the Learning Coach role very differently. The staff should continue efforts to clearly communicate these expectations and provide support for families. The school has implemented a family engagement team to help support this issue. Data has not yet been collected to evidence the effectiveness of this program.

IDVA Clarification: The comment about data not yet having been collected is not accurate. Due to the timing of the pre-renewal site visit, the school was still early in the Family Academic Support Team (FAST) referral process for the school year, so there was no data for the present school year at that time. The school has data from last school year that shows academic increases.

Below is year-end Post-Back on Track, BOT, (thus post-FAST intervention) academic improvement.

<u>Post BOT Growth ELA</u>	<u>OLS K-5</u>	<u>OLS MS</u>	<u>D2L MS</u>	<u>D2L HS</u>
4 Week Post BOT	4.35 % n=55	14.45 % n=5	4.29 % n=66	8.65 % n=77
8 Week Post BOT	10.32 % n=48	24.95 % n=4	1.74 % n=53	14.75 % n=45
12 Week Post BOT	11.89 % n=46	26.99 % n=4	-3.33 % n=37	20.57 % n=29
<u>Post BOT Growth MTH</u>	<u>OLS K-5</u>	<u>OLS MS</u>	<u>D2L MS</u>	<u>D2L HS</u>
4 Week Post BOT	4.61 % n=50	5.06 % n=4	6.01 % n=60	7.96 % n=60
8 Week Post BOT	8.86 % n=44	24.82 % n=3	8.17 % n=49	5.09 % n=31
12 Week Post BOT	11.30 % n=43	12.16 % n=3	12.78 % n=34	13.11 % n=18

*OLS is Online School (K5 learning platform)

*D2L is the Learning Management System (LMS) for middle school (MS) and high school (HS)

- Live teaching sessions are available, but it appears that more students take advantage of recorded sessions than participate in live sessions. Low levels of contact between teachers and students during teaching/learning moments hinder a teacher’s ability to be effective. Teachers presented a greater awareness of this issue than the administrative team.

IDVA Clarification: More information should help clarify the conclusions that were drawn based on only a small amount of information. For the live teaching sessions, administration understands the importance of live class sessions and the number of students attending and monitors this regularly. Looking at live class attendance for SY2015/16, SY2016/17, and this year, the school sees a rise in attendance. For example, the attendance for ALG I during mid-September went from 52%, 83%, and

84% for each school year. The consistent messaging that IDVA has during Pre-EA sessions and Principal Sessions, Handbooks, and welcome letters all indicate the benefits from attending live sessions. However, the school does message the flexibility that is built into the model. Recordings are a part of this. For example, in middle and high school, while some students do access the recording, it is not done without (A) the student engaging with the teacher and asking for the recording, and (B) the teacher asking for acknowledgement that the recording was watched and engaged with by giving a summary of the session or completing a task in accordance with the recorded class. In reality, IDVA’s courses are designed to be asynchronous and the live class sessions are an additional support that have proven beneficial for students.

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

Rating: Meets

Evidence: Document Review, Panel Discussions

Detail: The school is adept at understanding the instructional guidelines provided by K12. Administrators and teachers discussed the process of evaluating the provided curriculum (used at a national level) against the Idaho Thoroughness Standards to ensure all areas are covered. Teachers have some ability to adjust their curriculum.

In response to less than optimal levels of student engagement, the school has implemented several initiatives aimed at building relationships. All teachers have implemented a “kick start” lesson, consisting of a live-time check that takes place during the first 15 minutes of each school day. Live student and family activities happen a few times each year.

IDVA clarification: The Kick Start lessons are K5 specific. Additionally, K5 students identified for academic intervention attend Tier 2 intervention classes each school day. Middle and High School have regularly scheduled daily live classes. See K5 Teaching Schedule and 6-12 Teaching Schedule Final in Documentation folder.

IDVA has a Family Engagement Coordinator who works with five school event leads to hold face to face family activities in each region throughout the school year. The school has had great attendance at events this year!

School Events 2017/18	
August 22nd	Caldwell YMCA
September 15th	Back to School
October 13th	Harvest Events
November 10th	Winter Events
January 12th	School Choice
February 9th	Ice Skating
March 9th	TBD
May 11th	End of Year Events

The school’s design element of 21st century skills appears to be primarily focused on technology. However, 21st skills, particularly those related to social-emotional learning and college and career readiness, do not appear to be woven throughout the school’s culture. A more robust approach to 21st century skills across all coursework might contribute to student engagement, and therefore student retention.

IDVA Clarification: Social-emotional learning and college and career readiness are highly embedded components of Idaho Virtual Academy, particularly at the secondary level. In the current 2017-2018 school year, social-emotional supports are provided by the school counseling and social work team. Interventions are developed in response to a student assessment that seeks to understand the



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academic and social-emotional needs of the high school students. Over one-third of this group independently completed the assessment earlier this school year. Based upon the assessment analysis, the counselors and social worker have begun developing a school year intervention calendar to address the items of highest need. Current programming includes a weekly Counselors Connect virtual session and classroom social-emotional learning mini-lessons. Interventions planned for later in the school year include topic-specific group sessions and school newsletter articles. Moreover, throughout the school year, as situations requiring social-emotional support arise, counselors will offer assistance and referrals.

Insofar as college and career readiness, Idaho Virtual Academy provides a wealth of intentional, customized supports. The school College & Career Advisor hosts student workshops on various topics, such as FASFA and career exploration. The Advisor recently completed a series of grade specific virtual sessions on what students ought to be doing in their respective grade level to prepare for post-secondary life. Additionally, this Advisor maintains and publishes a virtual newsletter of scholarships, in addition to maintaining a college and career center website. She also provides individual support to students, including navigating the college enrollment process. Moreover, Idaho Virtual Academy actively promotes the State of Idaho's Advanced Opportunities program, with 164 7-12th grade students currently accessing these funds. Additionally, the school counselors and high school support specialists provide individual academic and graduation planning for all 9-12 students. Moreover, students in grades 11-12 receive an individual telephone conference with their school counselor to review graduation progress, transcript, and engage in a post-high school planning discussion. Also, all 8th and 9th grader are enrolled in a career exploration course taught by the school counseling and social work team. See *COUNSELOR SOCIAL WORKER COLLEGE CAREER ADVISOR MASTER CALENDAR* in *Documents* folder.

Considering these clarifications, the rating for this indicator should be "Exceeds".

Does the school have a culture of high expectations and a strong emphasis on student learning?

Rating: Meets

Evidence: Virtual Tour, Administration Discussion

Detail: The administrative team focuses on reviewing the achievement data collected by their online school (OLS, used for elementary students) and their learning management system (LMS, used for secondary students). These platforms provide data on student rate of assignment completion as well as length of time spent in lessons. The school has also placed a strong emphasis on student participation in assessment, achieving greater than 96% participation. The administrative team and the teachers appear to understand how to read and use data to improve student performance. It was unclear to the evaluation team whether the academic performance data collected by the OLS and LMS accurately predict student achievement.

PROGRAM DELIVERY: CURRICULUM

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

Rating: Approaches

Evidence: Virtual Tour, Panel Discussion

Detail: Notes: The curriculum is developed by the K12 organization. While the courses are vertically aligned with relationship to each other, the evaluation team did not review evidence of vertical or horizontal alignment within individual courses. Teachers may add material to assist students. Text is provided at a single reading level, and additional supports may need to be considered in this area to help all students access and be challenged by the content.

IDVA Response: K12 curriculum is has been vetted through the AdvancED accreditation process - <http://www.k12.com/k12-education/accreditation.html>. K12 Summit courses were built to the CCSS and other standard sets and provide learning progressions within these courses as required to fulfill those standards sets.

Multiple courses offer leveled text offerings. The Mark12 courses are adaptive to student's learning level and provide independent and instructional readings matched to the student's learning level. Students received texts a targeted directly at their reading level, and have opportunities for independent practice with leveled readers provided as tear-outs in the accompanying Activity Book. The English 9 and 10 courses provided adaptive pathing for on-level and struggling learners through which students are adaptively sent down a path where instruction and excerpts are provided at a much lower readability level. In Grades 2-5, each semester students have an opportunity to choose a novel at his/her independent reading level from a bank of 25-30 choices.

IDVA offers necessary accommodations by procuring the technology and other services required in the student's Individualized Education Program (IEP) to aid students in navigating through their courses. Further, K12's experience making web-based content more accessible to students with disabilities includes incorporating audio and video enhancements into the courses and using equivalent alternatives to accommodate various disabilities, such as using text equivalents and various forms of assistive technology. All materials meet the requirements of the National Instructional Materials Accessibility Standards (NIMAS). Please ask if you would like to review the K12 Assistive Technology manual.

The curriculum does provide a range of formats (i.e. video, reading, live, etc.) that a student and his Learning Coach (parent) can choose from as they work toward mastery of the content. However, it does not appear that there is sufficient contact between student and teacher to effectively evaluate a student's differentiation needs or guide students in their use of the tools available to them. The Kick-Start lesson serves as a tool for teachers to check-in with students, but teachers reported over 60 students in attendance at one kick-start. The purpose of the kick-start lesson may be defeated by the size of the session. The delivery format may better serve students and teachers in a format that allows for smaller groups.

IDVA response: K5-Kick Start is a General Education opportunity for students and is a systematic grade level standards based review of math concepts. It is to turn short term understanding into long term grade level mastery. This session is in addition to the daily lessons that students are completing in their curriculum. Students in need of further intervention will work in their assigned curriculum, attend kick start classes, and attend live small group intervention classes.

At the MS and HS levels, courses are designed to include all information and resources for students to learn asynchronously. The online classes are designed to support what students are learning in the curriculum, review/remediate standards, and enrich. See below for an outline of online class structure for MS/HS.

Math: 20-30 students per session for general education

Math Intervention: 5-20 students per session for intervention

ELA: 20-30 students per session for general education

ELA Intervention: 5-20 students per session for intervention



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IDVA has policies outlining teacher/student contact. Please see IDVA Board Policy Manual, policies 602.1A and 602.1B, located on IDVA's website (<http://www.idva.k12.com/who-we-are/board.html>) to review these policies.

The Summit courses provide robust teacher support materials, including lesson-level Power Points to be used in live class sessions with activities and questions that provide teachers insight in to where students are struggling and comprehending. Additionally, the Summit courses provide adaptive pathing throughout the courses to provide support for students who may be struggling with lesson content. A beginning of course diagnostic places students in an on-level or struggling path. Student's placement within a path is continually re-evaluated by the system based on the student's performance against objectives within the course. Student performance against objectives is available to teachers via the proficiency dashboard for these courses.

The role of the Learning Coach is crucial to a student's success, with an expectation of 5 hours of engagement with their student each day. As the school serves a large population of low-income students, meeting this requirement is likely difficult for family members.

IDVA Response: This statement indicates an assumption that low-income students come from families that do not have sufficient time/ability to be learning coaches. Not only is this a huge assumption it is offensive. To simply assume that someone who is low income is incapable of being a learning coach has no support whatsoever.

It also leaves family members, few of whom are trained educators, making significant decisions regarding differentiation. More formal training and ongoing support for families regarding the role of the Learning Coach may help the school better serve all students, particularly low income and LEP students.

IDVA Response: The Idaho Virtual Academy currently requires parents/Learning Coaches to attend a Pre-Enrollment session. During this session, the Learning Coach role is defined as someone who partners with teachers and IDVA staff, someone who provides guidance, support, and accountability.

In addition, families complete online orientation with the school principal once enrollment is approved or attend an in-person orientation. During this session, the Learning Coach role is again defined for families and the importance of having an engaged learning coach available for a minimum of 5 hours per day is communicated. Learning Coaches are asked to partner with IDVA to provide guidance, support, and accountability. Learning Coaches also have the opportunity to contact teachers with questions, request help sessions, and walks to class (<http://www.k12.com/enrolled-families.html>). Learning Coaches and students also complete online learning courses that helps them to understand online school and how to support online schooling.

IDVA teachers continuously monitor student data, engagement, and academic performance. Teachers and Learning Coaches work together to determine curriculum placement, determine intervention/enrichment needs, create academic plans, etc. IDVA teachers and Learning Coaches have ongoing communication about individual student needs and academic progress.

Should a Learning Coach need more support, he/she will be assigned to work with IDVA's Family Academic Support Team.

Family Academic Support Team: The Family Academic Support Team mission is to promote collaboration amongst students, families, and staff to ensure the educational success and personal development for all youth at Idaho Virtual Academy.

The multidisciplinary program offers a wrap-around, strength-based model in which student/family assistance is extended beyond academics, providing a holistic approach. FAST Members include a certified School Social Worker, Family Support Liaisons, a Family Compliance Liaison, and a Family Engagement Coordinator. Through a referral process, the FAST Members will provide support parallel to teachers' academic intervention efforts.

The school does employ a counselor and a social worker.

IDVA Clarification: IDVA employs three High School counselors, three High School Support Specialists, and one School Social Worker.

Considering these responses and clarifications, the rating for this indicator should be "Exceeds".

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

Rating: Meets

Evidence: Panel Discussions, Virtual Tour

Detail: A tour of the OLS and LMS showed how students are able to access and interact with the content and their teachers. Teachers provide live lessons in addition to grading and feedback. Students are encouraged to participate in the live lessons, but lessons are recorded as well. The administrative team recognizes that building relationships between students and teachers is a key to improving their student retention and have implemented several initiatives, including morning Kick-Start lessons, live lessons, and a family engagement team. Teachers do not appear to share this value.

IDVA Clarification: "Teachers *do not appear* to share this value." is a subjective statement. A small sample of IDVA staff were interviewed by one member of the site review team for a very brief time.

There was no staff survey or in-depth questioning of a majority of IDVA staff to support this statement. IDVA staff does understand that building relationships between students and teachers is important to student outcomes.

It was not clear that the curriculum or instructional methods sufficiently emphasize student developing academic language. Teachers are certified, and the coaching provided to teachers is robust.

IDVA would like clarification on this statement: "It was not clear that the curriculum or instructional methods sufficiently emphasize student developing academic language."

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

Rating: Meets

Evidence: Panel Discussions

Detail: When discussing curriculum, the teachers did not indicate how or if they were able to provide input to curriculum updates. The administrative team indicated that teachers give feedback through the online system (presumably to K12 central offices) and through their leadership teams. Teachers shared that they were able to add to the existing courses, but did not seem well versed in how to make improvements.

Teachers and staff members discussed how they work collaboratively to meet student needs. The evaluation team did not have opportunity to observe this practice.

K12 is responsible for revising curriculum.

Does the school effectively provide opportunities for student engagement?



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Rating: Meets

Evidence: Virtual Tour, Panel Discussions

Detail: Teachers interact with students throughout the course directly through the OLS and LMS. Feedback on assignments and email communications are accessible by parents and students alike. Teachers hold live sessions and students are encouraged to attend. Exit tickets are required as evidence that a student has completed the session. Assessments are designed to ensure students have the opportunity to demonstrate mastery of content.

IDVA Clarification: “students are encouraged to attend” is inaccurate. All students have optional and required lessons. While students are encouraged to attend optional lessons, it is mandatory that they attend their required lessons.

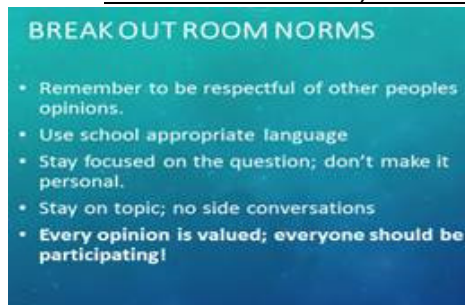
While it appears to be an active goal, the school does not yet have a vibrant student culture. Student to student contact, while a capability of the virtual tools, has not been embraced by teachers. As a virtual school, the team has very little experience with classroom management techniques in a live virtual setting. This discomfort has led teachers to “turn-off” features that allow students to talk to each other or actively participate in classroom discussions. Teachers view this a positive. However, utilizing these tools is likely to improve student engagement and student retention.

IDVA Clarification: Here are just a few IDVA student engagement examples from this school year:

- Our Government teacher assigns a class greeter and one student greets all students that come to class and helps to keep the discussion on track and focused. This student engages with every student as they come to class.



- Breakout Rooms- students work collaboratively in groups--observed in a high school English class on October 31st, 2017 at 10 MT (English 10).



- The Advanced Learner Program Middle School teacher assigns class facilitators who assign participation badges and help to keep students on track. Additionally, they validate the work students are doing and help to monitor student discussions in chat.
- IDVA’s Elementary Principal reports that several teachers regularly set the microphone to “simultaneous talkers” and leave the mic open the entire class period. Students are engaged and responding verbally during instruction/guided practice in the same fashion that you might see in a traditional classroom when a teacher uses call and response or choral response, meaning the teacher is not calling on specific students to respond individually during certain aspects of the lesson. These techniques were observed in multiple teacher’s classrooms during the principal’s October observations.
- Counselor Connect sessions
- Monthly F2F Events (include attendance at events), Back to School Orientations, Graduations.
- IDVA’s Special Programs Administrator reports that she has observed the following in small groups in the past month:
 - Students working on a writing assignment in class and then switching screens to edit each other’s work.
 - Students working on solving a math story problem and then switching screens to check each other’s work.
 - Students using their webcams and mics to engage with the teacher and other students throughout class.
 - In class a few weeks ago, a teacher had her students complete a getting to know you project and in each class one student shares his or her project. Below is the example observed. This student spoke on the mic and shared his project. 100% of the class was engaged in learning more about him. The other students asked him questions and made positive comments about what he was sharing.

Where do you see yourself in 5-10 years?

• I am going to be a Paleontologist! A paleontologist is a scientist who studies fossils.



Family

My family is awesome we have a lot of fun together and we really like traveling. I have a two Sisters and one Brother. My older Sister Felicia lives in California and she is going to college. My brother Jonathan lives in Sweden and we were there visiting him during the Summer. I have a baby Sister named Vida and she is always getting into stuff!



You!

• My parents just bought me a truck and I have been learning how to drive. I am having a lot of fun with that. My favorite football team are the Atlanta Falcons and my favorite player is Julio Jones. I also like painting and creating art. Collecting miniatures and painting them is a way I like to relax.



If you could have lunch with someone, who would it be and why?

• I would probably not eat much because I would be star struck, but I would choose Michael Jackson. My mom played the Thriller song when I was like five and I started listening to all of his music and I fell in love with it. He is my favorite artist.

IDVA is very focused on student engagement. IDVA Principals complete 2 formal observations each school year per teacher as outlined in the state evaluation requirement. Teachers are required, in Domain 2 of the state evaluation rubric, to manage student behavior. Administration carefully reviews



this during classroom observations. Teachers have implemented the following to manage classroom behaviors:

- Think Tank/Refocus Room: In this breakout room, there is a slide that reminds students of classroom participation expectations. Students who are not participating/engaged are moved to this room and must raise their hand when they are ready to return to class to learn and engage.
- Teachers also clearly communicate expectations when students are working together in breakout rooms.

2d. Managing Student Behavior			
Unsatisfactory*	Basic	Proficient	Distinguished
<ul style="list-style-type: none"> ▪ The classroom environment is chaotic, with no standards of conduct evident. ▪ The teacher does not monitor student behavior. ▪ Some students disrupt the classroom, without apparent teacher awareness or with an ineffective response. 	<ul style="list-style-type: none"> ▪ The teacher attempts to maintain order in the classroom, referring to classroom rules, but with uneven success. ▪ The teacher attempts to keep track of student behavior, but with no apparent system. ▪ The teacher's response to student misbehavior is inconsistent; sometimes harsh, other times lenient. 	<ul style="list-style-type: none"> ▪ Standards of conduct appear to have been established and implemented successfully. ▪ Overall, student behavior is generally appropriate. ▪ The teacher frequently monitors student behavior. ▪ The teacher's response to student misbehavior is effective. 	<ul style="list-style-type: none"> ▪ Student behavior is entirely appropriate; any student misbehavior is very minor and swiftly handled. ▪ The teacher silently and subtly monitors student behavior. ▪ Students respectfully intervene with classmates at appropriate moments to ensure compliance with standards of conduct.
Evidence			

- Teachers are also observed regularly by the leadership team. Each observation addresses student engagement and classroom management. Coaching is in place to help teachers achieve 100% participation and to help them to establish clear classroom expectations and to help them with classroom management.
- Idaho Virtual Academy teachers have studied *Teach Like a Champion* and have a goal of 100% engagement throughout class. During observations, engagement is measured and included in a teacher's evaluation. For example, students are asked to poll in their responses. Teachers will wait and cold call students who have not responded. IDVA participation is 70-95% in all classes when measured during live classes.
- Idaho Virtual Academy teachers participate in K12 Instructional Coaching. This program focuses on 2 pathways. Pathway one specifically focuses on engaging students and high expectations during live classes. Teachers are observed by an Instructional Coach one time per month and have one live one on one coaching session each month. Teachers work collaboratively with their coach to improve engagement and classroom behaviors (are students on task, are transitions smooth, are students engaging appropriately).
- Students have many opportunities to participate during live classes in the chat box and on the white board.

PROGRAM DELIVERY: INSTRUCTION

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

Rating: Meets

Evidence: Teacher Panel Discussion, HR Specialist Interview

Detail: Employee culture is a strength for this school. There was evidence of teacher retention at IDVA. Most of the administrative team has more than five years' experience with the school. The employees newer to the team are filling newly created positions. It appears that many employees who move on, move into the K12 organization.

The HR director reports that all teachers are certified, with zero provisional certifications on staff currently. According to interviews, there is currently no teacher with less than 4 years of experience in

the profession, and a low percentage of turn-over at the school. Teachers and staff members who participated in the panel discussion were able to articulate the mission of the school from their own unique angles.

Formal and informal evaluations are provided multiple times throughout the year. Teachers set goals with their administrator and work together through a detailed Individual Learning Plan. Goals are revisited often, and communication between the various support persons is clear and organized. Additional support is provided by a K12 Instructional Coach.

Overall, teachers reported feeling highly supported.

IDVA Response: With all of the detail noted, IDVA should receive “Exceeds” for this indicator.

Does the school have leadership sustainability?

Rating: Meets

Evidence: Administrative Discussion, HR Specialist Interview

Detail: The school has a low turn-over rate for the administrative team. The current administrator has been in the position for several years and has been with the school in some capacity since opening. A large administrative team with clearly defined roles and a stable leadership pipeline suggests that the leadership plan is sustainable from this perspective. However, the school does have a significantly larger administrative team than other schools of similar size.

IDVA Clarification: It should be noted that, under the Service Agreement between the Board and K12, only a Head of School or equivalent is required. Additional administrators provided by K12 continue to show K12’s commitment and investment to the IDVA Board and IDVA students. IDVA has 8 administrators and a contracted Business Manager.

1. Head of School
2. 6-12 Principal (who is principal for the Virtual High School, Alternative High School, and the Middle School)
3. 6-12 Assistant Principal
4. K5 Principal
5. Special Education Administrator (who is also Special Education Admin for Idaho Technical Career Academy)
6. School Social Worker/Family Academic Support Team Administrator
7. Operations Manager
8. Human Resources Manager (who is also HR Manager for Idaho Technical Career Academy)
 - Business Manager (contracted position so not an IDVA administrative team member – also serves Idaho Technical Career Academy)

IDVA is the largest charter school in Idaho. The closest has half the number of students, so it is inappropriate to compare numbers of administrators to any other charter schools. However, IDVA looked at five other Idaho schools of similar size in order to compare the number of administrative team members. The number of administrators in these five schools ranges from 8 to 19. See *School District Admin Counts* in *Documents* folder for details.

	DISTRICTS	ENROLLMENT	Count
052	Snake River	1,775	8
414	Kimberly	1,922	13



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215	Fremont County Joint	2,207	18
060	Shelley Joint	2,295	11
221	Emmett Independent	2,365	19

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

Rating: Meets

Evidence: Document Review, Administration Discussion

Detail: Professional Development is provided throughout the school year as calendared. IDVA seems to follow the recommend guidelines from the Idaho State Department of Education. Teachers participate in a two-day face-to-face training in August each year. The remainder of the year the professional development is completed online.

IDVA Clarification: Just as our students can learn in the online environment, so can IDVA teachers. In addition to the August Back to School face-to-face professional development meeting for all staff, IDVA also holds departmental face-to-face meetings at various times during the school year. Teachers participate in a survey administered by the professional development committee each year to provide input on the design of the PD plan for the upcoming year. The school professional development for the current year appears to address data driven instruction, academic interventions, and the use of a professional learning community.

IDVA additional information: IDVA’s Professional Development Committee is made up of representatives from each department of the school. A new committee forms in the fall each school year and starts planning for the next school year. The committee meets regularly, conducts staff needs assessments, reviews student achievement results, develops the entire Back to School PD meeting, and extends the PD throughout the school year.

PROGRAM DELIVERY: ASSESSMENT AND EVALUATION

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

Rating: Meets

Evidence: Virtual Tour

Detail: The LMS and OLS provide the administrative team and teachers with a significant amount of data. It appears that the data points of focus are student completion of assignments and amount of time spent in lessons. It was less clear how teachers used formative assessment data to affect instruction or intervention decisions for individual students.

IDVA Clarification: IDVA’s Academic Excellence Framework outlines how the school uses formative assessment to affect instruction and intervention decisions. A formative interim assessment is given during the last week of an instructional cycle. In the week following an instructional cycle, teachers and academic leaders work collaboratively to analyze data and regroup students for the next instructional cycle. During the data analysis, communication with students and Learning Coaches of live instruction requirements for next cycle will occur. The entire Instructional Cycle (instruction,

assessment, data analysis/student grouping, and student/parent communication of requirements) generally lasts 4-6 weeks.

Students complete a placement assessment upon enrollment. It was shared, though not observed, that teachers review assessment data monthly in PLC groups and work collaboratively to discuss interventions.

The school's efforts to improve math proficiency include hiring two intervention specialists.

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

Rating: Approaches

Evidence: Document Review, Panel Discussions

Detail: 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 students. Student behavior is monitored through a set of virtual tools allowing teachers to cut off access as needed; therefore, there are no behavior issues in the classroom.

IDVA Clarification: Teachers are required, in Domain 2 of the state evaluation rubric, to manage student behavior. See clarification regarding student behavior management under "Does the school effectively provide opportunities for student engagement?"

The classroom environment seems to be conducive to learning. Safety measures are taken at live student engagement events, and parents attend these with their children; behavior management is not an issue this team has faced.

IDVA Response: Idaho Virtual Academy has an active Safety Committee with staff representation from all school levels. During the 2016-17 school year, the Safety Committee focused on student physical and social-emotional safety. Accomplishments include the development, application, and review of safety processes at face-to-face testing locations; updating the LEA Crisis Manual, which includes making it more accessible and user friendly; provided Situational Awareness training to staff, in collaboration with first responders; and facilitating Youth Mental Health First Aid to departmental leaders. School year 2017-2018 goals include reviewing and increasing safety protocols for school face-to-face social events; enhancing face-to-face testing safety protocols; promoting bullying prevention; critically reviewing and updating the Crisis Manual, as needed; and offering staff, student, and family trainings on various topics, which may include suicide prevention, substance and alcohol awareness, and home safety.

Of concern to the evaluators was discussion about safety as it relates to student computers. The school provides each student with a laptop upon enrollment. While laptops are equipped with parental controls, the administrative team seemed unclear and under-concerned about laptops not being equipped with content filters.

IDVA Response: IDVA's All School Handbook includes *Code of Conduct/Acceptable Use Guidelines* which outline student responsibilities when accessing IDVA resources, including the student computer. These guidelines include accountability. Additionally, each parent/guardian signs an *Agreement for Use of Instructional Property* when enrolling his/her student. One of the items in this agreement states:

Use of Instructional Property. Responsible Party agrees that: (i) Instructional Property may be used solely for the education of the Student while enrolled at IDVA and not for the benefit of any other person or for any other purpose, (ii) all Instructional Property shall be used in accordance with IDVA policies and rules and K12's and the manufacturer's instructions, (iii) each software application provided shall be subject to, and used in accordance with, the license and/or use agreement that accompanies that software application, (iv) all usage of the Instructional Property shall be subject to IDVA policies and rules regarding Network/Internet use and protocol, (v) Responsible Party is solely responsible for ensuring that the software settings, default configurations, and administrative privileges are maintained at the original specified settings that the Instructional Property had upon delivery and will be liable



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for any resulting damage to the Instructional Property, any files, and/or other software applications if these default settings are changed or modified without explicit authorization from K12 Technical Support, and (vi) Responsible Party is solely responsible for keeping User IDs and passwords confidential to prevent unauthorized usage and understands that passwords should be changed on a regular basis.

Anti-virus – McAfee Virus Protection (Enterprise) – This is K12’s real time malware protection to help protect computers against the latest malware threats, i.e. computer viruses, Trojan Horse, rootkits, worms, etc. This is installed on all of our student computers and managed via K12’s McAfee Enterprise server (ePO). This allows K12 to make changes to the anti-virus program in real time, in the case of a new release of malware or viruses.

Web filtering – McAfee Site Advisor – A browser plug-in, fully configurable by the system administrator, that gives safety advice about Websites prior to clicking on them. It can also be used to block specific Websites, or a group of Websites, e.g. all Gambling sites, so that even if a user attempts to proceed to a site, it will be blocked.

K12 parental control support information: <https://www.help.k12.com/s/article/Parent-Controls-for-Windows-Operating-Systems> and <https://www.help.k12.com/s/article/How-to-Block-Websites-from-the-Browser>

IDVA should receive “Meets” or “Exceeds” on this indicator.

ACCESS AND EQUITY

Does the school offer adequate support for special populations?

Rating: Exceeds

Evidence: Specialist Interview

Detail: Interviews conducted with staff detailed a strong program of support for special education students. The special education team is more than adequately staffed, and the virtual format allows for a higher than usual amount of one on one interventions for students. The school appears to have a growing a reputation for success in serving special needs students as demonstrated by increased enrollment in this population (approximately 15% currently).

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

Rating: Approaches

Evidence: Annual Report 2016

Detail: IDVA serves a significantly low population of ELL students-- less than .5% as of the 2016 annual report.

IDVA teachers and staff are passionate about serving all students, regardless of their need, but the school does not have a staff member with ELL certification on staff currently. The structure of the school’s program may be unintentionally exclusive of ELL students. See “demographic representation” for more information.

IDVA Response: IDVA has consistently had 0-2 ELL students enrolled in recent school years. The school is in compliance with all federal and state requirements surrounding ELL. Unfortunately, IDVA does not have the funds to employ a full- or part- time EL teacher. IDVA does not receive any type of significant funding (\$421 this year) to support adding EL staff.

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

Rating: Approaches

Evidence: Annual Report 2016

Detail: The school serves a larger population of low-income students and special education students than the state average. It serves a significantly lower population of non-white and ELL students. The structure of the school's program may be unintentionally exclusive of demographic diversity. It is also likely that the school's high percentage of low-income students may not be receiving the support of the Learning Coach role, as the school is struggling with how to monitor this implementation.

IDVA Response: "May be unintentionally exclusive" and "It is also likely" are not statements based in evidence. While the administrative team mentioned that students need an engaged Learning Coach in order to be successful at IDVA during the interviews, it was not meant that the school is struggling to monitor this. IDVA has many tools to monitor and support Learning Coach engagement and have outlined much of that in clarifications and responses throughout this document. IDVA's Family Academic Support Team (FAST) is a prime example of this monitoring and support as are the school's pre-enrollment approval and, once enrolled, principal sessions where the Learning Coach role is clearly defined.

The time commitment required of parents in the "Learning Coach" role makes the school intrinsically less accessible to single parent families and families with two-working parents. Additionally, parents who do not speak English fluently would be unable to access the content of the curriculum, and therefore unable to fulfill the learning coach role appropriately.

IDVA Response: IDVA is designed around every student having a Learning Coach. The Learning Coach is not always a parent. A family may choose to have an adult sibling, a grandparent or other family member, or an adult family friend act as Learning Coach.

In contrast, the special education population is high and growing, but the special education team is well staffed, and significant support is provided in a live virtual or face-to-face setting. The school should consider how the success of this program might be translated to other areas of their efforts in serving a broader student population.

IDVA Response: With a significant percentage of special education students enrolled, IDVA is able to support appropriate staff to serve them. Going back to "Does the school address and support the needs of English Language Learners (ELLs)?", IDVA does not receive any type of significant funding (\$421 this year) to support adding EL staff.

Does the school have a strong, steady retention rate for students?

Rating: Does Not Meet

Evidence: Enrollment Document, Annual Reports

Detail: IDVA's enrollment has declined by nearly 1,000 students over the past three years overall. Additionally almost 50% of the students enrolling for this school year are new students, indicating that the school continually experiences a high rate of turn over. The evaluation team understands that students who attend online schools do tend to be a more mobile group.

The administrative team indicated that students leave because they do not understand the intensity of going to school online, or that parents and guardians do not understand the required components of being a Learning Coach. The school does collect exit data, which seems to point toward social experience as a significant factor.

IDVA Response: During the on-site interviews, administration talked about the fact that the school is now holding pre-enrollment approval orientation sessions for ALL enrolling families to clearly



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communicate the program and Learning Coach expectations to families before they make the final decision to enroll. IDVA also has orientations required for every new family. The administrative team communicated that one reason families might leave the school is because of misunderstanding the program prior to enrolling. This is not the only reason. Just as there are many different reasons that a family might enroll, there are many different reasons that a family might leave the school.

The school is responsive to enrollment issues in some ways. There is a school-wide focus on increasing student engagement and on helping parents and students better understand the expectations from the beginning of the enrollment process. To some degree, the school is strengthening its identity and working to hold students and families accountable for their role in the learning process with greater consistency across their own organization. This work may contribute to some families making a decision that the school is not the appropriate choice for them.

Neither the board, the administration, nor the teachers are particularly concerned about this decline in enrollment. There seems to be an awareness that the school is better able to meet the academic and social-emotional needs of their students at this lower enrollment level. While an “unlimited” enrollment may have made sense at the time the petition was originally authorized, it appears that the school is finding a level of enrollment efficacy that suits its model well.

IDVA Response: Citing that the board, administration and teachers are not concerned is not a fact. It is an assumption. The citation that “There seems to be an awareness that the school is better able to meet the academic and social-emotional needs of their students at this lower enrollment level” is not based in evidence. IDVA is a school of choice serving many highly mobile students. IDVA cares about every student. Whether IDVA has 100 students, 2000 students, 5000 students or more, the school will work to meet the academic and social-emotional needs of each and every student.

The K12 organization provides a financial clause indicating that they will support any financial shortfall, which adds a sense of security for the administrative team in this time of enrollment decline. The ability of the school and/or it’s EMO to absorb millions of dollars without affecting the quality of the program offered to students, raises questions about the fair market value of the services provided.

IDVA Response: The administrative team is not sure where the reviewers got the impression that the financial clause “adds a sense of security for the administrative team”. The financial clause was not discussed during the administrative interviews during the site review. This statement is an assumption on the part of the reviewers.

IDVA receives state funding in the same manner as all Idaho public schools. The school’s per pupil funding has ranged from well below the average of state public schools to near average. Students attending IDVA cost the Idaho taxpayer no more or even less than students attending other Idaho public schools. As a virtual school, costs play out a bit different than in a brick and mortar school. When a student enrolls, IDVA incurs costs for curriculum, online school access, and staff. The school receives funding for that student to help cover these costs. When a student doesn’t enroll, the school doesn’t incur those costs. The impact of fluctuating enrollment is not as severe as the report makes it sound. As enrollment changes, of course, adjustments are made. IDVA has had teachers leave at the end of the year and has not refilled some of those positions in response to changing enrollment. Conversely, if enrollment increases in the future, IDVA will refill positions in order to serve a greater student population. The fact that the school has added a Family Academic Support Team (FAST), two math

specialists, and participation in K12's Instructional Coaching program during the time that enrollment has decreased says much about K12's commitment and investment in the school and to student success.

It appears that the board has not independently educated itself regarding fair market value of several line items paid to the EMO.

IDVA Response: "It appears that...." is an assumptive statement and not based in evidence. The Lead Site Reviewer discussed this "appearance" during the exit report at the end of the site visit. IDVA's Head of School followed up on the question via email on 10/6/2017 (See *K12 management fee and administrative salaries* in *Documentation* folder). Additionally, the same information was discussed with the Board at the October Board meeting. Here is an excerpt from the email sent to the Lead Site Reviewer. A copy of the email is also included in the *Documents* folder.

I am writing to follow up on the K12 management fee. In our discussion about "fair market value", you noted that EMO management fees typically cap out at 12% and do not include salaries for administration. You also noted that K12's management fee is expensive in comparison and noted that it is 15%, which is higher than other EMOs. We discussed that we thought the K12 management fee included administration salaries, and I told you that I would confirm. I am writing with that confirmation. Yes, the K12 15% management fee does include all K12 employees working to provide the services outlined in the service agreement for IDVA. This includes school based administration staff (Head of School, Principals, Special Education Administrator, HR, Operations Manager, and Business Manager), as well as regional and national staff. Some of the national and regional staff providing services to our school include – Regional VP and Deputy VP; national and regional Academic Admins, Compliance, Operations, HR, Data, Student Services, Special Education, Federal Programs personnel and more. You said that our Board could not speak clearly to the fact that K12 is fair market value. I appreciate you bringing up this point. I will be sure to discuss this with them, so that they do understand that K12 is in line with other EMO charges and, perhaps, even a better market value.

IDVA should receive "Meets" or "Exceeds" for this indicator.

ORGANIZATIONAL CAPACITY

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

Rating: Approaches

Evidence: Panel Discussions, Document Review, Specialist Interviews

Detail: IDVA maintains clearly defined roles for staff, administration and board. Professional development and coaching provided to teachers is thoughtful and thorough. The administration team is passionate and committed to continuous improvement of their school for the sake of the students they serve.

The school's organizational structure is complicated. The EMO employs the entire administrative team. The governing board contracts with the EMO for the services of that team. The governing board is the direct employer of all staff and teachers. They manage this work through the services of the EMO. While this structure is manageable, it was not clear that the governing board understood its position in this situation (ultimate responsibility, but distance from the decision-making). The administrative team was unaware that this structure is not common.

IDVA Response: The school's organizational structure is outlined by the Service Agreement between the Board and K12 and is not complicated. Under the Service Agreement between the IDVA Board and K12, the Board and K12 agree that:



K12 will provide the curriculum, technology and administrative operations services to the Academy in accordance with this Agreement, Charter and Applicable Law. (Service Agreement between K12 and IDVA, p. 2)

Under the Service Agreement between the IDVA Board and K12, the Academy’s (the IDVA Board’s) responsibilities are outlined. The agreement specifically states that the Academy is responsible for:

General Oversight. The Board will be responsible for monitoring K12’s performance under, and compliance with, the terms of this Agreement in accordance with Applicable Law. The Board shall also be responsible for overseeing the Program’s quality, operational and financial performance. (Service Agreement between K12 and IDVA, p. 4)

The administrative team and the Board are aware of the structure and responsibilities and also aware that traditional schools without EMO Service Agreements do not have the same structure.

The governing board, administrative team, and EMO appear to have a positive working relationship. The board trusts the school leader implicitly. The office appears to be a happy and professional place to work, and the team takes the concept of transparency seriously. The board’s attorney provided training regarding Open Meetings Law. All other training is provided by the K12 organization. The administration relayed that the board had voted to move away from their ISBA membership, but appeared interested in exploring other external options. At this time, it does not appear that the board is functioning with sufficient autonomy.

IDVA Response: IDVA has evidence that the board is functioning well and as it should. IDVA earned a rating of 3.0 on a 4 point scale under Governance and Leadership on the school’s AdvancED External Review at the last accreditation site review. See *AdvancED External Review final report-Governance section* in *Documents* folder and below from the AdvancED Accreditation Idaho Virtual Academy Index of Educational Quality report.

Governance and
Leadership

Average
3.0



The Lead Site Reviewer asked the school to submit only the latest Board agenda and packet. That was the September 2017 Board packet. All board meeting agendas and minutes are posted on the school’s website <http://www.idva.k12.com/who-we-are/board.html>. A review of the minutes will show that the notes are much more thorough than noted in this report. A review will also show that the Board receives more training than is indicated in this report. Much of the training provided is through the Board’s Attorney, Amy White of Julian, Anderson, and Hull. Ms. White attends every Board meeting, provides expertise and support, and takes minutes. Additionally, a review of agendas will show that the Board receives academic data on a regular basis. See *Board Minutes outline-Academic Report, Training* in *Documents* folder.

IDVA’s rating for this indicator should be “Meets”.

Are there effective communication channels between stakeholders?

Rating: Meets

Evidence: Panel Discussions, Observation

Detail: The leadership team attends board meetings regularly. The board was very complimentary of the administrative team. There seems to be two-way communication and this is accepted well by all parties.

The parents also seemed pleased when it came to communication with their child's teacher. Parents did seem reluctant to communicate with the administration. Parents generally have little contact with the administration, and it appears that their reluctance to reach out with concerns or compliments is largely due to a feeling that they do not have a relationship with the administrative team. The Head of School appears to be the intermediary between the board and K12.

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

Rating: Approaches

Evidence: Parent Panel Discussion

Detail: IDVA uses its OLS and LMS to communicate student progress with parents. Two of the three parents interviewed understood this process, but the third parent seemed pleased to learn that she had access. The parents also mentioned that they have received emails and phone calls from the teachers when necessary. The school's family engagement team assists with coordinating field trips for students. The family handbook does outline some engagement opportunities, and parents participate in an orientation. There was not discussion or evidence of how IDVA processes or implements feedback from parents. The school is actively engaged in increasing involvement of learning coaches.

IDVA Response: IDVA facilitates parental involvement in many ways. Some examples are:

- Learning Coach guides the student through the curriculum on a daily basis
- Orientation
- Parent Advisory Committee
- Back to School Parent Meeting
- End of Year Parent Meeting
- Regular Family Pulse Check Surveys and follow up
- Progress Reports/Report Cards
- Teachers communicate progress/grades through email
- Conferences
- Teachers monitor progress and grades and contact families
- OLS/LMS progress and gradebooks
- Family Academic Support Team (FAST) communicates progress
- Parent Involvement Policy (See *Parent Involvement Policy* in *Documents* folder)
- IDVA School-Parent Compact (See *IDVA School-Parent Compact* in *Documents* folder)

IDVA administrators and board members were not involved in the parent panel discussion.

Administration is confused by the statement that one of the parents "seemed pleased to learn that she had access". All three parents on the panel are very engaged and excellent Learning Coaches. It could have been that the two parents with older students on the LMS discussed what viewing progress looks like on the LMS where there are different tools than the OLS. The third parent on the panel has only experienced the OLS as she has elementary students, so she would not be familiar with any of the LMS tools.

IDVA's AdvancED accreditation final report Indicator 3.8 score was 4.0 on a 4 point scale.

Indicator 3.8: The institution engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress. In the case of adult students, the students are informed of their learning progress rather than the family.

Evidence cited and submitted:

- Survey results
- Parental/family/adult student involvement plan including activities, timeframes and evaluation process



- List of varied activities and communications modes with families and adult students (e.g., information portal, websites, newsletters, parent meetings, open house, social media, emails)
- Calendar outlining when and how families are provided information on child's progress
- Interviews, Parent as Learning Coach, Booster Club

The report further cites a "Powerful Practice" in this area:

The institution is to be commended for effectively engaging families in meaningful ways in their children's education and keeps them informed of their children's learning progress. Programs that engage families in meaningful ways in their children's education are designed, implemented and evaluated. The institution provides families with continuous access to their children's learning progress. Parents are trained as learning coaches to assist their children with their school work and lessons. The parents must evaluate and score some of their child's work and are required to keep track of attendance and turn that in every Friday. All of these elements are a meaningful way to engage families. A booster club has been developed through the school by which the parents organize social outings and gatherings for the students. The school indicates a clear desire to support families and children through both education and social development.

IDVA's rating for this indicator should be "Exceeds".

Does the school facility support high quality teaching and learning?

Rating: Exceeds

Evidence: Virtual Tour, Office Tour

Detail: It appears that the teachers have what is needed to perform their duties. Most of the teachers work out of their home office, but are connected to other teachers and staff via google hangouts, email, phone, instant message and texting. The teachers indicate that they are provided with professional development.

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

Rating: NA

Evidence: Observation

Detail: It seems as if the building is up to code for IDVA. There were no concerns about the school facility itself. The evaluation team did not review official documentation.

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?

Rating: Meets

Evidence: Document Review, Meeting Minutes Review

Detail: There was no indication that open meeting laws were violated, and the school indicates that the board's attorney attends all board meetings to ensure compliance. Meeting minutes are available online, and samples were shared with the evaluation team. The content of meeting minutes is sparse, indicating only the topic discussed with little detail. The minutes do not appear to sufficiently represent the discussion nor do they clearly identify the motion/decisions made by the board.

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

Rating: Meets

Evidence: Document Review

Detail: The board appears to operate in compliance with its bylaws. Policies are available online and are shared in the handbook.

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

Rating: Approaches

Evidence: Panel Interviews

Detail: The board trusts the administrative team. While this is a good thing, it also presents a conflict for the board and the school leader. The board receives all information regarding the EMO’s delivery of contracted services from direct employees of the EMO. Similarly, the school’s administrative team is employed by the EMO, but serves the board. While the board does not appear to have concerns about potential conflict at this time, it is unlikely that the interests of a non-profit board can be entirely served by employees of a for profit entity.

IDVA Response: The Head of School, Principals, Special Education Administrator, and School Social Worker (who is a board employee) are all certified educators in the state of Idaho and take professional code of conduct seriously. The assumption that the school’s administrative team would be anything less than forthcoming and honest with the IDVA Board is absolutely incorrect, biased, and highly offensive.

Three board members attended the panel discussion with the evaluation team. No board members attended the debrief discussion. While it is clear that the board is the decision-making entity, it is less clear that the board is engaged in the due diligence necessary to make informed decisions. The evaluation team did not find any reason to question the professionalism of the highly engaged administrative team. However, it does not appear that the board is engaged in appropriately validating information received from the EMO regarding its own performance, as is necessary of a public entity tasked with managing taxpayer dollars.

IDVA Response: The report notes that no board members attended the debrief discussion. IDVA’s Head of School has been involved in numerous site visit reviews, including accreditation, federal programs reviews by the state, and more. After these reviews, the Head of School ALWAYS provides a debrief to the Board at the next board meeting and did so after the pre-renewal site visit. After the October 17, 2017 minutes are approved at the November meeting, anyone can review that this occurred by going to IDVA’s website and reading the notes that will be posted. While board members are often asked to sit on a panel during a site review, as they were asked for the pre-renewal site visit, it has never been asked or expected that board members sit in on the exit discussion. If the pre-renewal site visit team had asked or even suggested that board members be present at the exit discussion, the school certainly would have worked to have as many as could attend there.

IDVA Board’s attorney, Amy White, reviewed the pre-renewal site visit report and provided feedback. Regarding the board being “engaged in the due diligence necessary to make informed decisions”, Ms. White noted, “I likely attend more school board meetings throughout the state than any other individual – every month – your board is provided more data and information, especially in the area of student achievement, student advancement, FAST, teacher successes and advancements etc – than I see anywhere in the state. I have even recommended to Superintendents who want more knowledgeable boards in these areas to take a look at your board packets and the type of data that you provide.” The report notes that, “it does not appear that the board is engaged in appropriately validating information received from the EMO regarding its own performance..” IDVA Board attorney, Amy White, notes this in regards to this comment, “Validating data – on EMO performance – you give them aggregated data. The board isn’t entitled to individual student data – I have no clue what they want with this.”



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Board members were not readily able to respond when asked about the school's declining enrollment. They appeared to be unaware and unconcerned about the issue. This suggests that the board is not fully aware or sufficiently engaged in their oversight role.

IDVA Response: The statement, "They appeared to be unaware and unconcerned...." is an assumption. The Board receives an enrollment report at each Board meeting. It also receives historical enrollment reports with the regular Academic Reports. The Board has discussed enrollment trends as recently as the July meeting. Here is a copy of the Board minutes regarding that from the July 2017 Board meeting minutes posted on IDVA's website.

ACADEMIC REVIEW OF SY 2015-2016

1. Academic & Annual Report - Kelly Edginton

In the Board's Packet Ms. Edginton provided the Directors with a written report. Specific attention was addressed to historical enrollment data and fluctuations through the years of the school's existence. There are currently nine (9) on-line charter schools throughout the state. A number of Districts are also adding a virtual component. She opined that many of the virtual programs are finding a topping-out of student numbers. Parents have returned to work with an improved economy and the program works wonderfully for a certain segment of the student population. The enrollment at Vision High School is far more erratic. That is not an unexpected fact for an alternative high school. Significant data was also shared with the Continuous Improvement Plan and Charter Renewal discussions.

As required by state board statute, the board has undergone some professional development. However, the professional development seems provided on an as needed basis rather than annually.

IDVA Response: The report, once again, uses the word "seems". Google's Dictionary provides this definition of seem/seems: "used to make a statement or description of one's thoughts, feelings, or actions less assertive or forceful." IDVA was required to submit only the most recent board meeting packet. IDVA's board meeting agendas and minutes are available, as required by state law, on the IDVA website. A review of these will show that training is provided. Additionally, see Board Minutes outline-Academic Report, Training in Documents folder for an outline of board meeting Academic Reports and Trainings for the last 3 years.

IDVA should receive "Meets" or even "Exceeds" on this indicator.

Has the school's board developed a strategic plan?

Rating: NA

Evidence: Document Review

Detail: Notes: The evaluation team did not review a strategic plan. It appears that the board is not engaged in this process at this time.

IDVA Response: The report notes that "It appears that the board is not engaged in this process at this time." Another assumption on the part of those who contributed to this report. IDVA's board contributes to and approves the state required Continuous Improvement Plan formerly known as the Strategic Plan. Review the July 2017 and September 2017 board meeting minutes. Additionally, in March of 2017, Director Sankovich created and shared a screencast on mission/vision (https://drive.google.com/file/d/0B_5U88rqmrFZWlpidXlieC1leDg/view) with the other directors. This screencast led to IDVA's professional development committee working with staff to update the school's mission and vision statements. A report of the progress was made to the board in September 2017 (see

minutes). IDVA is continuing with stakeholder input with communication and feedback through email and a survey for parents and students.

Does the school's board provide appropriate academic oversight?

Rating: Approaches

Evidence: Board Interview

Detail: While the administrative team presents data to the school board, it is not clear that the board fully understands their role in academic oversight.

Board members appear uncertain regarding what data they should review or how to use it to improve student outcomes. It did not appear that decisions regarding resource allocation and human resources were driven primarily by student performance data.

IDVA Response: These statements are untrue and unfounded. It is not the responsibility of the board to develop plans to improve student outcomes. That is the responsibility of the administration. The administration provides data and information regarding this to the board whose duty it is to oversee school programs. Additionally, see the IDVA Response to *Does the board demonstrate alignment with the school's mission, vision, and core values* while remaining a governing authority?

The IDVA Board does understand its role. See Board Duties folder in Documents folder. Additionally, under the Service Agreement between the IDVA Board and K12, the Academy's (the IDVA Board's) responsibilities are outlined. The agreement specifically states that the Academy is responsible for:

General Oversight. The Board will be responsible for monitoring K12's performance under, and compliance with, the terms of this Agreement in accordance with Applicable Law. The Board shall also be responsible for overseeing the Program's quality, operational and financial performance. (Service Agreement between K12 and IDVA, p. 4)

The report uses the phrase, "it did not appear", and, again, those who contributed to this report are making assumptions. In regard to the comment about resource allocation and human resources not being driven by student performance data – in recent years, in response to student data, IDVA has added an entire Family Academic Support Team (FAST) consisting of a School Social Worker/FAST Lead, a Family Engagement Coordinator, a Truancy Officer, and several Family Support Liaisons. Additionally, the school added two math specialists this year in response to student performance data. Two years ago, in response to student data, the school added participation in K12's Instructional Coaching program to help develop teachers and improve teaching. Years ago, in response to student data, IDVA separated the K8 program into K5 and Middle School and worked with stakeholders to develop that middle school program. Also in response to student data, IDVA added a state approved alternative high school program which is now separately accredited.

IDVA should receive "Exceeds" for this indicator.

Does the school's board provide appropriate operational oversight?

Rating: Does Not Meet

Evidence: Board Interview

Detail: The board could not give a clear picture of how the Head of School and Principals are evaluated. As the board does not directly employ the administrative team, they would not be expected to evaluate the school leader as an employee. However, whether a school board chooses to directly employ and supervise a school leader or contract these duties to an EMO, the board is responsible for ensuring those duties are fulfilled. At this time, it does not appear that the board has a process for evaluating whether the EMO is delivering management services to the standards established by the SDE for school administrators.

IDVA Response: The IDVA Board conducts annual evaluations of the Head of School, the administrative team, K12 (the EMO), and themselves. See *Board Eval docs* folder in *Documents* folder. The school can



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provide the Commission with these documents upon request. The most recent evaluations were conducted at the July 2017 Board meeting and are being wrapped up currently. From the July 2017 minutes posted on IDVA's website: The Directors entered executive session at 1:45p.m., and addressed two (2) evaluation documents.

IDVA school administrators are certified in the state of Idaho and must maintain their certifications (ie: IDVA administration does meet the standards established by the SDE for school administrators). In addition to the evaluation that the board conducts on the administrative team, IDVA principals, the special programs administrator, and the social worker are evaluated according to state requirements. In addition to the board and state evaluations, the administrative team employed by K12 are evaluated by K12, as well.

IDVA should receive "Meets" or "Exceeds" on this indicator.

GOVERNANCE: FINANCIAL

Does the school's board provide appropriate financial oversight?

Rating: Meets

Evidence: Board Interview

Detail: The board seems to understand the financial aspect of operational oversight, but not to the depth needed. Both the administration and the board are relying on K12 to carry the school financially when they fall short of enrollment based funding. The board reviews appropriate reports at each board meeting. The business manager is experienced, and has recently moved from K12's employ to a self-employed position, contracting directly with the school board.

IDVA Response: The board has periodic financial training and just had an in-depth training at the September board meeting.

The comment, "Both the administration and the board are relying on K12 to carry the school financially..." shows that those contributing to the pre-renewal site visit report are, again, making assumptions about the thoughts and actions of the administration and board. The board and administration are diligent about school finances and budget accordingly. To reiterate the point made in an earlier response - IDVA receives state funding in the same manner as all Idaho public schools. IDVA's per pupil funding has ranged from well below the average of state public schools to near average. Students attending IDVA cost the Idaho taxpayer no more or even less than students attending other Idaho public schools. As a virtual school, costs play out a bit different than in a brick and mortar school. When a student enrolls, IDVA incurs costs for curriculum, online school access, and staff. The school receives funding for that student to help cover these costs. When a student doesn't enroll, the school doesn't incur those costs. The impact of fluctuating enrollment is not as severe as the report makes it sound. As enrollment changes, of course, the school adjusts accordingly.

Additionally, the details noted by those contributing to the pre-renewal site visit report in the next indicator outline that fact that the school follows appropriate internal controls and procedures.

Does the school maintain appropriate internal controls and procedures?

Rating: Meets

Evidence: Finance Policies

Detail: The school follows a set of comprehensive, written policies and procedures. The school accurately records and appropriately documents transactions in accordance with school leadership's direction, laws, regulations, grants, and contracts. The school provides the parent company K12 with

detailed financials; thus having detailed information for state requirements. It appears that 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. Additionally, IDVA does have a contract in place with K12 to ensure that the school remains financially solvent.

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

Rating: Exceeds

Evidence: Budget Review, Annual Report 2016

Detail: IDVA appears to maintain sufficient cash on hand. There are liquid reserves available in case of an income loss. By contract, K-12 will ensure the financial viability of the school.

Is the school demonstrating strong short and long-term fiscal viability?

Rating: Meets

Evidence: Enrollment Document, Performance Certificate

Detail: The school has no debt and sufficient cash flow for its operations. Enrollment, funding, and revenue are not reasonable or certain. The school's performance certificate notes "unlimited" as the student enrollment cap. It is not possible to meet that enrollment goal with certainty. However, based on a review of documents, it appears that the board has established 1900 students as a goal for the current school year. The school reports enrollment within a few students of this goal.

IDVA Response: ". The school's performance certificate notes "unlimited" as the student enrollment cap. It is not possible to meet that enrollment goal with certainty." Unlimited is what the school's Performance Certificate states. However, unlimited is not a number and, therefore, cannot be a goal. The follow up to the first sentence "It is not possible to meet that enrollment goal with certainty." is an unnecessary and odd statement.

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

Rating: Meets

Evidence: Business Manager Interview, Budget Review

Detail: The business manager prepares balance sheets and income statements for the board to review each month. The school has regularly received honor status in the financial section of the annual report.

IDVA Response: It is true that IDVA has received honor status in the financial section of the annual report consistently. In light of this, IDVA should receive "Exceeds" on this indicator and all of the financial indicators.

Idaho PCSC Pre-Renewal Site Visit 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. Due to limited time, the evaluators may not evaluate schools on all sections of the rubric; typically, unrated sections represent areas in which the evaluators have no cause for concern.

Mission, Key Design Elements & School Culture

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.
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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.
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Notes:

Does the school have a culture of high expectations and a strong emphasis on student learning?

Indicators: The school puts a primacy upon student learning and achievement. Qualitative and quantitative data, which assesses student learning, is regularly collected and analyzed by all relevant stakeholders. The school plan for improvement is implemented and progress towards goals is regularly evaluated.	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 strong instructional leadership.	Approaches: The school presents a material concern in one of the indicators regarding strong instructional leadership.	Does not meet: The school presents a material concern in more than one of the indicators regarding strong instructional leadership.
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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 is reviewed and modified. 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. 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 Visit Evaluation Rubric

Has the school developed a well-defined feedback loop for revising curriculum on an interim and year-end basis?				
Indicators: There is a benchmarking system in place to adjust strategies and curriculum when appropriate. Stakeholders can identify the process by which curriculum is adopted, updated, or re-written. 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:				

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:

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. The school has a low turnover rate for the leadership team. When needed, 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 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 that 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:

Access and Equity

Does the school offer adequate support for special populations?

<p>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. The school adequately monitors the progress and success of all students, including diverse learners.</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 support for special populations.</p>	<p>Approaches: The school presents a material concern in one of the indicators regarding support for special populations.</p>	<p>Does not meet: The school presents a material concern in more than one of the indicators regarding support for special populations.</p>
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PCSC Site Visit Evaluation Rubric

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:				
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:				

PCSC Site Visit Evaluation Rubric

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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Does the school facility support high quality teaching and learning?

PCSC Site Visit Evaluation Rubric

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?

<p>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.</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 financial oversight.</p>	<p>Approaches: The school presents a material concern in one of the indicators regarding board financial oversight.</p>	<p>Does not meet: The school presents a material concern in more than one of the indicators regarding board financial oversight.</p>
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Notes:

Does the school maintain appropriate internal controls and procedures?

<p>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.</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 internal controls and procedures.</p>	<p>Approaches: The school presents a material concern in one of the indicators regarding internal controls and procedures.</p>	<p>Does not meet: The school presents a material concern in more than one of the indicators regarding internal controls and procedures.</p>
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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 17th day of June 2014, by and between the Idaho Public Charter School Commission (the “Authorizer”), and Idaho Virtual Academy, Incorporated (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 October 28, 2004, the Authorizer approved a charter petition for the transfer of the School’s charter to the Authorizer; and

WHEREAS, the School began operations in the year 2002; 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 2002. 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 **June 17, 2014**, and shall continue through **June 30, 2018**, 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: **The Idaho Virtual Academy will empower students of all abilities to achieve excellence in a wide range of academic areas. Highly qualified educators will work alongside Learning Coaches to equip students for the demands and opportunities of the 21st century by providing and supporting a research-based, differentiated, effective and rigorous curriculum.**
- B. Grades Served.** The School may serve students in **kindergarten through grade 12.**
- C. Design Elements.** The School shall implement and maintain the following essential design elements of its educational program:
- **Innovative and Effective Educational Program:** Idaho Virtual Academy seeks to develop those qualities of mind and character that will help students become

active, thoughtful, and responsible citizens. Furthermore, it aims to help students meet high expectations by offering an individualized, rigorous, self-paced, and mastery-based instructional program that incorporates significant parental involvement.

- **Rigorous Curriculum:** Idaho Virtual Academy utilizes the award winning K12 curriculum. K12 courses are rooted in decades of educational research and focused on unlocking the innate potential in each child.
- **Effective Teachers:** Idaho Virtual Academy is committed to employing highly qualified, innovative and committed teachers. Professional growth is supported through meaningful professional development focused on continuous improvement.
- **Parental Involvement:** When parents become active and informed partners in their child’s education, test scores rise, drop-out rates fall, and the active pursuit of learning becomes a compelling focus for each family.
- **Partnership:** Teachers, parents and students uniquely connected in a 21st Century Learning Community designed to support and enhance individual student learning.
- **21st Century Skills:** Students will gain the skills, knowledge and expertise to succeed in work and life in the 21st century.
- **Performance based accountability:** IDVA uses technology to alter the typical school day and school year. Mastering curriculum early allows students to move ahead and those who need extra time or remediation are able to work at an individualized pace. Student mastery of State achievement standards is measured through formative and interim assessment throughout the school year and, additionally, at the end of each school year through the state assessment system.

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 for any given school year shall be determined by the Charter Board no later than the annual meeting prior to that school year. The Charter Board may also establish an enrollment deadline. The Charter Board may establish different enrollment caps and/or enrollment deadlines for the general program and the alternative program. The enrollment caps and/or deadlines must be publically posted as soon as reasonably possible after the Charter Board makes its annual determination, and remain posted for the remainder of the affected school year. Once enrollment caps and/or deadlines have been established, students shall be enrolled until the cap or deadline is reached, whichever occurs first. Thereafter, student applications will be accepted for enrollment during 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. 1965 S. Eagle Road, Meridian, ID 83642. 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 **June 17, 2014.**

Alan Reed

Chairman, Idaho Public Charter School Commission

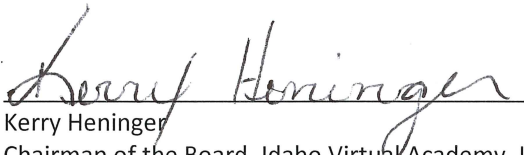
David Melus

Chairman, Idaho Virtual Academy Board

IN WITNESS WHEREOF, the Authorizer and Idaho Virtual Academy, Inc. have executed this Amendment to appendix F1 (the Performance Framework), of part 1c., Enrollment Variance, and part 2d., Debt Service Coverage Ratio, of their Performance Certificate to provide IDVA with an exemption from evaluation of measures contained in the deficit protection clause in IDVA's K12 contract. This Amendment to IDVA's Performance Certificate is effective as of March 16, 2015.



Alan Reed
Chairman, Idaho Public Charter School Commission



Kerry Heninger
Chairman of the Board, Idaho Virtual Academy, Inc.

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 F1: General School Performance Framework
Appendix F2: Alternative School Performance Framework
Appendix G: Authorizer Policies
Appendix H: Enrollment Policy
Appendix I: Public Charter School Closure Protocol

The Performance Certificate Appendices are excluded from this document due to their substantial length. However, they are available upon request from the PCSC office.

Application for Charter Renewal



**IDAHO
VIRTUAL
ACADEMY**

Idaho Virtual Academy

1965 S Eagle Rd, Ste 190, Meridian, ID 83642

Renewal Process Contact Person

Kelly Edginton, Head of School

208-407-8534 / kedginton@k12.com / 1965 S Eagle Rd, Ste 190, Meridian, ID 83642

Application Approved by IDVA Governing Board: 11/21/2017

Application Submitted: 11/29/2017

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Executive Summary

Mission and Key Design Elements

IDVA aims to empower students throughout Idaho with an innovative and effective educational program. The school seeks to develop those qualities of mind and character that will help students become active, thoughtful, and responsible citizens. Furthermore, it aims to help students meet high expectations by offering an individualized instructional program that incorporates significant parental involvement. This is accomplished through an innovative online learning program that connects students, parents, and teachers in a 21st century learning community. A research-based curriculum developed by K12 Inc. is used to prepare Idaho students to meet the educational goals of the school.

Idaho Virtual Academy's mission:

The Idaho Virtual Academy will empower students of all abilities to achieve excellence in a wide range of academic areas. Highly qualified educators will work alongside Learning Coaches to equip students for the demands and opportunities of the 21st century by providing and supporting a research-based, differentiated, effective and rigorous curriculum.

We are preparing students in the 21st century for jobs and careers that have not been invented yet. We believe that utilizing technology and academic rigor will encourage students to reach beyond the traditional classroom to realize their full potential.

Major Successes and Challenges

IDVA grown and evolved since opening in 2002, and the school has many successes. Here are a few of those.

- IDVA is fully accredited under the State of Idaho's chosen accreditation agency, AdvancED. Idaho state law requires only secondary schools be accredited. IDVA has taken it a step further, and the school is accredited for all grade levels.
- IDVA's alternative high school, Vision High School, gained separate accreditation through AdvancED in 2015.
- IDVA has operated as a state approved Schoolwide Title I-A school for many years.
- IDVA has earned Honors status in each PCSC Annual Report in the Operational and Financial Frameworks.
- Growth in proficiency percentages from year to year in many grade levels in both Math and ELA on the ISAT
- Growth in IRI proficiency percentages
- Graduation rate has been steadily increasing.
- Advanced Opportunities participation has been good and is increasing.
- Addition of a Family Academic Support Team (FAST)
- PSAT scores above state and national averages in 10th grade and 11th grade
- Improvements in SAT scores
- IDVA's 9th graduation was held last spring!

Challenges that IDVA is addressing include student mobility, credit deficiency, and social-emotional issues which put up barriers to student learning. Federal and State accountability models based on

traditional school averages rather than taking into account individual students are additional challenges that IDVA and other virtual schools continue to face.

Summary Responses to Four Questions

Is the school an academic success?

Yes, IDVA is an academic success! The school has seen state and national assessment proficiency growth and improved graduation rates. Students are participating in Advanced Opportunities and graduating with college credits and associates degrees!

Is the school organizationally sound and compliant with applicable laws and regulations?

IDVA is effectively managed and compliant with state and federal requirements. IDVA has earned Honors designation in the Operational Framework for the school's 14/15, 15/16, and draft 16/17 Annual Reports.

Is the school a fiscally sound, viable organization?

IDVA is fiscally sound and viable. IDVA has earned Honors designation in the Financial Framework for the school's 14/15, 15/16, and draft 16/17 Annual Reports.

If renewed, what is the school's plan for its next performance certificate term?

IDVA will continue to welcome families from across the state and work to meet the academic and social-emotional needs of each and every student. The school understands that each student is unique and will strive to meet each individual where he or she is providing a strategic pathway towards mastering grade level standards and developing the skills necessary to be successful in the 21st Century.

Signatures:



Bjorn Handeen, Board Chairman



Kelly Edginton, Head of School

Application Narrative

The following narrative addresses the four main questions outlined in the charter renewal application instructions.

Is the school an academic success?

Yes, Idaho Virtual Academy has shown academic success!

IDVA maintains full accreditation under the State of Idaho’s chosen accreditation agency, AdvancED. Idaho state law requires only secondary schools be accredited. IDVA has taken it a step further, and the school is accredited for all grade levels. Additionally, IDVA’s alternative high school, Vision High School, gained separate accreditation through AdvancED in 2015.

IDVA has operated as a state approved Schoolwide Title I-A school for many years. The school recently underwent a Federal Programs Site Review conducted by the State Department of Education. During the exit report presentation, IDVA received commendations on our parent involvement and communication and the growth they have seen in our program since the last visit five years ago. IDVA’s final report shows that there were no findings. See Exhibit 1 for *IDVA 2017-2018 Federal Programs Monitoring report*.

IDVA has seen state and national assessment proficiency growth. K-3 students are showing significant gains in reading as demonstrated by Idaho Reading Indicator (IRI) scores.

	2015	2016	2016	2017	Change Fall 2016 to Spring 2017	Change spring 2016 to spring 2017
K	66.67%	50.00%	59.78%	62.03%	12.71%	2.25%
1	65.33%	57.58%	45.12%	53.49%	-0.44%	8.37%
2	44.09%	49.43%	50.55%	54.76%	7.49%	4.21%
3	58.88%	61.39%	60.61%	71.43%	11.47%	10.82%

IDVA and IDVA Vision have both seen year-over-year improvements in the percentage of students at or above proficiency on ISAT in many grade levels in both Math and ELA.

	14/15	15/16	16/17	state 16/17		14/15	15/16	16/17	state 16/17
Grade	ELA % proficient				Grade	Math % proficient			
3	32.1%	40.8%	41.4%	47%	3	35.1%	33.9%	29.9%	50%
4	39.5%	39.4%	47.4%	48%	4	31.7%	39.0%	37.9%	47%
5	44.3%	42.3%	42.9%	54%	5	28.1%	25.9%	26.0%	41%
6	36.0%	42.7%	47.4%	51%	6	28.5%	36.0%	40.3%	40%
7	47.3%	57.3%	43.8%	54%	7	35.1%	42.7%	29.4%	42%
8	49.7%	51.2%	53.1%	52%	8	26.9%	31.8%	34.4%	39%
10 (VHS)	61.0%	70.7%	66.9%	59%	10 (VHS)	26.0%	20.0%	27.6%	32%
10 (Vision)		35.9%	38.8%	59%	10 (Vision)		6.0%	8.4%	32%

down from last year but higher than state
 higher than last year and higher than or equal to the state
 higher than last year

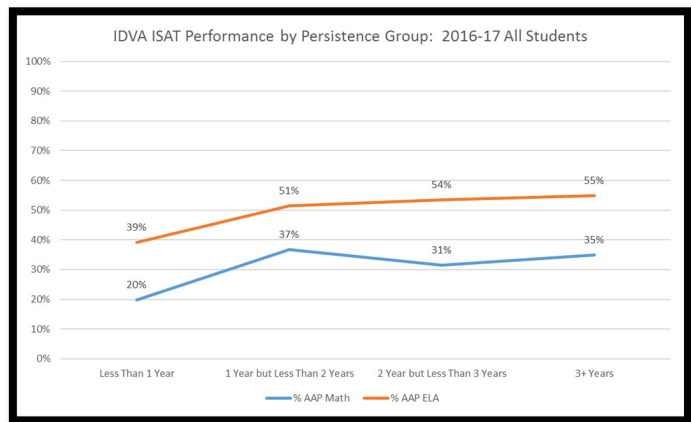
Persistence matters in terms of IDVA’s academic success. The group of IDVA students who stayed enrolled for 3+ years had a far higher percentage of students At or Above Proficiency on ISAT in Spring 2017 than those who enrolled less than 1 year.

For students enrolled at IDVA with ISAT results in both 2015-16 and 2016-17(377 students):

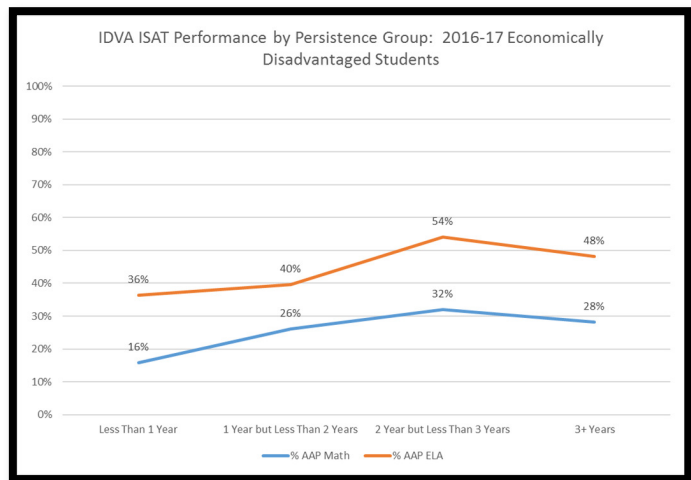
- Almost one-quarter of them improved their achievement level on ISAT in Math or ELA. Ex: Below Basic to Basic, Proficient to Advanced, etc.
- 16% of them improved their achievement level in Math and 22% improved their achievement level in ELA.

For students enrolled in 2015-16 that were not proficient on ISAT but stayed enrolled in 2016-17:

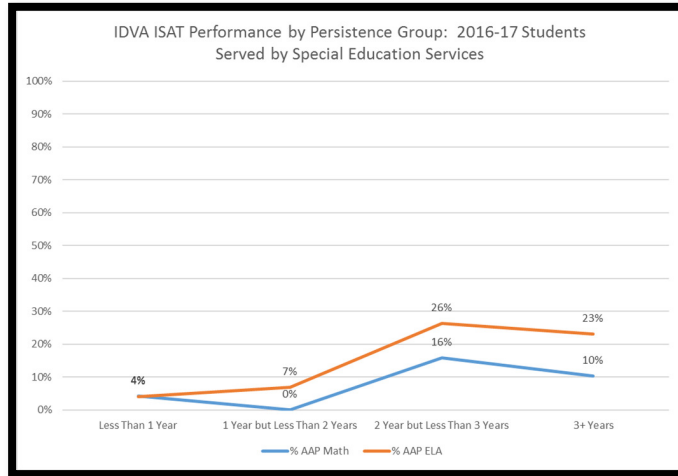
- 20% of the 232 students improved their achievement level in Math, with almost half of those moving into a level at or above proficiency.
- 32% of the 196 students improved their achievement level in ELA, with more than half of those moving into a level at or above proficiency.



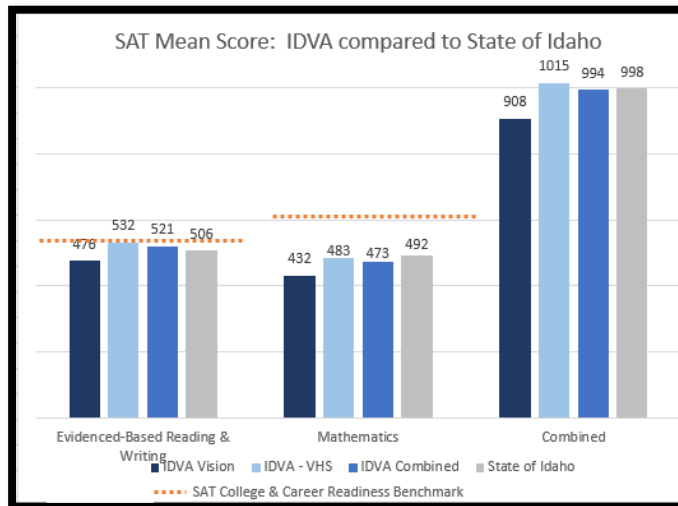
Persistence matters for economically disadvantaged students. The group of students who stayed enrolled for 3+ years had a far higher percentage of students At or Above Proficiency on ISAT in Spring 2017 than those who enrolled less than 1 year.

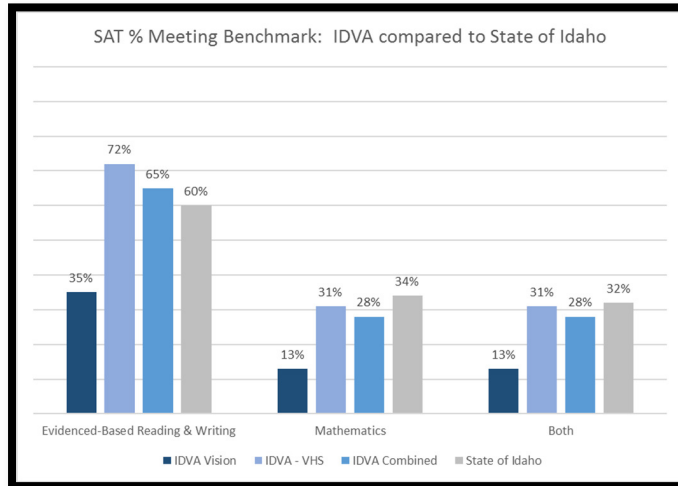


Persistence matters for students served by Special Education Services. The group of students who stayed enrolled for 3+ years had a far higher percentage of students At or Above Proficiency on ISAT in Spring 2017 than those who enrolled less than 1 year.



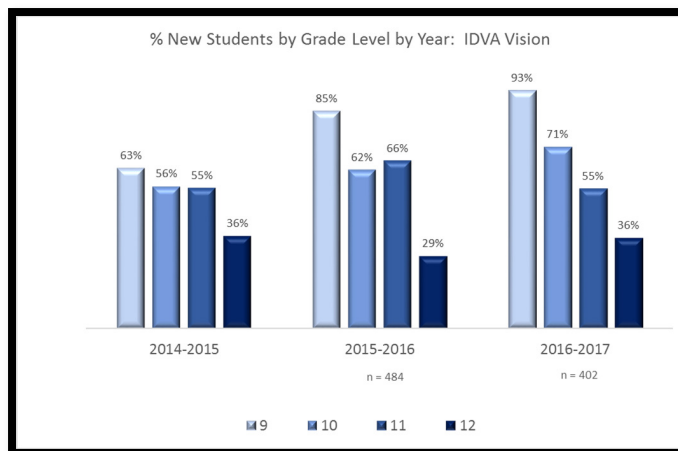
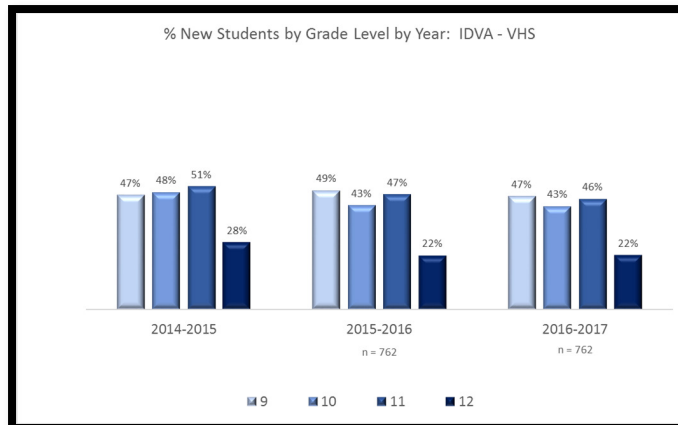
IDVA outperformed the State of Idaho in some subjects when looking at mean score and the percentage of students meeting the college and career readiness benchmark.

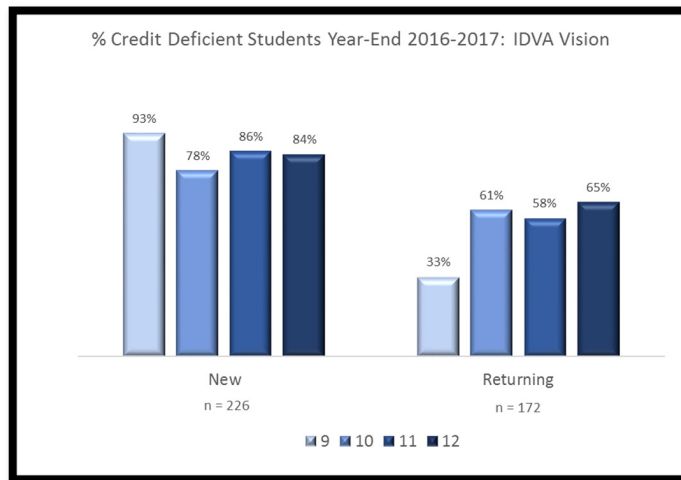
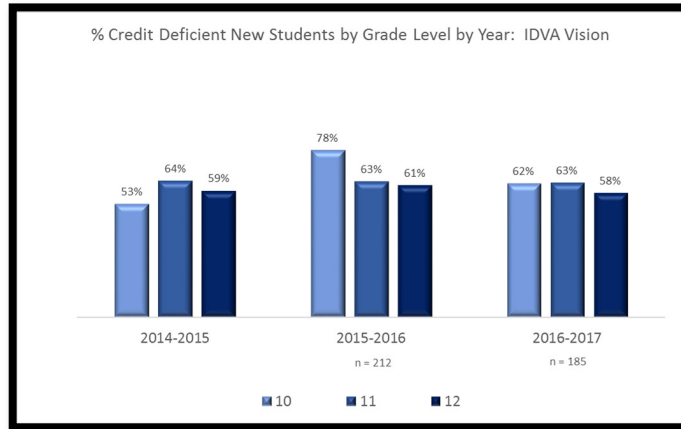


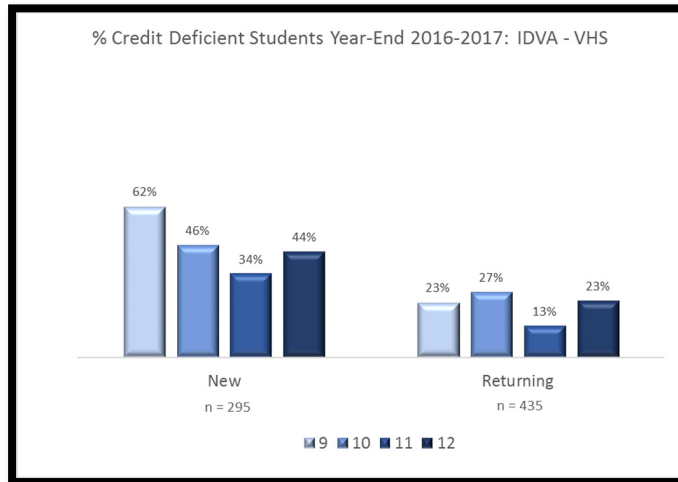
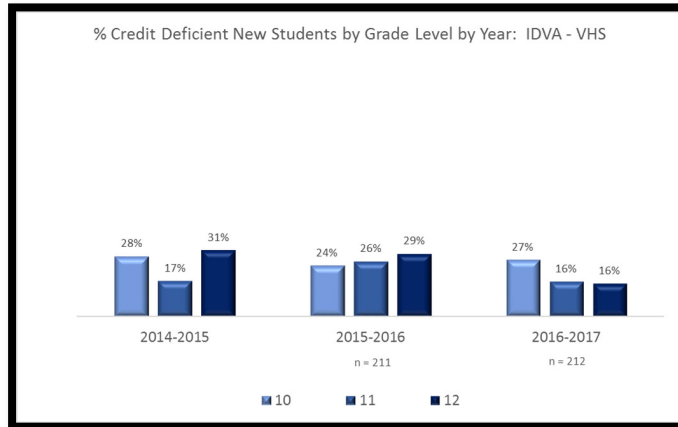


Research shows that mobility often has a negative impact on students in the first year, even if the change in learning environment is ultimately better. IDVA Vision & IDVA VHS enroll a significant number of new students across all high school grade levels each year.

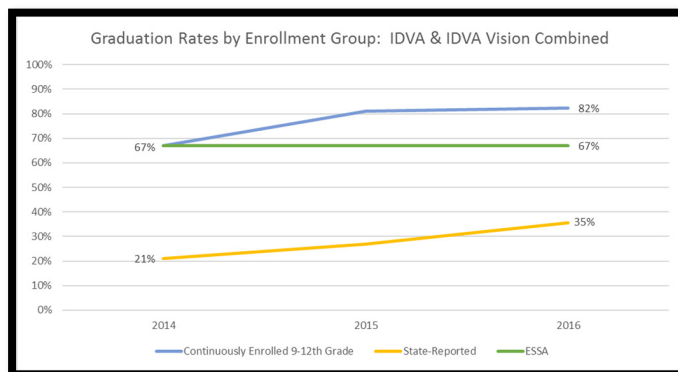
A majority of the students enrolling new each year at IDVA Vision and IDVA VHS are credit deficient before enrollment at the school. In 2016-2017, a higher percentage of new students than returning students were credit deficient at the end of the school year in both Vision and VHS.



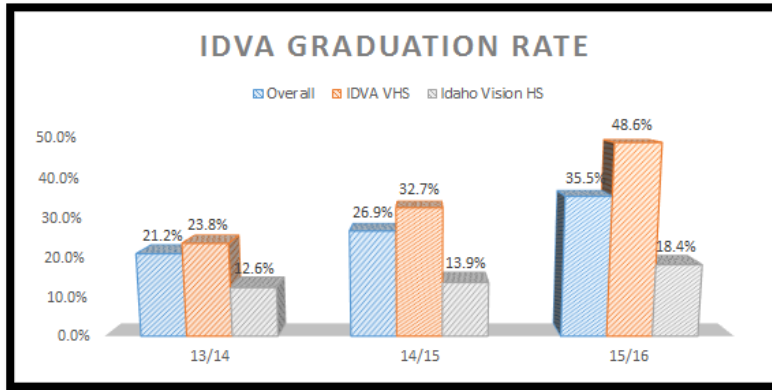




IDVA contends that the four-year cohort rate was developed with the assumption that enrollment is relatively stable, but this is not true of our schools as evidenced by the gap between continuously-enrolled students and the state-calculated four-year cohort graduation rate. IDVA students who are continuously enrolled graduate within their four-year cohort at a higher rate than those who are not continuously enrolled at the school.



IDVA's 9th graduating class received diplomas last spring. The school has graduated over one thousand students since 2009. IDVA's graduation rate continues to improve year over year.



22% of IDVA’s VHS students participated in the state’s Advanced Opportunities program in 2017-18. IDVA students are increasingly graduating with college credits and associates degrees.

School Year	Advanced Opportunity Funds distributed to IDVA students	College Credits earned by IDVA students*	Number of IDVA students earning college credits in one or more courses**	Number of IDVA students utilizing Fast Forward funds	Number of IDVA students participating Fast Forward	Number of IDVA students participating in Dual Credit (on Campus) Opportunities	Number of IDVA Early Graduation Participants	Number of IDVA students earning an Associate's Degree
2014/15	\$16,433	467	Not available	52	26	3	0	0
2015/16	\$35,755	536	86	123	38	11	3	2
2016/17	\$67,448	718	82	125	43	22	8	3

*data only includes courses for which funds were used, does not include college courses taken and paid for 100% by student

IDVA middle school students are also taking advantage of Advanced Opportunities. Many students are earning high school credits through Fast Forward and additional opportunities provided by IDVA.

High School Credits Earned in Middle School

Fall 2016 HS Credits	Number Earned
HS Math Credits Fall 2016	52
HS ELA Credits Fall 2016	68
HS Science/Elective/Humanities Credits Fall 2016	21
IDLA Overload Credits Fall 2016	21
TOTAL	162

Spring 2017 HS Credits	Number Earned
HS Math Credits Spring 2017	45
HS ELA Credits Spring 2017	64
HS Science/Elective Humanities Credits Spring 2017	13
IDLA Overload Credits Spring 2017	21
TOTAL	143

Total HS Credits Earned for SY 16-17	305
---------------------------------------------	------------

IDVA's PSAT scores show academic success.

- 10th: Average Score was a 980; Idaho average score was a 920, National average was 938
- 11th: Average score was a 1063; Idaho average score was a 1038, National average was 1019

Family Academic Support Team

IDVA added a Family Academic Support Team (FAST) in 2014-15. FAST is a multidisciplinary program offering wrap-around, strength-based support in which student/family assistance is extended beyond academics, providing a holistic approach. Through a referral process, the FAST staff members provide support parallel to teachers' academic intervention efforts. FAST members include the following.

Family Engagement Coordinator (FEC) promotes and enhances the school's academic mission by improving/promoting parent and student engagement, beginning with onboarding. The FEC coordinates Strong Start programming to effectively welcome, train, and onboard families to school. The FEC facilitates and develops in person and online opportunities for students to come together and work academically and socially on a regular basis.

The **Family Compliance Liaison (FCL)** ensures school age children are attending school by investigating causes of unexcused or excessive absences, communicating with families, while assisting in problem-solving. The FCL supports the FAST mission by supporting severely disengaged students and addressing the cause of excessive absenteeism within the school.

The **School Social Worker** identifies and assists students who have academic deficits due to social, emotional, and/or behavioral issues. Interventions can include, but are not limited to, referring families to community resources, serving as McKinney-Vento District Liaison. and/or working with school personnel and community support for wrap-around services. Within IDVA, the School Social Worker also serves as the **Family Engagement Administrator (FEA)**. The FEA is responsible for all aspects of FAST, including staff management and program outcomes.

Family Support Liaisons (FSL) provide short-term case management support to students and families who are referred to FAST due to disengagement, noncompliance, or to help students who are struggling for non-academic reasons. Interventions can include, but are not limited to, short-term case management to track educational progress, scheduling phone conferences with students, families, teachers, and other support; creating Back on Track (BOT) Plans, offering up to daily contact, and/or providing differential encouragement and support to individuals on caseload. A **Lead FSL** provides administrative and training support to all FSLs. Additionally, Onboarding FSLs support the FEC in the onboarding process.

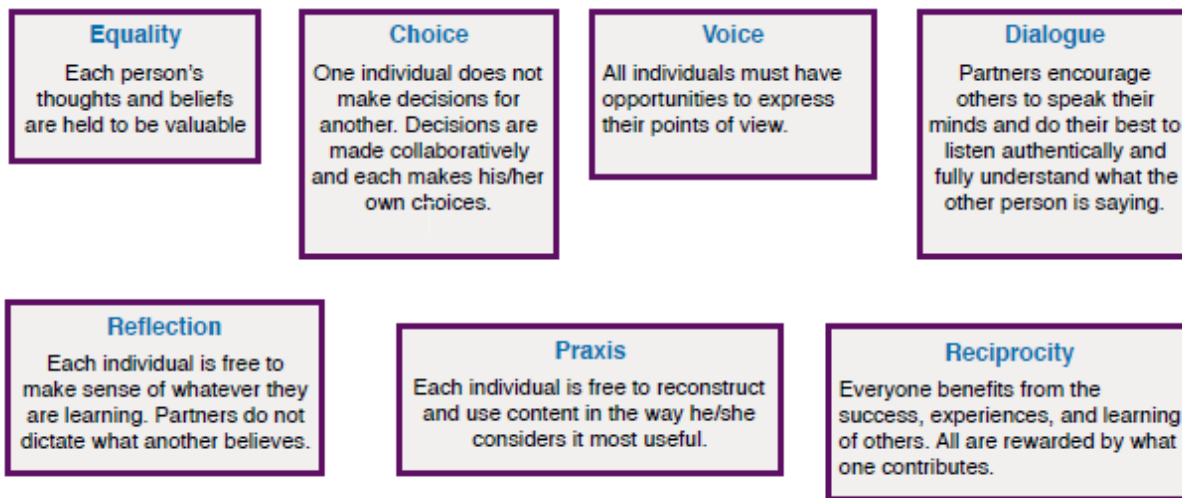
During SY 16-17 FAST received over 550 referrals, an increase from the previous year's 341 referrals. With the goal of helping students return to Level 1, indicating a student is back on track for academic success, FAST had 50.1% of all referrals return to Level 1. For comparison, the previous school year had 21.7% of all FAST referrals return to Level 1. Additionally, our metrics indicated many cumulative positive academic gains for students involved with FAST. The figure below indicates post-Back on Track Plan academic growth in English Language Arts and Math.

SY 2016-17 FAST Academic Progress

Post BOT Growth ELA	OLS K-5	OLS MS	D2L MS	D2L HS
4 Week Post BOT	4.35 % n=55	14.45 % n=5	4.29 % n=66	8.65 % n=77
8 Week Post BOT	10.32 % n=48	24.95 % n=4	1.74 % n=53	14.75 % n=45
12 Week Post BOT	11.89 % n=46	26.99 % n=4	-3.33 % n=37	20.57 % n=29
Post BOT Growth MTH	OLS K-5	OLS MS	D2L MS	D2L HS
4 Week Post BOT	4.61 % n=50	5.06 % n=4	6.01 % n=60	7.96 % n=60
8 Week Post BOT	8.86 % n=44	24.82 % n=3	8.17 % n=49	5.09 % n=31
12 Week Post BOT	11.30 % n=43	12.16 % n=3	12.78 % n=34	13.11 % n=18

Instructional Coaching, Observation and Feedback, and Teacher Evaluation

Instructional Coaching is a non-evaluative relationship based on partnership principles, designed to assist teachers in reaching professional goals and applying instructional best practices to increase professional effectiveness with students. K12’s instructional coaching model is based on seven partnership principles, including:



In addition to the structured support of the Instructional Coach, IDVA administration has established an observation and feedback protocol and process that includes both formal and informal observations. The school follows Board and State approved teacher and principal evaluation policies and utilizes the state required Charlotte Danielson Teacher Evaluation Rubric. The school administrators have set formal and informal observation and feedback schedules that allow them to have regular classroom visits, discussions regarding student data, and overall support for the teacher.

IDVA fulfills the mission and key design elements of the school’s charter. Students, with strong teacher and parent support, engage in the K12 curriculum in a 21st century learning community. IDVA students follow a rigorous individualized instructional program designed to develop and hone their skills in order to realize their full potential during their years with the school and beyond.

Is the school organizationally sound and compliant with applicable laws and regulations?

IDVA is effectively managed and compliant with state and federal requirements.

- IDVA earned Honors designation in the Operational Framework for the school’s 13/14, 14/15, 15/16, and draft 16/17 Annual Reports.
 - In 13/14, 14/15, and 15/16 IDVA scored 15 out of 25 points in the Operational Framework 2a due to the annual fiscal audit being submitted past the PCSC deadline. In each year, the draft was submitted to the PCSC by the deadline, and the Board approved the audit shortly after and in time for the state required submission date. IDVA’s 16/17 Annual Report shows that IDVA submitted the fiscal audit on time, and IDVA earned 100% in the Operational Framework.
 - In 13/14, IDVA scored 15 out of 25 points in the Operational Framework 4b due to the Office of Inspector General audit that was taking place at the time. The audit was not finalized at that point. The auditors had questions about the Highly Qualified status of some of IDVA’s teachers. The issue was resolved, and the OIG’s final report noted that IDVA is compliant with HQT.
- IDVA has operated as a Title I Schoolwide program for many years and has remained in compliance. The school recently underwent a Federal Programs Site Review conducted by the Idaho State Department of Education. The reviewers commended the growth the school has made since the last review five years ago, the school’s parent involvement and communication, and the school’s overall program and commitment to students.
- IDVA was found to “Meet Requirements” on all special education data/reports submitted to the Idaho State Department of Education for the 2016-2017 school year. This annual determination is based upon a comparison of each district’s data with the established state targets in the Idaho State Performance Plan, and includes a specific general file review process that is lengthy and technical. There are four Determination levels:
 - Meets Requirements
 - Needs Assistance
 - Needs Intervention
 - Needs Substantial Intervention
- The IDVA Board attorney attends, provides guidance, and takes notes at the school’s board meetings.

Demographics

- IDVA’s economically disadvantaged population has ranged between 50-65% over the last several years, exceeds the state average, and is comparable to most other virtual schools.
- IDVA’s special education population has ranged between 12-15% over the last several years, exceeds the state average, and, according to the PCSC 2015 Annual Report is higher than all other virtual schools with the exception of Another Choice Virtual School.
- IDVA’s ELL population is lower than the state average and comparable to other virtual schools.
 - IDVA cares about ELL students and their families and is in compliance with all federal and state requirements surrounding ELL. The school’s enrollment center has interpreters who are utilized when someone needing their services calls to inquire about the school and/or wishes to enroll.
- IDVA’s non-white population is lower than the state average. Non-white populations among virtual schools, according to the PCSC 2015 Annual Report, vary with IDVA somewhere in the middle.
 - IDVA does not discriminate. The school is available to any student residing in Idaho. IDVA has used many strategies to ensure that all students feel welcome to enroll including:

- Online Marketing: Banner & Search Engine Marketing (SEM)
- Television
- Print Ads
- Radio
- Electronic Communications (emails)
- Direct Mail
- Grassroots Initiatives

School Safety

Idaho Virtual Academy has an active Safety Committee with staff representation from all school levels. During the 2016-17 school year, the Safety Committee focused on student physical and social-emotional safety. Accomplishments include the development, application, and review of safety processes at face-to-face testing locations; updating the LEA Crisis Manual, which includes making it more accessible and user friendly; provided Situational Awareness training to staff, in collaboration with first responders; and facilitating Youth Mental Health First Aid to departmental leaders. School year 2017-2018 goals include reviewing and increasing safety protocols for school face-to-face social events; enhancing face-to-face testing safety protocols; promoting bullying prevention; critically reviewing and updating the Crisis Manual, as needed; and offering staff, student, and family trainings on various topics, which may include suicide prevention, substance and alcohol awareness, and home safety.

IDVA’s All School Handbook includes *Code of Conduct/Acceptable Use Guidelines* which outline student responsibilities when accessing IDVA resources, including the student computer. These guidelines include accountability. Additionally, each parent/guardian signs an *Agreement for Use of Instructional Property* when enrolling his/her student. One of the items in this agreement states:

Use of Instructional Property. Responsible Party agrees that: (i) Instructional Property may be used solely for the education of the Student while enrolled at IDVA and not for the benefit of any other person or for any other purpose, (ii) all Instructional Property shall be used in accordance with IDVA policies and rules and K12’s and the manufacturer’s instructions, (iii) each software application provided shall be subject to, and used in accordance with, the license and/or use agreement that accompanies that software application, (iv) all usage of the Instructional Property shall be subject to IDVA policies and rules regarding Network/Internet use and protocol, (v) Responsible Party is solely responsible for ensuring that the software settings, default configurations, and administrative privileges are maintained at the original specified settings that the Instructional Property had upon delivery and will be liable for any resulting damage to the Instructional Property, any files, and/or other software applications if these default settings are changed or modified without explicit authorization from K12 Technical Support, and (vi) Responsible Party is solely responsible for keeping User IDs and passwords confidential to prevent unauthorized usage and understands that passwords should be changed on a regular basis.

Anti-virus – McAfee Virus Protection (Enterprise) – This is K12’s real time malware protection to help protect computers against the latest malware threats, i.e. computer viruses, Trojan Horse, rootkits, worms, etc. This is installed on all of our student computers and managed via K12’s McAfee Enterprise server (ePO). This allows K12 to make changes to the anti-virus program in real time, in the case of a new release of malware or viruses.

Web filtering – McAfee Site Advisor – A browser plug-in, fully configurable by the system administrator, that gives safety advice about Websites prior to clicking on them. It can also be used to block specific Websites, or a group of Websites, e.g. all Gambling sites, so that even if a user attempts to proceed to a site, it will be blocked.

K12 parental control support information: <https://www.help.k12.com/s/article/Parent-Controls-for-Windows-Operating-Systems> and <https://www.help.k12.com/s/article/How-to-Block-Websites-from-the-Browser>

Board Oversight and Governance

The school’s organizational structure is outlined by the Service Agreement between the Board and K12. Under the Service Agreement between the IDVA Board and K12, the Board and K12 agree that:

K12 will provide the curriculum, technology and administrative operations services to the Academy in accordance with this Agreement, Charter and Applicable Law. (Service Agreement between K12 and IDVA, p. 2)

Under the Service Agreement between the IDVA Board and K12, the Academy’s (the IDVA Board’s) responsibilities are outlined. The agreement specifically states that the Academy is responsible for:

General Oversight. The Board will be responsible for monitoring K12’s performance under, and compliance with, the terms of this Agreement in accordance with Applicable Law. The Board shall also be responsible for overseeing the Program’s quality, operational and financial performance. (Service Agreement between K12 and IDVA, p. 4)

IDVA earned a rating of 3.0 on a 4 point scale under Governance and Leadership on the school’s AdvancED External Review at the last accreditation site review. See *AdvancED External Review final report-Governance section* in *Documents* folder submitted with IDVA’s Pre-renewal Site Visit Report Responses and below from the AdvancED Accreditation Idaho Virtual Academy Index of Educational Quality report.

Governance and
Leadership

Average
3.0



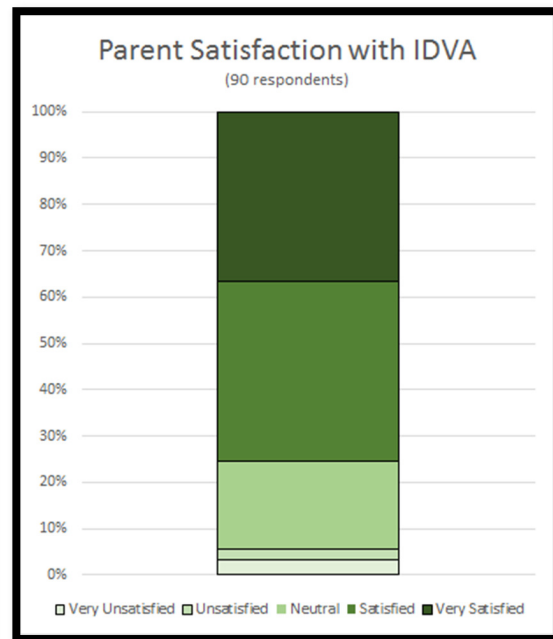
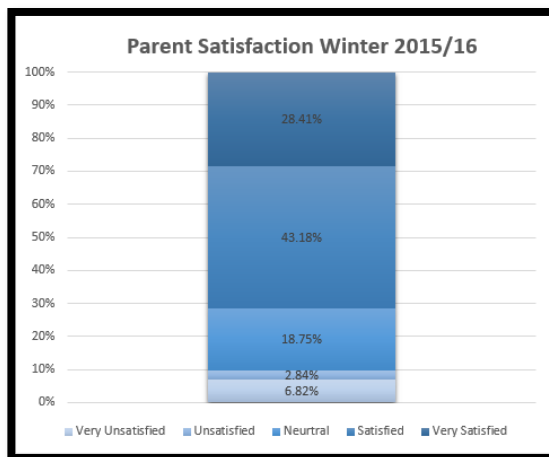
School Leadership

IDVA school leadership includes a Head of School, a K5 Principal, a 6-12 Principal, a 6-12 Assistant Principal, a Special Education Administrator, and a School Social Worker. All are certified educators in the state of Idaho with years of educational experience whose first priority is student achievement. Additionally, IDVA school leadership includes a qualified Human Resources Manager, and the school also works with a Business Manager who contracts his services.

The IDVA Board conducts annual evaluations of the Head of School, the administrative team, K12 (the Education Services Provider), and themselves. See *Board Eval docs* folder in *Documents* folder submitted with IDVA’s Pre-Renewal Site Visit Report Responses. In addition to the evaluation that the board conducts on the administrative team, IDVA principals, the special programs administrator, and the social worker are evaluated according to state requirements. In addition to the board and state evaluations, the administrative team employed by K12 are evaluated by K12, as well.

Stakeholder Satisfaction

IDVA conducts an annual parent satisfaction survey as part of our teacher evaluation process. The majority of parents are satisfied. Below are the last two years' results.



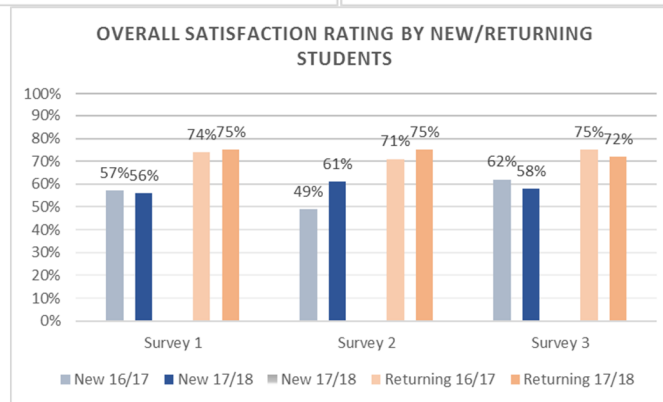
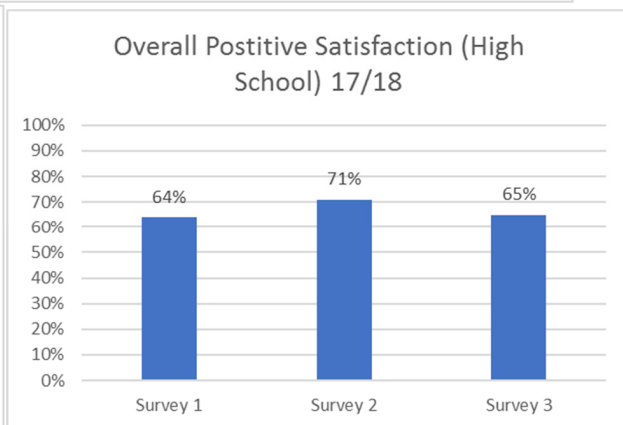
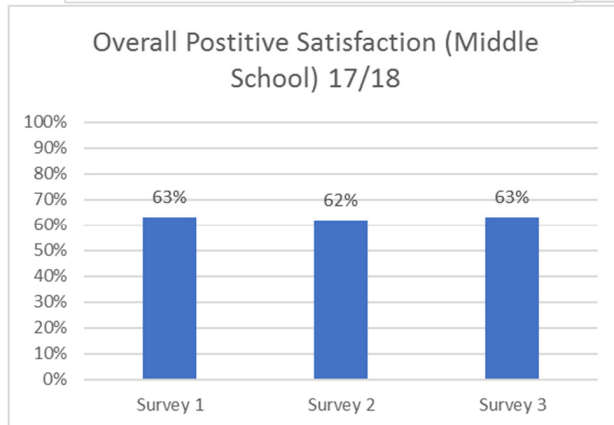
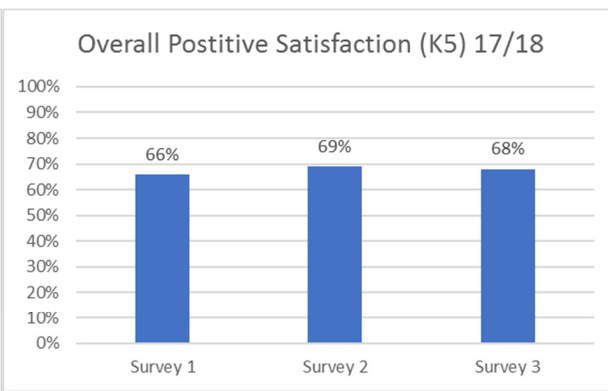
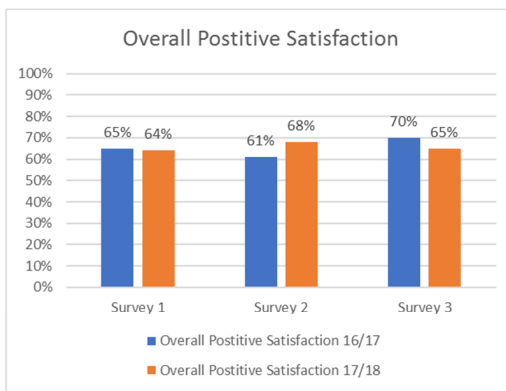
Parents are invited to comment in these surveys. Here is a comment from last year.

The learning path never ends, I always trusted as truth. My parenting began years ago, as a parent of three. Shortly into my experience with schools, I noted a serious disconnect between parents and teachers in many cases. This often caused more struggles for the student, as the teacher, student and parents were seldom on the same page, working for the same goal. The goal being the success of the student. Later in years, with my three fully grown, beginning their own families, our household was hit with a new circumstance which rocked our family. My husband and I, reaching for the door handle to retirement, found ourselves taking on the parenting of a grandchild. Not long after that, came a second, and then a third. Yes, again we had three lives in our home who would look up to us for security and guidance. We adopted the children. School years began and again, we were faced with poor communication between teaching staff, students and parents. The monster had grown. Bullying in public schools, the click clubs based on wealth, lack of one on one time for the students and several other serious issues. All bringing us to total frustration with the educational system. Along came K-12 and IDVA! We were saved the frustration, the concerns and yes, fears. We immediately noted the enthusiasm, smiles and a brand new outlook on reaching goals. Our students became what we had hoped. Happy students showing grade improvements to boot! Success based on teamwork! Simply teamwork. Teacher, parent and student. The door to communication being the golden key, along with teachers of excellent skill and true understanding of working as a team. One of our students, we were informed by a principal, would surely fail if not be thrown out of school. The child was by nature a clown which interfered with his need to be silent at all times. To be seen but not heard. IDVA did not view him that way, as he was allotted the opportunity to work at his own pace. He has since graduated. Two more no doubt will follow and move on to greatness. The future is full of promise laced with hope, thanks to IDVA and our team! I would highly

recommend K-12 to any parent who cares about the happy student within each child. It is there, not to be blanketed, rather to flourish. K-12 knows this. With a smile, The Mitchell's

In addition to these surveys, the school conducts several “Family Pulse Check” surveys throughout the school year and follows up when a family indicates through a rating or comment that our school needs to respond.

Number of 17/18 Pulse Check Survey participants	
Survey 1	837
Survey 2	477
Survey 3	464



School staff gathers feedback from parents daily, as well. We use feedback from the surveys and from day to day interaction as we assess the needs of our school and strive to continually improve.

Is the school a fiscally sound, viable organization?

IDVA is fiscally sound and viable. This is evidenced through the fact that IDVA has earned Honors designation in the Financial Framework for the school’s 14/15, 15/16, and draft 16/17 Annual Reports and Service Agreement between the IDVA Board and K12.

- In each of IDVA’s Annual Reports prepared by the PCSC, there were no areas of financial concern identified. In all reports, the school scored 100% in the Financial Framework.
- IDVA has entered into an Educational Products and Services Agreement (“EPSA”) with K12 Inc. relating to the operation of the school, including its financial management. Under the terms of the EPSA, K12 Inc. will provide Balanced Budget Credits (as defined in the EPSA) to ensure that the school does not experience a negative net asset position. This deficit protection provision assures that IDVA will meet the financial measures in its Performance Certificate in the future.
- In addition to the guarantee of financial viability under the Service Agreement, IDVA is committed to sound fiscal management and integrity through its financial policies, practices, and reporting.
- IDVA complies with all public reporting requirements relating to its financial management. It publishes certain financial reports relating to school expenditures, salaries, certified contracts, and vendor contracts on its website under the About Our School section.
- Yearly independent financial audits submitted to the PCSC and to the State Department of Education do not identify any material or non-material deficiencies.

If renewed, what is the school’s plan for its next performance certificate term?

IDVA will continue to welcome families from across the state and work to meet the academic and social-emotional needs of each and every student. The school understands that each student is unique and will strive to meet each individual where he or she is providing a strategic pathway towards mastering grade level standards and developing the skills necessary to be successful in the 21st Century.

Academic Excellence Framework

IDVA’s *Academic Excellence Framework* guides the school’s comprehensive academic plan. The framework is organized according to seven guiding standards designed to improve student outcomes – Culture, Instruction, Assessment, Data-Driven Instruction, Observation and Feedback, Staffing, and Professional Development. The *Academic Excellence Framework* serves as the basis by which the school organizes academic practices and how those practices shape comprehensive school success. The specific standards, practices and resources, that make up *The Academic Excellence Framework* are derived from researched-based practices of high performing schools across various school models, as well as codifies best practices from across K12 schools.

These four questions (posed by Rick DuFour, author of *Professional Learning Communities at Work*) are at the heart of IDVA’s academic plan:

- What do students need to know and be able to do?
- How will we know when they have learned it?
- What will we do when they haven’t learned it?
- What will we do when they already know it?

By articulating priorities, identifying challenges, establishing timelines, and setting measurable goals, IDVA's academic plan helps the school chart a path toward educational success.

Professional Learning Communities

IDVA staff has grown through engagement in our Professional Learning Communities (PLCs) as part of the school's professional development. PLCs meet on a regular basis, look at student data, discuss best practices, and develop strategies and plans for increasing student achievement. IDVA PLCs continue to evolve as the school works to become a true Professional Learning Community as defined by Richard DuFour.

Professional Development

IDVA teachers, counselors, and FAST staff, and administrators have made up the school Professional Development Committee for the last two years. The PD Committee uses needs assessments and student academic data to drive professional development and will continue this practice.

School Culture

IDVA has a strategic goal to improve school culture this year and going forward. Sub goals include the following.

- We want families to be happy.
- We want staff to be happy.
- We want staff to know our students and vice versa.
- We want open communications between families and staff.

To meet these goals, the school has been involved in many activities. Here are a few.

- Monthly school events with all staff attendance
- Communications trainings
 - OARs; Difficult Conversations, email, Family Connection Calls
- Recognizing students for their length of enrollment
 - Recognized during Family Connection Calls
 - Certificates for IRI testers
 - Feature seniors enrolled 10-12 years in the school newsletter and send them school shirts
- IRI Familiar proctors
- Birthday month emails from Head of School
- Be Positive! wristbands
- IDVA shirts & hats
- Class Connect student recognition
- Student chosen school mascot
- Newsletter surveys
- Know families & families know us
- School events with staff coffee/cocoa before or after quarterly
- Staff recognition
- Ask ourselves, "Are we doing everything in our power to help each student be successful in our school?"

Special Education/General Education Collaboration

In 2016-17, the high school special education team collaborated with the general education team to develop and implement a co-teaching model for many of the students receiving academic support. Teachers and students benefited from this collaboration and the program is continuing into 2017-2018 with an expansion into middle school.

6-12 Program

IDVA moved from a middle school and high school principal to a 6-12 principal and assistant principal this year. This change has fostered more vertical collaboration amongst teachers and expanded opportunities for students.

FAST

IDVA's Family Academic Support Team (FAST) has become an integral part of the school. FAST will continue to support the school's families through new school orientation and in-year assistance for students who are not engaging in school.

IDVA Mission and Vision

IDVA is celebrating the school's 15th year! Much has changed since IDVA opened its doors in 2002. In March of 2017, IDVA Board Director Sankovich created and shared a screencast on mission/vision (https://drive.google.com/file/d/0B_5U88rqmrFZWlpidXlieC1leDg/view) with the other directors. This screencast led to IDVA's Professional Development Committee working with staff to update the school's mission and vision statements. A report of the progress was made to the board in September 2017. IDVA is continuing with stakeholder input with communication and feedback through email and a survey for parents and students. Before the end of the year, IDVA will have new mission and vision statements.

Exhibits

Exhibit 1



Idaho ESEA Federal Programs Monitoring Tool 2017 - 2018

LEA Name and Number: LEA #452 Idaho Virtual Academy

Date of Program Review: November 14, 2017

LEA Administrator: Kelly Edginton

Federal Programs Director: Kelly Edginton

Business Manager: Allen Wenger

ISDE Team: Michelle Clement Taylor, Tyson Carter, Elmira Feather, Teresa Burgess – IIA Desk Review

This form is available at the Federal Program Monitoring site located at
<http://www.sde.idaho.gov/federal-programs/program-monitoring/>.




Note: The LEA is responsible for operating its categorical programs in compliance with all applicable laws and regulations. The monitoring process cannot produce an all-inclusive assessment of items in this instrument. The Idaho State Department of Education monitoring includes a sampling of the federal programs being monitored.






FEDERAL PROGRAM KEY			
Title I-A Improving Basic Programs	Title I-C Migrant Education Program	Title II-A Supporting Effective Instruction	Title III-A English Language Acquisition & Immigrant Students; Office for Civil Rights
Title IV-A Student Support & Academic Enrichment	Title V-B Rural Education Initiative	Title IX-A Homeless Children and Youth	Title I-D Neglected, Delinquent, or At-Risk Equitable Services to Private School Students





This indicator applies to all LEAs.

Note: In the first column, the first indicator name (in black) represents the new naming system of indicators. The second one (in green) provides a crosswalk to the 2016-2017 monitoring tool indicators.


Program Effectiveness and Student Achievement


Indicator # Program(s)	Indicator Citation	Supporting Documents and Resources	Met			Findings, Actions Needed, Recommendations, and Comments
			Y E S	N O	N A	
Student Identification						
SID 1 I.A.1	I-A  Targeted Assistance Schools (ESSA 1115) All children served by Title I in a Targeted assistance building are identified as failing, or most at risk of failing to meet the challenging State academic standards on the basis of multiple, educationally related, objective criteria established by the LEA and supplemented by the school. ESSA Section 1115(b) In general, children who are economically disadvantaged, children with disabilities, migrant children or English learners, are eligible for services under this part on the same basis as other children selected to receive services. Also, Head Start and Preschool children, Migrant Children, Neglected or Delinquent Children, and Homeless Children. ESSA Section 1115(c)(2)(A-E)	<input type="checkbox"/> Copy of targeted rank order list which includes multiple educational objective criteria used to identify students for services (Student Identifiable information needs to be redacted.*) *In accordance with Senate Bill 1371, the LEA must remove all personally identifiable data and/or information before submitting documentation Targeted Assistance Program Guidance	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
SID 2 I.A.2	I-C  The LEA accurately recruits and qualifies eligible children and youth based on the requirements of the law and maintains accurate records, including student summer/intercession participation. ESSA Section 1303(f)(1-4)	SDE Preparation (not necessary to upload): <input type="checkbox"/> Evidence of attending state and regional ID&R trainings <input type="checkbox"/> Evidence of the LEAs Re-Interviewing process and results (CFSGA and Re-Interviewing Summary Report in MSIS) <input type="checkbox"/> Quality Control Plan (CFSGA) <input type="checkbox"/> Review number and severity of errors found on Certificates of Eligibility (COEs) for the past year <input type="checkbox"/> Onsite documentation review: Certificates of Eligibility (active and expired) and Family Liaison Record Keeping Logs	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
SID 3 I.B.11	I-C  The LEA provides educational continuity for migrant students through the timely transfer of educational and	TIMELY RECORDS TRANSFER <input type="checkbox"/> Evidence of communication with receiving districts of migrant students (e.g., email, family	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

		health records. ESSA Section 1304(b)(3)	<p>liaison logs, FTP records transfer)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Onsite Cumulative file review: Review sample of migrant students' cumulative records for COE copy. <input type="checkbox"/> SDE Preparation: Quarterly Data Verification checklist for use of Migrant Student Information System (MSIS) and move notifications in Migrant Student Information Exchange (MSIX). 				
SID 4 I.A.3	 OCR III-A 	<p>Applies to ALL Districts/Charters</p> <p>The LEA accurately identifies all potential English Learners using the Statewide Home Language Survey (HLS) for all newly enrolling students. Title VI of the Civil Rights Act of 1964; ESSA Section 3113(b)(2).</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Onsite cumulative file review: Current State-Approved Home Language Surveys in all students' cumulative files – Qualified EL students and English –only students. Idaho EL and Title III Website > Forms (HLS) <input type="checkbox"/> LEA has current personnel assigned to the ELMS.Editor (ISEE admin tool user role) 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
SID 5 NEW	OCR III-A 	<p>The LEA uses the state approved English language proficiency screener aligned to the State's English language proficiency standards and the State's academic content standards. Title VI of the Civil Rights Act of 1964.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Onsite cumulative file review: Completed screener forms documentation in student cumulative files (former IELA Screener, W-APT scoring Summary Sheets or WIDA Online screener report). SDE Preparation: <ul style="list-style-type: none"> <input type="checkbox"/> W-APTs and Online Screener scores are submitted in ELMS within two weeks of screener assessment administration. <input type="checkbox"/> LEA has certified Kindergarten W-APT and Online Screener proctors administering screener assessments. (WIDA AMS) 	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
SID 6 NEW	OCR III-A 	<p>The LEA accurately qualifies and places eligible EL students in a Language Instruction Educational Program (LIEP) within 30 days using the statewide standardized entrance criteria and process. Title VI of the Civil Rights Act of 1964; ESSA Section 3113(b)(2)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Written LEA processes and procedures are accessible, to anyone needing information about the LEA's LIEP and services (i.e. EL program manual, flowchart, EL role/responsibilities). 	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
SID 7 NEW	III-A 	<p>The LEA accurately exits eligible EL students from a Language Instruction Education Program (LIEP) within the school year they have met using the statewide-standardized exit criteria and process. ESSA Section 3113(b)(2)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Onsite cumulative file review: Exit forms are in student cumulative files. Idaho EL and Title III Website > Forms (Exit Form) <input type="checkbox"/> SDE Preparation: Check ISEE upload for students with exited statuses for exit dates from the 	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	


			school year they met the exit criteria.				
SID 8 I.A.4A	IX-A 	The LEA shall describe the services provided homeless children and youths, to support the enrollment, attendance, and success of homeless children and youth, in coordination of services provided under the McKinney-Vento Homeless Assistance Act; ESSA Section 722 [Title 42 U.S.C. §11432] (3)(C) (i)(ii)(ii)	<input type="checkbox"/> Evidence of identification procedures and forms (one at time of enrollment / registration that asks for nighttime residence and once during the year) <input type="checkbox"/> Evidence of process for data collection, tracking attendance, academic progress (State Assessment results for students identified as homeless compared to non-homeless students) and reporting to ISEE of homeless students <input type="checkbox"/> Visit http://www.sde.idaho.gov/federal-programs/homeless/index.html for a Sample School District Enrollment/ Residency and eligibility forms	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
SID 9 I.A.4B	IX-A 	The LEA treats information about a homeless child's or youth's living situation as a student education record, and shall not be deemed to be directory information, under section 444 of the General Education Provisions Act; ; ESSA Section 722 [Title 42 U.S.C. §11432] (3)(G)	<input type="checkbox"/> Enrollment and living situation documents are kept in secure locked files (on site)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
SID 10 NEW	IV-A 	The LEA prioritized the distribution of funds to schools with the greatest needs as determined by the LEA and may include schools with the highest percentage of children from families below the poverty level, identified as neglected and delinquent or in foster care. ESSA Section 4106(e)(2)	<input type="checkbox"/> Sampling of data reviewed to determine prioritization of funds <input type="checkbox"/> Documentation reflecting distribution of funds.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Program Needs Assessment, Services, and Evaluation							
PRO G 1 I.B.5	I-A 	Schoolwide Program Implementation of a schoolwide program includes the following plan components (ESSA Schoolwide Plan to be completed during the 2017-18 School Year): 1. Schoolwide reform strategies incorporated in the over-all instructional program: a. Is based on a comprehensive needs assessment of the entire school developed with the involvement of	Onsite: Reviewers will look for evidence supporting the implementation of the Schoolwide components through: <input type="checkbox"/> Interview with teachers and principal at each school <input type="checkbox"/> Classroom observations <input type="checkbox"/> Professional development calendar <input type="checkbox"/> Meeting agendas and sign in sheets <input type="checkbox"/> Title I-A paid position staff schedules <input type="checkbox"/> Additional documentation, as applicable	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

		<p>parents and other members of the community to be served and individuals who will carry out the plan...</p> <p>b. addresses the needs of all students in school, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors determined by the LEA uses methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum which may include programs, activities, and courses necessary to provide a well-rounded education. ESSA Section 1116</p> <p>2. Instruction by qualified staff with ongoing professional development:</p> <p>a. Recruit and retain effective teachers, particularly in high-need subjects;</p> <p>b. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments. ESSA Section 1116</p> <p>3. Parental involvement: Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the school parent and family engagement policy and joint development of the schoolwide program plan. ESSA Section 1116</p> <p>4. Additional support:</p>					
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		<p>a. Activities may include counseling, school based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas; preparation for and awareness of opportunities for postsecondary education and the workforce (CTE, AP, IB, Dual or concurrent enrollment, early college HS); a schoolwide tiered model to prevent and address problem behavior, and early intervening services coordinated with similar activities and services</p> <p>b. May use funds to establish or enhance preschool programs for children who are under 6 years of age</p> <p>Services may be delivered by nonprofit or for-profit external providers with expertise in using evidence-based or other effective strategies to improve student achievement. ESSA Section 1114</p> <p>5. Transition: Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs. ESSA Section 1114</p>					
<p>PRO G 2 I.B.6</p>	<p>I-A</p> 	<p>Schoolwide program evaluation: The plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards. The plan is available to the local educational agency, parents, and the public, and the information contained in such plan shall be in an</p>	<p><input type="checkbox"/> Identify who is involved in the program evaluation process and consider how often the team meets</p> <p><input type="checkbox"/> Identify data from which information is gathered and analyzed for evaluating the effectiveness of the schoolwide program</p> <p><input type="checkbox"/> How have the needs of the school changed since last year? Consider the school population, instructional staff changes, school climate changes, etc.</p>	<p><input checked="" type="checkbox"/></p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>	






		<p>understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand. ESSA Section 1114 (b)(1)(B)(3)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Analyze the effectiveness of core instruction <input type="checkbox"/> Analyze State Assessment data <input type="checkbox"/> Provide meeting evidence including dated agendas with sign-in/ attendance sheets indicating positions <input type="checkbox"/> Describe the process for implementing instructional and programmatic changes based on data <p>NOTE: Once the schoolwide plan is approved, the program evaluation requirement is critical. A formal evaluation process must be in place and documented. Schoolwide Program Evaluation Sample</p>				
<p>PRO G 3 I.B.7</p>	<p>I-A</p> 	<p>Targeted Assistance Schools Documentation supports the components of a Targeted Assistance School Program:</p> <ul style="list-style-type: none"> • Use Title I resources to help participating children meet the challenging State academic standards, which may include programs, activities, and academic courses necessary to provide a well-rounded education. ESSA Section 1115 • Uses methods and instructional strategies to strengthen the academic program of the school through activities which may include expanded learning time, before and after school programs, and summer programs and opportunities; a schoolwide tiered model to prevent and address behavior problems, and early intervening services, coordinated with similar activities and services carried out under IDEA; ESSA Section 1115 • Coordinates and supports the regular education program, which may include assisting preschool children in the transition from early childhood programs such as Head 	<p>Onsite:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Program Observation <input type="checkbox"/> Teacher and principal interviews <input type="checkbox"/> Professional development calendar <input type="checkbox"/> Meeting agendas and sign in sheets <input type="checkbox"/> Title I-A paid position staff schedules <input type="checkbox"/> Evidence that the Targeted Assistance program includes required components – Reviewer considerations: <input type="checkbox"/> How is it determined who will be provided supplemental instruction? What universal screening tool is used? <input type="checkbox"/> What kind of extended learning time (Tier II) do targeted students receive? <input type="checkbox"/> Does this extended learning time reduce removing children from the regular classroom during the regular school hours for instruction? <input type="checkbox"/> How is school planning connected to the planning for students served? <input type="checkbox"/> Are methods and instructional strategies including curriculum, evidence based and strengthen the core program? <input type="checkbox"/> Is instruction provided by qualified teachers and/or paraprofessionals? <input type="checkbox"/> What professional development activities are Title I-A teachers and paraprofessionals provided? 	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	





		<p>Start, the literacy program under subpart 2 of part B of title II, or State-run preschool programs to elementary school programs; ESSA Section 1115</p> <ul style="list-style-type: none"> • Helps provide an accelerated, high-quality curriculum; ESSA Section 1115 • Minimizes the removal of children from the regular classroom during regular school hours for instruction. ESSA Section 1115 • Provides professional development to teachers, principals, other school leaders, paraprofessionals, and if appropriate, specialized instructional support personnel, and other school personnel who work with participating children or in the regular education program; ESSA Section 1115 • Provides strategies to increase the involvement of parents as described in ESSA Section 1116; • If appropriate and applicable, coordinates and integrates Federal, State, and local services and programs, such as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and comprehensive support and improvement activities or targeted support and improvement activities or targeted support and improvement activities under ESSA Section 1111(d); • On an ongoing basis, reviews the progress of eligible children and revises the targeted assistance program, if necessary, to provide additional assistance to enable participating children to meet the challenging State 	<input type="checkbox"/> What kinds of strategies are implemented to increase parental involvement? <input type="checkbox"/> What tools are used to monitor the progress of students? How often? <input type="checkbox"/> How often is the program evaluated and what does this process look like? Who is involved in evaluating the effectiveness of the targeted assistance program? <u>Onsite personnel file review</u> <input type="checkbox"/> Title I-A funded school personnel				
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		<p>academic standards. ESSA Section 1115(b)(2)(A-G)</p> <ul style="list-style-type: none"> Public school personnel who are paid with Title I-A funds may participate in general professional development and school planning activities and assume limited duties that are assigned to similar personnel who are not so paid, including duties beyond classroom instruction or that do not benefit participating children, so long as the amount of time spent on such duties is the same proportion of total work time as prevails with respect to similar personnel at the school. ESSA Section 1115 (d)(1-2) The services of a targeted assistance program may be delivered by nonprofit or for-profit external providers with expertise in using evidence-based or other effective strategies to improve student achievement. ESSA Section 1115 (h) 					
<p>PRO G 4 NEW</p>	<p>I-A</p> 	<p>FOSTER CARE</p> <p>LEAs will:</p> <p>Designate a Point of Contact (POC) for Foster Care Liaison to the Health & Welfare Department (and notify State Department of Education). <i>The LEA POC may be the LEA McKinney-Vento Liaison.</i> ESSA Section 1112 (c)(5)(A) Developed a current working Best Interest Determination process that evaluates the appropriateness of the current educational setting. ESEA sections 1111(g)(1)(E)(i) and 1112 (c)(5) Ensure that children in foster care who are in need of transportation to and from their schools of origin promptly receive such transportation using effective policies and procedures. ESEA section 1112 (c)(5)(B)(i)</p>	<p>Responsibilities include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Coordinating with local CWAs to develop a process for implementing ESSA provisions <input checked="" type="checkbox"/> Leading development of best interest determination process <input type="checkbox"/> Facilitating the transfer of records and immediate enrollment and data sharing with CWAs <input type="checkbox"/> Developing and coordinating local transportation procedures 				




PRO G 5 NEW	II-A ●	Description of the activities to be carried out by the local educational agency under this section and how these activities will be aligned with challenging State academic standards. ESSA Section 2102 (b)(2)(A)	<input type="checkbox"/> CFSGA (Activities Tab) <input type="checkbox"/> Interview (as needed)	☒	☐	☐	
PRO G 6 NEW	II-A ●	Description of the local educational agency's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership. ESSA Section 2102 (b)(2)(B)	<input type="checkbox"/> CFSGA (Program Description #1) <input type="checkbox"/> Interview (as needed)	☒	☐	☐	
PRO G 7 NEW	II-A ●	Description of how the local educational agency will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under section 1111(d) and have the highest percentage of children counted under section 1124(c). ESSA Section 2102 (b)(2)(C)	<input type="checkbox"/> CFSGA (Program Description #2) <input type="checkbox"/> Interview (as needed)	☒	☐	☐	
PRO G 8 NEW	II-A ●	Description of how the local educational agency will use data and ongoing consultation described in paragraph (3) to continually update and improve activities supported under this part. ESSA Section 2102 (b)(2)(D)	<input type="checkbox"/> CFSGA (Program Description #3) <input type="checkbox"/> Interview (as needed)	☒	☐	☐	
PRO G 9 NEW	II-A ●	(A) Consult with teachers, principals, other school leaders, paraprofessionals (including organizations representing such individuals), specialized instructional support personnel, charter school leaders (in a local educational agency that has charter schools), parents, community partners, and other organizations or partners with relevant and demonstrated expertise in programs and activities designed to meet the purpose of this title; (B) Seek advice from the individuals and organizations	<input type="checkbox"/> Documentation explaining how the LEA meets these consultation and coordination requirements. <input type="checkbox"/> Interview (as needed)	☒	☐	☐	




		described in subparagraph (A) regarding how best to improve the local educational agency's activities to meet the purpose of this title; (C) Coordinate the local educational agency's activities under this part with other related strategies, programs, and activities conducted in the community. ESSA Section 2102(b)(3)					
PRO G 10 NEW	II-A 	Activities: (1) Shall be in accordance with the purpose of this title; (2) Shall address the learning needs of all students; and (3) May include, (A)-(P) ESSA Section 2103(b) Types of Activities	<input type="checkbox"/> CFSGA (Activities Tab) <input type="checkbox"/> Interview (as needed)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
PRO G 11 I.B.8	V-B 	Rural and Low-Income evaluation: Grant funds are used to support measurable goals and objectives that increase student academic achievement and/or decrease student dropout rates. ESSA Section. 5224. [20 U.S.C. 7351c]	<input type="checkbox"/> Identify who is involved in the evaluation process <input type="checkbox"/> Documentation of Measurable goals to be achieved stated in the RLIS plan in the CFSGA <input type="checkbox"/> Documents for academic achievement, identify data from which information is gathered and analyzed for evaluating the effectiveness of the RLIS program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
PRO G 12 I.B.9	I-C 	The LEA identifies the unique educational needs of all migrant children, including preschool children and children who have dropped out of school; The LEA measures migrant student progress against the desired outcomes of the migrant education program and state academic content standards. ESSA Sections 1306(a)(1)	COMPREHENSIVE NEEDS ASSESSMENT (CNA) PROCESS: <input type="checkbox"/> Documentation of the LEA CNA, including: • CNA team members • CNA Timeline • Agenda/Minutes of meetings • Documentation of analysis of completed parent, student, staff surveys and focus group findings <input type="checkbox"/> SDE Preparation: Comparison of migrant students vs. all students on state assessments (IRI, ISAT, ACCESS 2.0) from the district report card	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
PRO G 13 I.B.10	I-C 	As part of the comprehensive needs assessment, the LEA identifies and addresses the unique educational needs of migrant children in coordination with other local, state, and federal programs and encompasses the full range of services available to migrant children	COORDINATION OF SERVICES <input type="checkbox"/> Evidence of joint planning among programs funded by local state and federal sources (including Title 1-A, early childhood, and language instruction under Title III-A) in providing services to migrant students, including to preschool children and children who have	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	



		and provides for the integration of MEP services with those provided by other programs. ESSA Section 1306(a)(1)(E)(F)(G)	<p>dropped out of school (e.g. agendas, meeting minutes, email correspondence, collaboration logs)</p> <input type="checkbox"/> List of migrant students receiving other program services including interventions and any other academically related programs (e.g. Title 1-A, EL, special education, reading interventions, McKinney Vento, gifted programs, and college readiness programs)				
PRO G 14 NEW	I-C 	LEA programs will provide for advocacy and outreach activities for migratory children and their families to inform such children and families of other education, health, nutrition, and social services to help connect them to such services. ESSA Section 1304(c)(6), 1304(c)(7)(A)	<input type="checkbox"/> Onsite Review: Migrant Family Liaison Recordkeeping Log <input type="checkbox"/> SDE Preparation: Evidence of referred services entered in MSIS	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
PRO G 15 I.B.12	I-C 	State and local agencies must address students' unique needs with a plan that specifies measurable program objectives and outcomes. ESSA Section 1306(a)(1)(D)	MEASURABLE PROGRAM OUTCOMES (MPOS): <input type="checkbox"/> Evidence of data collection to measure progress toward current year MPOS <input type="checkbox"/> SDE Preparation: Measurable Program Outcomes Program Evaluation completed in MSIS for prior year	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
PRO G 16 I.B.13	I-C 	The LEA gives priority to migratory children who are failing, or most at risk of failing to meet challenging State academic standards, and whose education has been interrupted by a qualifying move during the previous year. ESSA Section 1304(d)	PRIORITY FOR SERVICES SDE Preparation: <input type="checkbox"/> Evidence that Priority for Services (PFS) students are identified (MSIS) <input type="checkbox"/> Written procedures that PFS migrant students are being served on a priority basis through the migrant program (CFSGA) <input type="checkbox"/> Evidence that PFS students are receiving services (MSIS)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
PRO G 17 I.B.14	I-C 	The law also allows for continuation of services to a child who ceases to be a migratory child for 1 term, 1 additional school year, or until graduation if comparable services are not available through other programs. ESSA Section 1304(e)	CONTINUATION OF SERVICES <input type="checkbox"/> Written procedures for the identification process and services provided to COS students <input type="checkbox"/> SDE Preparation: Evidence that Continuation of Services (COS) students are identified (MSIS)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
PRO G 18 II.B.60	I-C 	The LEA provides professional development on meeting the unique needs of migrant students to administrators, teachers, paraprofessionals, and other	<input type="checkbox"/> Agendas and sign-in sheets for migrant specific professional development/trainings during the regular school year and, if applicable, for summer school.				

		program staff. ESSA Section 1304(c)(7)(B)	<p>Include participants' roles (e.g. teacher, paraprofessional, administrator)</p> <input type="checkbox"/> Presentations or other supporting materials associated with the training.				
PRO G 19 I.B.15	OCR III-A 	Each student identified for the CORE EL program receives a high-quality program of instruction that uses approaches, methodologies, and curricular materials/resources that are based on scientific research and proven effective with English Learners. EL programming and services are provided in comparable facilities that do not unreasonably segregate EL students. Title VI of the Civil Rights Act of 1964; <i>Castañeda v Pickard</i> (648 F.2d 989 (5th Cir. 1981)).	<input type="checkbox"/> Schedule(s) for all EL services provided detailing specific staff providing such services. <input type="checkbox"/> Descriptions for EL/Bilingual service(s) provided by the Language Instruction Educational Program (LIEP) (e.g. course descriptions, curriculum map, scope and sequence) <input type="checkbox"/> List of curricular resources/materials used for providing core EL instruction. <input type="checkbox"/> Onsite file review: ELPs are completed for ELs in ELMS and copies of ELPs in cumulative files. Onsite Observation: <input type="checkbox"/> Approved State EL Plan (CFSGA) and observable evidence of implementation.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
PRO G 20 I.B.16	OCR III-A 	Academic/Content instruction for English Learners is designed and implemented, fitting with an effective language instruction educational program that assists English learners in meeting challenging State academic standards. <i>Lau v. Nichols</i> (1974).	<input type="checkbox"/> Onsite Observation: Evidence that instruction that has been designed for meeting the needs of ELs. (e.g. lesson plans detailing EL differentiation and/or use of EL strategies in classroom instruction). <input type="checkbox"/> SDE Preparation: Graduation data for English Learners (check ISEE)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
PRO G 21 I.B.17	OCR III-A 	The LEA demonstrates that the Core EL program and academic courses indicate that English Learners are achieving and sustaining parity of linguistic and academic achievement with students who entered the LEA's school system already proficient in English. Title VI of the Civil Rights Act of 1964, [648 F. 2d 989 (5th Circuit, 1981)]	<input type="checkbox"/> Sample of current class rosters with letter grades (or comparable for LEAs using standards based report cards) for ELD and Academic/Content courses. Label English Learners on class rosters. SDE Preparation: <input type="checkbox"/> Check most recent ISEE upload for list (# and %) of Long Term ELs (ELs in the program 5+ years). <input type="checkbox"/> Longitudinal academic accountability data for English Learner subgroup (Report Card).	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
PRO G 22 I.B.18	III-A 	The LEA has created a Title III-A Plan to increase the English proficiency levels of EL students by providing effective language instruction educational program meets the needs of	<input type="checkbox"/> Evidence and/or documentation of meeting previous school year's CFSGA Title III Goals (in Goals Matrix). Onsite Observation:	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	



		<p>ELs and demonstrate success in increasing (A) English language proficiency (B) student academic achievement. ESSA Section 3115(c)(1); 3116(b)(1)-(2)</p> <p>(NA for LEAs participating in the TIII Consortium)</p>	<input type="checkbox"/> The LEA has an approved Title III Plan (CFSGA) and observable evidence of implementation.				
<p>PRO G 23 NEW</p>	<p>OCR III-A</p> 	<p>EL students are identified and qualified for special programs (Title I, Special Ed, Gifted and Talented) in a timely manner as compared with their English-only peers. EL staff are involved in the placement/programming for ELs participating in special programs. Title VI of the Civil Rights Act of 1964</p>	<input type="checkbox"/> Documentation of joint planning among programs funded by local, state, and federal sources in providing services to English Learners. <input type="checkbox"/> List of ELs placed in and participating in coordinated services/activities. Including, but not limited to, Special Education, Gifted and Talented, Advanced Placement courses, Title-I services, Title I-C Migrant, extracurricular activities. Label English Learners on class or activity rosters. <input type="checkbox"/> Onsite cumulative file review: Documentation in IEP cumulative files that EL personnel were invited to participate in IEP meetings for EL students who are also qualified as SpEd.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
<p>PRO G 24 I.B.19</p>	<p>OCR III-A</p> 	<p>The LEA monitors, for a minimum of two years, the progress of students exited from the program to ensure correct classification, placement, and additional support if needed, Title VI of the Civil Rights Act of 1964</p>	<input type="checkbox"/> Submit LEA Monitoring Form. LEA Monitoring Form includes multiple data sources such as state assessment scores, district assessment scores, grades, teacher feedback, attendance, etc. <input type="checkbox"/> Onsite Observation: The LEA has an approved Title III Plan (CFSGA) and observable evidence of implementation. <input type="checkbox"/> Onsite cumulative file review: Sampling of Monitoring Forms for X1 & X2 students in cumulative records.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
<p>PRO G 25 I.B.20</p>	<p>III-A</p> 	<p>The LEA has a process for entering and verifying ISEE, ELMS, and IDCI data for English Learners. ESSA Section 3121</p>	<input type="checkbox"/> Submit LEA's written policy or procedure for timely and effectively entering and verifying ISEE data for English Learners. SDE Preparation: <input type="checkbox"/> Annual Data Collection in ELMS was submitted on or before June 30 th of the prior year. <input type="checkbox"/> ELPs and Erroneous Identification Application (if applicable) are submitted in ELMS in a timely manner. <input type="checkbox"/> Review most current ISEE upload for EL and Immigrant coding accuracy (e.g. EL status,	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	


			<p>entry/exit dates, language, country of origin, date of entry to the US).</p> <p><input type="checkbox"/> LEA has current personnel assigned to these roles:</p> <ol style="list-style-type: none"> Title III EL Programs Coordinator (IDCI) ID English Language Proficiency Assessment Coordinator (IDCI) 				
<p>PRO G 26 II.B.60 II.B.61</p>	<p>III-A </p>	<p>LEAs must use Title III funds to provide effective professional development for teachers and principals of ELs that is:</p> <ul style="list-style-type: none"> Designed to improve the instruction and assessment of ELs; Designed to enhance the ability of teachers and principals to understand and implement curricula, assessment measures and practices, and instructional strategies for ELs; Effective in increasing children's English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of teachers of ELs; and Of sufficient intensity and duration to have a positive and lasting impact on the teachers' performance in the classroom. This does not include one-day or short-term events, unless as part of a teacher's comprehensive professional development plan that is based on a needs assessment. <p>ESSA Section 3115(c)(2)</p>	<p><input type="checkbox"/> Agendas and sign-in sheets for EL specific professional development including participants' roles (e.g. teacher, paraprofessional, administrator)</p> <p><input type="checkbox"/> Presentations or other supporting materials associated with the training.</p> <p><input type="checkbox"/> Training evaluations/surveys from staff.</p> <p><input type="checkbox"/> SDE Preparation: Attendance of district personnel attending State/Regional training(s).</p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>	<p><input checked="" type="checkbox"/></p>	
<p>PRO G 27 I.F.50</p>	<p>III-A </p>	<p><u>Immigrant Grant Recipients Only</u></p>		<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>	<p><input checked="" type="checkbox"/></p>	
<p>PRO G 28 I.B.21</p>	<p>IX-A </p>	<p>The LEA has designated an <i>appropriate</i> staff person as the liaison for homeless children and shall inform school personnel, service</p>	<p><input type="checkbox"/> An <i>appropriate</i> person is designated as liaison- someone who has the capacity to carry out assigned duties described in</p>	<p><input checked="" type="checkbox"/></p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>	







		providers, advocates working with homeless families, parents and guardians of homeless children and youths, of the duties required of the liaison. ESSA Section 722 [Title 42 U.S.C. §11432] (1)(J)(ii) Liaison shall ensure that school personnel providing services under this subtitle receive professional development and other support. ESSA Section 722[Title 42 U.S.C. §11432] g)(1)(D).	<p>the law. (Use Checklist of duties when interviewing Liaison).</p> <input type="checkbox"/> Evidence (trainings dates, agendas, sign-in sheets, etc.) that school personnel have been informed of the liaison’s duties and the requirements of Title IX-A Homeless Education.				
PRO G 29 NEW	IX-A 	The LEA has a procedure to ensure that the liaison participates in professional development and other technical assistance activities as determined appropriate by the State Coordinator. ESSA Section 722 [42 U.S.C. 11432](J)(iv)	<input type="checkbox"/> Evidence of procedure for liaison to participation in required SDE training(s) webinars and other professional development.7	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	.
PRO G 30 I.B.22	IX-A 	The LEA ensure homeless children have access to public preschool programs, as provided to other children in the State; Homeless and Runaway youth as well as youths separated from public schools are identified and accorded equal access to appropriate secondary education and support services. Including by identifying and removing barriers that prevent youths from receiving appropriate credit for full or partial coursework satisfactorily completed while attending a prior school, in accordance with State, local, and school policies; and The policy includes assurance that homeless children and youth are not stigmatized or segregated and ensure that transportation is provided at the request of parent/guardian to and from the school of origin ESSA Section 722[Title 42 U.S.C. §11432](g)(1)(F)(i)(ii)(iii)	<input type="checkbox"/> Copy of policy adopted by governing board that describes rights of homeless students and the requirements of the LEA in serving these students. (Policy should include; Rights of Homeless children and youth, Definitions, Identification, School selection, Transportation, Services, Disputes, Free Meals, Training, Coordination, Preschool, full or partial credit and Dissemination of educational rights).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Recommendation: Ensure all versions of the current policy have the “awaiting foster care” section removed.
PRO G 31 NEW	IX-A 	The LEA has a procedure that ensures homeless children and youths who meet the relevant eligibility criteria do not face barriers to accessing academic and extracurricular activities, including magnet school, summer school, career and technical	<input type="checkbox"/> Written procedures that remove barriers to accessing academic and extracurricular activities, including magnet school, summer school, career and technical education, advanced placement, on-line learning, and charter school programs.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	





		education, advanced placement, on-line learning, and charter school programs, if such programs are available at the State and local levels. ESSA Section 722 [TITLE 42 U.S.C. §11432](g)(1)(I).				
PRO G 32 I.B.23	IX-A 	Public notice of the educational rights of homeless children and youths is disseminated in locations frequented by parents or guardians of such children and youths, and unaccompanied youths, including schools, shelters, public libraries, and soup kitchens, in a manner and form understandable to the parents and guardians of homeless children and youths, and unaccompanied youths. ESSA Section 722 [Title 42 U.S.C. §11432](g)(6)(A)(vi).	<input type="checkbox"/> Sample posters and brochures. <input type="checkbox"/> List of locations where materials are posted (schools, shelters, public libraries, and soup kitchens).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PRO G 33 NEW	IX-A 	SCHOOL STABILITY- In determining the best interest of the child or youth the LEA shall-- (i) to the extent feasible presume that keeping the child or youth in the school of origin is in the child's or youth's best interest, except when doing so is contrary to the request of the child's or youth's parent or guardian, or (in the case of an unaccompanied youth) the youth. ESSA Section 722 [Title 42 U.S.C. §11432](g)(3)(B)(i). (ii) consider student-centered factors related to the child's or youth's best interest, including factors related to the impact of mobility on achievement, education, health, and safety of homeless children and youth, giving priority to the request of the child's or youth's parent or guardian or (in the case of an unaccompanied youth) the youth." ESSA Section 722 [Title 42 U.S.C. §11432](g)(3)(B)(ii). The term "school of origin" shall include the designated receiving school at the next grade level for all feeder schools. ESSA Section 722 [Title 42 U.S.C. §11432](g)(3)(I)(ii).	<input type="checkbox"/> Written student-centered factors related to determining the child's or youth's best interest <input type="checkbox"/> On site interview with liaison and federal programs director: <ul style="list-style-type: none"> ▪ Who is involved in the process? How did you come up with your list of factors? ▪ How do you ensure access to the designated receiving school or feeder schools? 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>





<p>PRO G 34 I.B.24</p>	<p>IX-A ●</p>	<p>If after conduction the best interest determination the LEA determines that it is not in the child's or youth's best interest to attend the school of origin or the school requested by the parent or guardian, or unaccompanied youth. The LEA must provide a written explanation of the reasons for it determination and has a process for the resolution of disagreements, including procedures for homeless families and youth to appeal school placement decisions made by the LEA. ESSA Section 722 [Title 42 U.S.C. §11432](g)(3)(E)(ii).</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Written dispute resolution process. <input type="checkbox"/> Sample letter explaining placement decisions including procedures for homeless families and youth to appeal school placement decisions. <input type="checkbox"/> Provision of services during appeal process. <input type="checkbox"/> Policy needs to align with the State's process. <p>NOTE: Even if placement disputes have not occurred before, the LEA is required to have a written plan and procedures describing how to proceed in the event resolution/appeal is sought</p> <p>NOTE: Students must be immediately enrolled in the school of origin or the local attendance area during the dispute process.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Sample available at http://www.sde.idaho.gov/federal-programs/homeless/ 	<p>☒</p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>	<p>Recommendation: It would be beneficial for the school to have template documents for the placement decisions in the event that the school is faced with this issue.</p>
<p>PRO G 35 I.B.25</p>	<p>IX-A ●</p>	<p>The LEA coordinates McKinney-Vento services with local social services agencies and shall ensure that... (i) Homeless families and homeless children and youths receive referrals to health care services, dental services, mental health and substance abuse services, housing services, and other appropriate services; and (ii) Transportation, transfer of school records, and other interdistrict activities, with other local educational agencies. ESSA Section 722 [Title 42 U.S.C. §11432](g)(5)(A)(i)(ii).</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Evidence of coordination/collaboration with social services agencies, local community action partners, H&W navigator, etc.; and/or <input type="checkbox"/> Evidence of coordination/collaboration with other LEAs on inter-district issues; and/or <input type="checkbox"/> Evidence of coordination/collaboration with other departments within district, such as Title I-A and other federal programs, transportation, etc. <input type="checkbox"/> Evidence of coordination with Higher Education for the purpose of FAFSA. 	<p>☒</p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>	
<p>PRO G 36 NEW</p>	<p>IX-A ●</p>	<p>Unaccompanied youth (III) are informed of their status as independent students under section 480 of the Higher Education Act of 1965 (20 U.S.C. 1087vv) and that the youths may obtain assistance from the liaison to receive verification of such status for purposes of the Free Application for Federal Student Aid described in section 483 of such Act (20 U.S.C. 1090). ESSA Section 722 [Title 42 U.S.C. §11432](g)(6)(A)(x)(II I).</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Evidence that unaccompanied youth are informed of their status as independent students under section 480 of the Higher Education Act of 1965 <input type="checkbox"/> Evidence that the unaccompanied youth have been informed they may obtain assistance from the liaison to receive verification of independent student status for the purposes of the Free Application for Federal Student Aid described in section 483 of such Act (20 U.S.C. 1090). 	<p>☒</p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>	







			(Example: signed and dated statement of information received by student. Brochure given out to all eligible youth on independent students under section 480 of the Higher Education Act of 1965 and verification of independent student status for the purposes of the Free Application for Federal Student Aid).				
PRO G 37 I.B.26	V-B 	<p>The LEA is using Title VB funds as approved in their CFSGA application; can include any or all of the following:</p> <ol style="list-style-type: none"> 1. Teacher recruitment and retention, including the use of signing bonuses and other financial incentives. 2. Teacher professional development, including programs that train teachers to utilize technology to improve teaching and to train special needs teachers. 3. Educational technology, including software and hardware, as described in Part D of title II. 4. Parental involvement activities. 5. Activities authorized under the Safe and Drug-Free Schools program under Part A of Title IV. 6. Activities authorized under Part A of Title I. 7. Activities authorized under Title III. <p>ESSA Section 6222 (a)</p>	<input type="checkbox"/> CFSGA application has been approved. <input type="checkbox"/> Documentation that supports the implemented of activities selected by the LEA to support with RLIS funding. <input type="checkbox"/> Expenditure reports.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
PRO G 38 NEW	IV-A 	<p>LEAs receiving more than \$30,000 in Title IV-A funds shall conduct a comprehensive needs assessment* in order to examine needs for improvement of:</p> <ol style="list-style-type: none"> 1. Access to, and opportunities for, a well-rounded 	<input type="checkbox"/> Evidence a needs assessment was conducted, which may include the assessment itself or documentation that contributed to the needs assessment (survey results, disciplinary records, course offerings, professional development schedules, etc...).	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	






		<p>education for all students;</p> <p>2. School conditions for student learning in order to create a healthy and safe school environment; and</p> <p>3. Access to personalized learning experiences supported by technology and professional development for the effective use of data and technology</p> <p>ESSA Section 4106(d)</p> <p>*to occur every three years</p>					
<p>PRO G 39 NEW</p>	<p>IV-A</p> 	<p>LEAs receiving more than \$30,000 in Title IV-A funds shall:</p> <p>1. Use not less than 20% of their allocation to develop and implement programs and activities that support access to a well-rounded education;</p> <p>2. Use not less than 20% of their allocation to foster safe, healthy, supportive and drug-free environments that support academic achievement;</p> <p>3. Use a portion of their allocation to improve the use of technology and / or data to improve the academic achievement, academic growth and digital literacy of all students.</p> <p>ESSA Sections 4107, 4108 & 4109</p>	<p><input type="checkbox"/> Evidence of programmatic efforts reflective of the listed priorities (special programs, new / expanded course offerings, curriculum development, content alignment to standards, field trips, lesson plans, professional development, etc.) are present.</p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>	<p><input checked="" type="checkbox"/></p>	

PRO G 40 NEW	IV-A 	Programming funded by Title IV-A are coordinated with other schools and community-based services and programs. ESSA Sections 4107, 4108 & 4109	<input type="checkbox"/> Evidence of collaboration with other schools and community-based services and programs (memorandums of understanding, advisory board / coalition membership and meeting notes, resource-sharing among multiple schools, etc...)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
PRO G 41 NEW			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	This was a duplicate of indicator PROG 5.
PRO G 42 I.C.27	I-A  III-A 	All qualified EL students are annually assessed for ELP using the state approved English language proficiency assessment aligned to the state's English language proficiency standards and the State's academic content standards. ESSA Section 1111(b)(2)(G) ESSA Section 3113(b)(3)(B)	<input type="checkbox"/> LEA's written policy or procedure for verifying number and percentage of ELs tested on ELP assessments including how the LEA provides appropriate accommodations for ELs with an active IEP on the ELP assessment. <input type="checkbox"/> List of certified ACCESS 2.0 and Alternate ACCESS proctors with corresponding WIDA assessment certificates. <input type="checkbox"/> Onsite cumulative file review: English language proficiency assessment score reports are placed in students' cumulative files annually. SDE Preparation: <input type="checkbox"/> Review prior year's ACCESS participation and ISEE data. (Review for students who were tested and shouldn't have been; students who should have been tested and weren't; check to see if Do Not Score codes were used). <input type="checkbox"/> Evidence that LEA only administers Alternate ACCESS to ELs also participating in other alternate assessments. (SDE will check ISEE).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
PRO G 43 NEW	I-A 	The LEA assesses all qualified ELs on annual academic achievement assessments (in appropriate grades), and exempts first year ELs from the English Language Arts portion of the annual academic achievement assessment. ESSA Section 1111(b)(2)(B)(vii)(III); 1111(b)(3)	<input type="checkbox"/> LEA's written policy or procedure for verifying Recently Arrived English Learners (L1) are exempt from participation in the English Language Art portion of the academic achievement assessment. <input type="checkbox"/> Evidence that ELs are participating in academic achievements.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
PRO G 44 I.D.28	I-A  I-C 	Paraprofessionals are under the direct supervision of a properly certificated staff member for the areas they are providing support. Definitions:	<input type="checkbox"/> Paraprofessional schedule, including where instruction is provided and the-instructor supervising during each instructional session.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

	III-A  V-B 	<p>Paraprofessional- an individual who is employed in a preschool, elementary school, or secondary school under the supervision of a certified or licensed teacher, including individuals employed in language instruction educational programs, special education, and migrant education. ESSA Section 1112 (c)(6)</p> <p>Paraprofessional, also known as a ‘paraeducator’ includes an education assistant and instructional assistant. ESSA Section 8101(37)</p> <p>Paraprofessional- A noncertificated individual who is employed by a school district or charter school to support educational programming. Paraprofessionals must work under the direct supervision of a properly certificated staff member for the areas they are providing support. Paraprofessionals cannot serve as the teacher of record and may not provide direct instruction to a student unless the paraprofessional is working under the direct supervision of a teacher. IDAPA 08.02.02.007.10</p>					
Family and Community Engagement							
FACE 1 I.E.31	I-A 	<p>At the beginning of each school year, the local educational agency (LEA) notified parents in all Title I-A served buildings that they may request information regarding the professional qualifications of students’ classroom teachers. ESSA Section 1112(e)</p> <p>*A second notice requirement for a child who is assigned/taught by a teacher over four or more consecutive weeks that does not meet state licensure requirements at grade/subject level. ESSA Section 1112(e)(1)(B)(ii)</p>	<input type="checkbox"/> Samples of parent notification for each Title I-A building, in multiple languages as practicable. <input type="checkbox"/> Visit and click on the Sample Parent Notification for Teacher Qualifications link http://www.sde.idaho.gov/federal-programs/program-monitoring/ <input type="checkbox"/> Parent Notification for Teacher Qualifications	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
FACE 2 I.E.33	I-A 	<p>The LEA ensures that each participating school provides to individual parents information on the level of achievement of the parent’s child in each of the State’s</p>	<input type="checkbox"/> Sample of redacted individual student reports <input type="checkbox"/> Dated cover letter sent with the report OR DRC Parent Brochure and Report	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	





		academic assessments as required. ESSA Section 1111(c)(4)(A)					
FACE 3 I.E.36	I-A 	The LEA family engagement policy is developed with parents, agreed upon by parents, and distributed to all parents. The policy must describe how the LEA will: <ul style="list-style-type: none"> • Develop a Title I Plan • Build capacity to improve academic achievement • Coordinate with other programs • Include evidence based strategies • Annually evaluate policy ESSA Section 1116 (a)	<input type="checkbox"/> Copy of policy with all the required elements. Visit http://www.sde.idaho.gov/federal-programs/program-monitoring/ for a sample LEA Parent Involvement Policy & checklist of required elements Local Education Agency (LEA) Parental Involvement Policy Checklist <input type="checkbox"/> Evidence of annual review with parent involvement such as: notification of meetings, list of attendees, minutes of meetings, agendas, and parent comment <input type="checkbox"/> Evidence that the policy was distributed to parents	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
FACE 4 I.E.37	I-A 	Each school building has a parent and family engagement policy (plan). The written policy must describe how the school will carry out the parent/family engagement activities. The plan is made available to the local community and is updated periodically. ESSA Section 1116 (b)	<input type="checkbox"/> Copy of building parent/family engagement policy (plan) with all the required components. Visit http://www.sde.idaho.gov/federal-programs/program-monitoring/ for a checklist of required elements: School Parental Involvement Policy Checklist School Parent Involvement Plan Sample <input type="checkbox"/> Evidence of dissemination to parents and community <input type="checkbox"/> Evidence of review process taking place with parent engagement	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
FACE 5 I.E.38	I-A 	Each Title I school jointly develops with parents for all children served under Title I, a school - parent compact. School distributes compact to parents annually. ESSA Section 1116 (d)	<input type="checkbox"/> Evidence that the Compact contains required elements and is collaboratively written and distributed annually <input type="checkbox"/> Visit http://www.sde.idaho.gov/federal-programs/program-monitoring/ for a sample Compact checklist of required elements. School - Parent Compact Sample	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
FACE 6 I.E.39	I-A 	An annual meeting is convened to which all parents of students in a schoolwide program and participating students in a targeted assistance program are invited to inform parents of their school's participation in Title I and to explain Title I requirements and the right of parents to be involved. ESSA Section 1116 (c)	<input type="checkbox"/> Provide a copy of meeting notification(s), agenda, meeting notes/minutes, and sign-in/attendance list Annual Meeting and Notification Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

FACE 7 I.E.40	I-A 	Assistance, materials, and training have been provided specifically to Title I-A families to help build capacity for their engagement. ESSA Section 1116 (a)(3)(B)	<input type="checkbox"/> Description and timeline of activities including copies of materials, training agendas, etc. <input type="checkbox"/> Evidence that schools provide assistance to parents in understanding content and achievement standards, assessments, and how to monitor their child's progress <input type="checkbox"/> Evidence that parents and families are provided materials and training to help their children succeed in school, such as literacy training and using technology	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
FACE 8 I.E.41	I-A 	The LEA reserves no less than 1% of its Title I-A allocation (if ≥ \$500,000) for parent and family engagement activities, including promoting family literacy and parenting skills. ESSA Section 1116(a)(3)(A)	<input type="checkbox"/> CFSGA Budget Page <input type="checkbox"/> Evidence that funds are used to promote parent and family engagement <input type="checkbox"/> Title I-A set aside and budget pages	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
FACE 9 I.E.42	I-A 	The LEA distributes at least 90% of parental involvement funds to participating schools. ESEA Section 1118(a)(3)(C)	<input type="checkbox"/> School level budget report for each participating school indicates an allocation from the LEA for parent involvement activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
FACE 10 I.E.43	I-A 	Parents of children receiving services are involved in the decisions regarding how parent and family engagement funds are allotted for parent and family engagement activities. ESSA Section 1116 (a)(3)(B)	<input type="checkbox"/> Meeting agenda, notes/minutes, and sign-in/ attendance sheet. Visit http://www.sde.idaho.gov/federal-programs/program-monitoring/ for a sample Parent and Family Title I Program Survey Sample <input type="checkbox"/> Copy of survey, if applicable	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
FACE 11 I.E.44	I-C 		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
FACE 12 NEW	I-A 	Parents have been informed of their child's placement into an Language Instruction Educational Program (LIEP) within 30 days if enrolling at the beginning of the school or 2 weeks in the middle of the school year. Parents have been informed regarding their right to withdraw the child from a program upon their request, and to decline enrollment or choose another program or method of instruction. ESSA Section 1112(e)(3)(A-B)	Onsite documentation review: <input type="checkbox"/> LIEP waiver form in cumulative files for English Waived (EW) students (if applicable). <input type="checkbox"/> Parent Notifications are in student cumulative folders and contain all required components: <ul style="list-style-type: none"> o Reason for identification o Current ELP level and how it was assessed o Current academic achievement scores o Method of EL instruction and how it will meet the educational strengths of the child to meet EL and academic proficiency 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

			<ul style="list-style-type: none"> o Exit requirements & graduation year o Coordinate supports if also on an IEP <p>State EL /Title III webpage >Resources>Forms>Parental Notification</p>				
FACE 13 I.E.47	I-A 	The LEA ensures that the notifications sent to parents are in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. ESSA Section 1112(e)(4)	<input type="checkbox"/> Copies of letters sent to parents in English and other applicable language(s) (i.e. district/school/classroom policy/procedures, newsletters, permission forms). <input type="checkbox"/> Copies of Interpreter Confidentiality Agreements (if available).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
FACE 14 I.E.48	I-A 	The LEA ensures that it implements an effective means of outreach to parents of English Learners regarding their education. ESSA Section 1112(e)(3)(C)	<input type="checkbox"/> Evidence of LEA’s commitment to involving parents of English Learners (i.e. district policy, family/parent engagement policy, mission statements). <input type="checkbox"/> Evidence of outreach invitations: <input type="checkbox"/> <u>Signed attendance sheets with parents of English Learners clearly identified/highlighted.</u> <input type="checkbox"/> Other examples of evidence outreach may include meeting minutes, PowerPoint presentations, survey samples and overall results, copies of call logs, home visits and notes from these interactions.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
FACE 15 NEW	III-A 		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
FACE 16 I.E.49	III-A 		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
School Improvement Grant							
SIG 1 I.H.54	I-A 	The LEA complies with the requirements for a School Improvement Grant, 1003(g)	<p>Documentation for all of the following is required:</p> <input type="checkbox"/> Evidence of resources that the LEA provided to school(s) related to the implementation of the SIG model, i.e. collaboration, data analysis, effective practice guidance <input type="checkbox"/> Evidence indicating how the LEA communicates and works with school principal(s) as a team to monitor SIG and ensure appropriate implementation <input type="checkbox"/> Evidence indicating the LEA’s evaluation criteria for staff (principal and teacher evaluation criteria, rubric for	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

			<p>evaluations; pay for performance plan, etc.)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Evidence of professional development activities specific to SIG (memos, announcements, attendance sheets, agendas) <input type="checkbox"/> Documentation outlining the LEA's criteria and evaluation process for screening and selecting new instructional programs or strategies (How is data used to make the selection?) <input type="checkbox"/> Evidence of increased learning time (How has learning time increased and how is it documented? What impact is this having on student learning?) <input type="checkbox"/> Evidence of communication with parents and the community about the implementation of SIG (letters to parents, fliers, announcements, agendas, attendance sheets, minutes from parent/community meetings) <input type="checkbox"/> Evidence that the LEA ensures that the school has a plan in place to address safety issues. (How is the school environment a safe and supportive place, i.e. physical, social, and emotional?) 				
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Qualifications – Teacher and Paraprofessional









<p>Q 1 II.C.64 II.C.65</p>	<p>I-A  I-C  OCR III-A  V-B </p>	<p>The LEA will ensure that all teachers and paraprofessionals working in a program supported with Title I funds meet applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification. ESSA Section 1111 (g)(2)(J) Note: This is applicable to all Schoolwide and Targeted Assistance programs.</p> <p>Beginning in the 2018-19 school year, this will also include teachers qualified and certified to teach ELs:</p> <p>LEAs must hire teachers qualified and certified to teach ELs, or support unqualified staff as they work towards obtaining the qualifications within a reasonable period of time.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> SW: List of all instructional paraprofessionals, regardless of funding source, with documentation substantiating the professional qualification requirement. <p>NOTE: ALL teachers must meet applicable state certification and licensure requirements.</p> <ul style="list-style-type: none"> <input type="checkbox"/> TA: List of all paraprofessionals, paid in whole or part with Title I-A funds, with documentation substantiating the professional qualification requirement. <p>NOTE: ALL teachers paid with Title I-A funds must meet applicable state certification and licensure requirements.</p> <p>Paraprofessional Requirements:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Evidence of high school diploma (or GED) AND <input type="checkbox"/> Evidence of AA degree or 32 college credits OR <input type="checkbox"/> Evidence of passing the Parapro Praxis 	<p>⊗</p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>	
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		Title VI of the Civil Rights Act of 1964	<p>For information on the Parapro Praxis, visit http://www.ets.org/parapro/</p> <input type="checkbox"/> Evidence of funding source.				
Q 2 II.C.67	I-A	The LEA ensures that low income and minority students are not taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers. ESSA Section 1112(b)(2)	<input type="checkbox"/> ISDE will run report by school and review for gaps. <input type="checkbox"/> Evidence of incentives for voluntary transfers, provision of professional development, recruitment programs and other effective strategies that are used to address any gaps where low-income students and minority students are taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.	☒	<input type="checkbox"/>	<input type="checkbox"/>	














Transparent Accountability







Indicator # Program(s)	Indicator Citation	Supporting Documents and Resources	Met			Findings, Actions Needed, Recommendations, and Comments	
			YES	NO	N/A		
Fiscal Accountability							
FA 1 III.A. 68 III.A. 72	I-A <input type="checkbox"/> I-C <input type="checkbox"/> II-A <input type="checkbox"/> III-A <input type="checkbox"/> IV-A <input type="checkbox"/> V-B <input type="checkbox"/>	Cost Principles: -Expenditures are maintained at the LEA for each Federal program (Title I-A, Title I-C, Title II-A, Title III-A, Title IV-A, current School Improvement Grants (SIG), and Rural and Low-Income School program (ESEA Title VI-B RLIS). -Expenditures are for allowable and approved activities. -Expenditures supplement/not supplant state and local funds. -Expenditures are 1) necessary, reasonable and	Financial Reports by fund code: <input type="checkbox"/> Revenue and Expense Report or General Ledger - to include revenue, expenditures and remaining balance. <input type="checkbox"/> Budget Report – to include budgets and may also include actual expenses. <input type="checkbox"/> Gross Pay by Code Report – to include positions, names, and amounts. <input type="checkbox"/> Detailed Ledger Report – to include detailed expenditure transactions: type of expense, vendor name, date, and amount. <input type="checkbox"/> Budget Report for previous year if the LEA is reporting carryover in the current year.	☒	<input type="checkbox"/>	<input type="checkbox"/>	Recommendation: Update budget to reflect final allocation amounts.

		<p>allocable; 2) conform with Federal law and grant terms; 3) consistent with State and local policies; 4) consistently treated as either direct cost or an indirect cost; 5) in accordance with GAAP; and 6) are adequately (properly) documented. ESSA Sections 1003, 1112, 1118(b), 2103, 2301, 3116. Uniform Guidance 2 CFR Part 200, Subpart E.</p> <p>State EL: The core ELD instructional program provided to English Learners is paid for with State and local funds in order to meet Castañeda and Lau requirements, (Identification, screening, placement). Idaho Code 33-1617; ESSA Section 3115(g)</p> <p>Title III The LEA has reserved not more than two percent of its allocation for the direct administration of the Title III-A. ESSA Section 3115(b)</p> <p>Migrant: If the LEA houses a Migrant Regional ID&R Coordinator, also include all budget information for this position.</p>	<input type="checkbox"/> Accounting report identifying positions paid in Salaries & Benefits for each Federal program and by school for Title I-A. <input type="checkbox"/> List of all staff, including FTEs and funding sources , Required: Copy of staff breakdown-available at http://www.sde.idaho.gov/federal-programs/program-monitoring/ . <input type="checkbox"/> Onsite interview of the business manager. <input type="checkbox"/> Onsite interview of the program staff if applicable. <input type="checkbox"/> For Title III: Assurance that no more than 2% of current year's allocation are used for administrative purposes, includes both direct and indirect costs				
FA 2 III.A. 73	<p>I-A </p> <p>I-C </p> <p>TIIA </p> <p>III-A </p> <p>IV-A </p> <p>V-B </p>	<p>The LEA has had an audit of federal programs and audit findings have been addressed. Uniform Guidance 2 CFR Part 200 Subpart F (Former OMB A-133)</p>	<input type="checkbox"/> Copy of "Schedule of Findings and Questioned Costs" section from district audit for last two years (Reviewer: Pay particular attention to Section III Federal Award Program Audit). <input type="checkbox"/> Evidence that Section III, Federal Award Program Audit findings have been addressed. <input type="checkbox"/> Evidence that reasonable controls are in place (i.e. more than one signature for the purchase order process; general ledger & journal entry functions are prepared by someone different than the person who reconciles and deposits revenues, etc.) for any Federal Award Program.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
FA 3 III.A. 74	<p>I-A </p>	<p>The LEA has a current inventory of any materials purchased with Federal funds, 2 CFR Parts 200.33, 200.94; and 200.20.</p>	<input type="checkbox"/> The LEA has a written Inventory Procedure that includes the following: 1) process performed when inventory is received; 2) process describing what type of property is tagged and what	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>The LEA has a policy regarding the purchase of equipment, however it is not their practice to use</p>




	<p>I-C </p> <p>II-A </p> <p>III-A </p> <p>IV-A </p> <p>V-B </p>	<p>Definitions:</p> <p><u>Equipment</u> means tangible personal property (including information technology systems) having a useful life of more than one year and a per-unit acquisition cost which equals or exceeds the lesser of the capitalization level established by the District for financial statement purposes or \$5000 (2 CFR Part 200.33).</p> <p><u>Supplies</u> means all tangible personal property other than those described in Uniform Guidance 2 CFR Part 200.33 Equipment. A computing device is a supply if the acquisition cost is less than the lesser of the capitalization level established by the District for financial statement purposes or \$5000, regardless of the length of its useful life (2 CFR Part 200.94).</p> <p><u>Computing devices</u> means machines used to acquire, store, analyze, process, and publish data and other information electronically, including accessories for printing, transmitting and receiving, or storing electronic information (2CFR Part 200.20).</p>	<p>position/office performs the tagging; 3) process to adjust the inventory records in the event the property is sold, lost, or stolen, or cannot be repaired; and 4) process describing how the physical inventory is performed.</p> <p><input type="checkbox"/> For each equipment and computing device purchased with Federal funds, the following information is maintained:</p> <ul style="list-style-type: none"> ● Serial number or other identification number; ● Source of funding for the property; ● Who holds title; ● Acquisition date and cost of the property; ● Percentage of Federal participation in the projects costs for the Federal award under which the property was acquired; ● Location, use and condition of the property; and ● Any ultimate disposition data including the date of disposal and sale price of the property <p><input type="checkbox"/> A physical inventory of the property must be taken and the results reconciled with the property records at least once every two years.</p> <p>Note: The State Department of Education hereby recommends that the LEAs maintain five years and one audit year to comply for their record retention schedule for all federal fiscal and programmatic records, which is a total of six (6) years.</p>				federal funds to do so.
FA 4 III.A. 69	I-C 	The LEA uses Title I-C funds only to support programs and projects outlined in the State Service Delivery Plan. ESSA Section 1304(c)(1)	<p><input type="checkbox"/> Detailed schedule(s) for migrant funded staff, including time designated for migrant duties.</p> <p><input type="checkbox"/> Job description(s) for migrant funded staff.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
FA 5 III.A. 71	III-A 	The LEA uses only State or local funds for costs of staff, materials or equipment related to initial identification, screening, placement, and annual English Language Proficiency assessment of English Learners in a core Language Instruction Educational Program (LIEP). ESSA Section 3115(g).	<p><input type="checkbox"/> Records/evidence that materials, and equipment related to initial identification, placement, and annual ACCESS 2.0 administration for English Learners are paid for with State EL & local funding.</p> <p>*Federal funds may not be used for initial identification and placement and annual English language proficiency assessment administration of English Learners in a core ELD program.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
FA 6 III.A. 75	IX-A 	The LEA shall reserve such funds as are necessary to provide services comparable to those provided to children in Title I-A schools to serve— (i)	<input type="checkbox"/> Title I-A Budget page – Homeless Education set-aside is based on need (data analysis of needs from previous year; evidence of meeting with Title I director to determine homeless ed.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Recommendation: Include a description referencing “homeless supplies” or something similar

		homeless children and youths who do not attend participating schools, including providing educationally related support services to children in shelters and other locations where children may live. (20 U.S.C. 6301 et seq); ESSA Section 722 [Title 42 U.S.C.Part 11432](g)(4)(B)	<p>needs; needs assessment has been completed and a copy on file).</p> <input type="checkbox"/> Evidence of budget expenditures to provide educationally related support services to children in non-Title I-A schools and shelters.				on the documentation for purchases and the budget spreadsheet.
FA 7 NEW	IV-A 	<p>LEAs receiving more than \$30,000 demonstrate that not less than 20 percent of Title IV-A funds are used to:</p> <ol style="list-style-type: none"> 1. Support well-rounded educational opportunities 2. Implement activities to support safe and healthy students <p>Sec 4107 & 4108</p> <p>The LEA demonstrates that at least a portion of Title IV-A funds are used to:</p> <ol style="list-style-type: none"> 3. Implement activities to support the effective use of technology <p>Sec 4109</p> <p>LEAs shall not use more than 15 percent of Title IV-A funds for the purchase of technology infrastructure (hardware / software). ESSA Section 4109(b)</p>	<input type="checkbox"/> Ledgers, budget reports or other reflections of expenditures and/or anticipated expenditures categorized by priority.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Comparability							
C-1 III.B.7 6	I-A 	The LEA meets comparability requirements. ESSA Section 1118(c)	<input type="checkbox"/> Copy of Comparability Report sent to SDE <input type="checkbox"/> Documentation of comparability calculations to include: 1) Enrollment numbers as of October 1, and 2) List of FTE staff as of October 1. <input type="checkbox"/> Copy of LEA's procedure for complying with comparability requirements including timeline for demonstrating comparability, identification of responsible position making comparability calculations, measure and process used to determine whether schools are comparable, and how and when the LEA makes adjustments in schools that are not comparable.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Military Recruiter Access							

MR 1 III.C.7 7	I-A 	The LEA provides access to student directory information to military recruiters upon request. ESSA Section 8528. 20 U.S.C. 7908	<input type="checkbox"/> Board adopted policy is in place and is implemented. Visit http://www.sde.idaho.gov/federal-programs/program-monitoring/ for a sample Military Recruiter Policy	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Time and Effort Distribution Records							
TE 1 III.D. 78	I-A  I-C  II-A  III-A  IV-A  V-B 	Charges to Federal awards for salaries and wages, including stipends, must be based on records that accurately reflect the work performed. Uniform Guidance 2 CFR Part 200.430, 200.403(a)	REVIEWERS: Look for documentation that includes/supports all of the following components: Time and Effort documentation for salaries and wages, including stipends must: <ul style="list-style-type: none"> <input type="checkbox"/> Be supported by a system of internal controls which provides reasonable assurance that the charges are accurate, allowable, and properly allocated (i.e. signatures, periods of certification); <input type="checkbox"/> Be incorporated into official records; <input type="checkbox"/> Reasonably reflect total activity for which the employee is compensated, not exceeding 100% of compensated activities; <input type="checkbox"/> Encompass both Federally assisted and all other activities compensated by the District on an integrated basis; <input type="checkbox"/> Comply with the established accounting policies and practices of the District; and <input type="checkbox"/> Support the distribution of the employee's salary or wages among specific activities of costs objectives. Copy of staff breakdown-available at http://www.sde.idaho.gov/federal-programs/program-monitoring/Breakdown of Funded Staff Positions Sample	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Written Policies and Procedures							
WP P 1 III.E.7 9	I-A  I-C  II-A  III-A  IV-A  V-B 	The LEA has written policies and procedures for time and effort requirements. Uniform Guidance 2 CFR Part 200.430.	<input type="checkbox"/> 1. The LEA has a written procedure for describing time and effort requirements. (1) The LEA has a written process to include type of documentation maintained and what the requirements are for the documentation, such as who has to sign the documentation, how often the certifications are completed, whether the certifications are completed on paper or electronically, if the certification is reviewed by a supervisor, timeframe for reviewing the certification, and sample certifications; and (2) a description of the close-out procedure that is conducted at the end of the fiscal year addressing that the certifications are annually collected and reviewed for accuracy and appropriate signatures and dates. <input type="checkbox"/> 2. The LEA has a written process to reconcile actual costs to budgeted distributions. Payroll charges must match the actual distribution of time recorded on the monthly certification documents. Budget estimates may be used for interim accounting purposes; however, there is a requirement to identify and enter into	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

			<p>the records in a timely manner any significant changes in the corresponding work activity. There must be a system of internal controls to review after-the-fact interim charges made to a Federal award based on budget estimates. All necessary adjustments must be made such that the final amount charged to the Federal award is accurate, allowable, and properly allocated. The process description should include: the position/office that performs the reconciliation; how often the reconciliation is completed (recommend at least quarterly); the difference between the actual costs and budgeted distributions before adjustments are made (recommend annual adjustments only if (1) the quarterly comparisons show the differences between budgeted amounts and actual costs are less than 10%; and (2) the budget estimates or other distribution percentages are revised at least quarterly, if necessary, to reflect changed circumstances and (3) if not performed annually, quarterly adjustments should be made.</p> <p><input type="checkbox"/> 3. The LEA has a written procedure for an employee that is separating service from the LEA that addresses when the employee is required to submit final certification.</p> <p><input type="checkbox"/> 4. The LEA has written Human Resource Policies that cover (1) how employees are hired; (2) the extent to which employees may provide professional services outside the LEA; (3) the provision of fringe benefits, including leave and insurance; (4) the use of recruiting expenses to attract personnel; and (5) reimbursement for relocation costs.</p> <p>Uniform Guidance 2 CFR Part 200.430(a)(2), 200.430(c), 200.431, 200.463(b), 200.464.</p>			
<p>WP P 2 III.E.8 0</p>	<p>I-A  I-C  II-A  III-A  IV-A  V-B </p>	<p>The LEA has written policies and procedures on file that comply with the new Uniform Grant Guidance as required by 2 CFR Part 200 Subparts B, C, D, E, and F, and these policies and procedures are available for inspection.</p> <p>Suggested template is available at http://www.sde.idaho.gov/federal-programs/funding/files/fiscal/time-effort/UGG-Time-and-Effort-Guidance-and-Sample.docx</p>	<p><input type="checkbox"/> Evidence that the LEA has a manual that sets forth the policies and procedures used by the LEA to administer federal funds. The manual contains the internal controls and grant management standards used by the LEA to ensure that all federal funds are lawfully expended. It should describe in detail, the LEA's financial management system, including cash management procedures, procurement policies; inventory management protocols; procedures for determining the allowability of expenditures; time and effort reporting (see WPP1/ III.E.79 for details); record retention; and monitoring responsibilities. New employees of the LEA are expected to review this manual to gain familiarity and understanding of the LEAs rules and practices.</p>	<p><input checked="" type="checkbox"/></p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>

Record Retention, Collection, Transmission of Records, and Privacy Protection							
<p>REC 1 III.F.8 1</p>	<p>I-A I-C II-A III-A IV-A V-B</p>	<p>For all grants, source (original source) documents are kept:</p> <ul style="list-style-type: none"> Federal Awards CDA; Federal Award ID number; Authorization (the process of giving someone permission to do or have something); 3) obligations, unobligated balances (carryovers); 4) expenditures (see FA 1/ III.A.68); 5) assets (inventory control) (see FA 3/ III.A.74); 6) time and effort documentation (see TE1/ III.D.78); 7) income (if applicable); 8) interest (if applicable). <p>Uniform Guidance CFR Part 200.302(b)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> The LEA has the GAN notification on file or knows where to access it in the GRA. <input type="checkbox"/> The LEA has internal controls in place that identify in writing: 1) Who tracks expenditures; 2) who draws down funds from the GRA; and 3) who deposits the checks. <input type="checkbox"/> The LEA has an internal accounting system process that identifies obligations and unobligated balances (carryovers) and how these are tracked (e.g., excel or carryover calculator). <input type="checkbox"/> The LEA has a written process for identifying any interest earned. For example, if the LEA accidentally requested from the GRA more than what was expended, then excess funds will be sitting in the LEA's account, possibly earning interest. If this is the case, this must be reported to the SDE. <p>Important Note: Generally, an LEA should not earn interest because LEAs receive payments from the SDE on a reimbursement basis.</p>	<p><input checked="" type="checkbox"/></p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>	
<p>REC 2 III.F.8 2</p>	<p>I-A I-C II-A III-A IV-A V-B</p>	<p>The LEA maintains all records that fully show (1) the amount of funds under the grant or subgrant; (2) how the subgrantee uses those funds; (3) the total cost of each project; (4) the share of the total cost of each project provided from other sources; (5) other records to facilitate an effective audit; (6) other records to show compliance with Federal program requirements; (7) project experiences and results; and (8) records are maintained for a period of five (5) years plus one audit year, which is a total of six (6) years. 34 CFR 76.730-731. Uniform Guidance 2 CFR 200.333.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> The LEA keeps records that show: (1) the amount of funds under the grant or subgrant; (2) how the subgrantee uses those funds; (3) the total cost of each project; (4) the share of the total cost of each project provided from other sources; (5) other records to facilitate an effective audit; (6) other records to show compliance with Federal program requirements; (7) project experiences and results; and (8) evidence that records are maintained for a period of five (5) years plus one audit year, which is a total of six (6) years. 	<p><input checked="" type="checkbox"/></p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>	
<p>REC 3 III.F.8 3</p>	<p>I-A I-C II-A III-A IV-A</p>	<p>The LEA maintains original records. If records are electronic, there is no need to create and retain paper copies. Both types of records may be subject to periodic quality control reviews. Uniform Guidance 2 CFR 200.335.</p> <p>Definition: The original record is the record that remains in the same content, context, and</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Evidence that the LEA has a written policy/procedure for maintaining and storing original records, both paper and electronic. Procedure includes reasonable safeguards for ensuring that the records are not altered. 	<p><input checked="" type="checkbox"/></p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>	

	 V-B 	structure that it was created the day it was used, based on the LEA's policy. If an LEA's policy is to obtain actual signatures on all Purchase Orders (POs), then all documents with original signatures must be filed and stored. If the policy allows electronic POs with digital signatures, then all electronic POs must be saved on a shared drive.					
Report Card Reporting							
RC 1 III.G. 84	I-A 	The LEA publicly disseminates an annual report card with all the required information to all schools in the district and to all parents of students attending those schools in an understandable and uniform format and, to the extent practicable, provide in a language that the parents can understand, and make the information widely available through public means, such as posting on the Internet, distribution to the media, and distribution through public agencies. ESSA Section 1111 (h)(1)(A) and ESSA Section 1111(h)(1)(B)(iii)	<input type="checkbox"/> Evidence that the district and each school links directly to SDE's report card website for the district and for each school. <input type="checkbox"/> Evidence the current report card is available on the Internet, and distributed to the media and public agencies as described in 1111(h)(2)(E). See SDE Report Card 2016-17. http://apps.sde.idaho.gov/ReportCard/SchoolYear/23	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

SDE overall comments after conducting the monitoring review:

The parent communication is above and beyond what is seen in most schools. The parents specifically commented on this; and appreciate the engagement and involvement of the teachers with their families and children.

November 14, 2017

Kelly Edginton, Head of School

Idaho Virtual Academy, #452

Dear Ms. Edginton,

Thank you for assisting the Idaho State Department of Education (SDE) in the Federal Programs Monitoring process for Idaho Virtual Academy. This visit was conducted on November 14, 2017. The following Federal Programs were monitored: Title IA, IIA, and IVA.

The Final Report reflects information gathered from a review of program documentation, district staff interviews, school staff and parent interviews, and classroom observations. Recommendations and findings are included in the report. Technical Assistance, such as contact information for a resource or a link to a sample, is offered where there are findings. Although the district is not required to formally respond to the recommendations, it is important to consider them.

If the LEA has comments about the monitoring process, the LEA is encouraged to contact Karen Seay, Federal Programs Director, at kseay@sde.idaho.gov or at 208.332.6978.

Thank you for the cooperation and assistance your district provided the reviewers during the program monitoring. It is in this spirit of support that SDE submits this Final Report. It is our sincere desire that through cooperative assessment of the federal programs, the quality of services to academically at-risk students is strengthened.

Sincerely,

Michelle Clement Taylor, Tyson Carter, Elmira Feather

Program Coordinators:

Title I-A Improving Basic Programs- Kathy Gauby: 208.332.6889 or kgauby@sde.idaho.gov

School Improvement/Educator Effectiveness- Tyson Carter: 208.332.6917 or tcarter@sde.idaho.gov

Family & Community Engagement, Foster Care Liaison- Jill Mathews: 208.332.6855 or jmathews@sde.idaho.gov

Title I-C Migrant Education Program - Sarah Seamount: 208.332.6958 or sseamount@sde.idaho.gov

Title I-D Neglected, Delinquent, or At-Risk- Tina Naillon: 208.332.6904 or tmnaillon@sde.idaho.gov

Title II-A Supporting Effective Instruction- Teresa Burgess: 208.332.6891 or tburgess@sde.idaho.gov

Title III-A English Learner Program- Alissa Metzler- 208.332.6905 or ametzler@sde.idaho.gov

Title IV-A Student Engagement/Career & Technical Readiness Director - Matthew McCarter: 208.332.6961 or mamccarter@sde.idaho.gov

Title V-B Rural Education Initiative- Tina Naillon: 208.332.6904 or tmnaillon@sde.idaho.gov

Title IX-A Homeless Education & Youth- Tina Naillon: 208.332.6904 or tmnaillon@sde.idaho.gov

Funding & Fiscal Accountability- Elmira Feather: 208.332.6900 or efeather@sde.idaho.gov

School Choice Coordinator, Equitable Services to Private Schools Ombudsman- Michelle Clement Taylor: 208.332.6963 or mtaylor@sde.idaho.gov

English Learner & Migrant Education Director- Christina Nava: 208.332.6876 or cnava@sde.idaho.gov

Federal Programs Director- Karen Seay: 208.332.6978 or kseay@sde.idaho.gov

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.

IDVA's auxiliary data submission included the following:

- IDVA Supplementary Data Form -- The school used the *IPCSC Auxiliary Renewal Data Form* to provide an overview of their attached documentation.
- IRI Data for Kindergarten through Grade 3 – one spreadsheet shows IRI proficiency rates from fall to spring in 2015-2016 and 2016-17, respectively

The data demonstrate how IRI proficiency rates changed from the fall of 2016 to spring of 2017 and from spring 2016 to spring 2017. Overall, all of the grades showed increased IRI proficiency from spring 2016 to spring 2017. However, no student level data was provided, so it was unclear how much the change was attributed to learning that occurred while at the school or because the population of the school shifted from year to year. State scores for the IRI were also included. IDVA's third grade IRI proficiency rate is about the same as the state average.

- Student demographic data from 2014-15 to 2016-17 – four spreadsheets with information on student mobility and the demographics of these new students

IDVA's student mobility has increased year over year from 2014-15 to 2015-16. The percentage of FRL lunch students has stayed around 30% over the past three school years for new students. The new student special education population has increased by 2-3 percentage points for the general education (gen ed) and alternate education (alt ed) programs from 2014-15 to 2016-17.

- Student enrollment and ISAT achievement for students enrolled "on-time" or "late start" – three spreadsheets, including student level data for the 2016-17 SY (IDVA defines on-time students as those who started on the first day of school in the fall semester. Late start students enrolled anytime after the first day of school.)

Students in the IDVA gen ed program who were new and enrolled late start had significantly lower results on the math and ELA ISAT assessments than new, on-time start students. The difference was not marked for IDVA alt students in math, and there was a 6% discrepancy in ELA scores between new on-time and new late start students.

- 2016-17 ISAT data by number of years enrolled at IDVA gen ed - four spreadsheets with data on all students, economically disadvantaged students, and special ed students, respectively

For the entire student population, results in ELA and math were significantly higher for students who remained enrolled for at least one year than for those who remained enrolled for less than 1 year.

For FRL students, results in ELA and math were significantly higher for students who remained enrolled for two years, but less than three years, than those who remained enrolled for less than 1 year.

For special education students, results in ELA and math were significantly higher for students who remained enrolled for two years, but less than three years, than those who remained enrolled for less than 1 year.

- IDVA gen ed SAT scores for 2016-17 - two spreadsheets, one with source data and one with comparison data to the state

IDVA gen ed scores were similar or slightly below the state in most areas, except for in evidenced based reading and writing, where the school was slightly higher than the state. IDVA alt SAT scores were lower than the state in all areas.

- 2015-16 and 2016-17 ISAT data in ELA and Math – two spreadsheets, one with proficiency percentages and the other with student level data

Proficiency rate changes from 2015-16 to 2016-17 in the general ed and alternative programs were included. The school showed some increases in proficiency in math and ELA in most grades. However, while source data was included in the document, it was not used for purposes of calculating student growth. Thus it is unclear how much the changes (both positive and negative) in proficiency rates were attributed to alterations in educational practices or because the population of the school shifted from year to year.

- IDVA gen ed and alt credit deficiency rates and mobility for 2014-15 through 2016-17 school years, six spreadsheets with demographic data

The first two tabs show similar mobility data as presented earlier in the student demographic spreadsheet. New students in both the alt and the gen ed programs are often credit deficient and become more so over the course of their first year of enrollment. For example, in the gen ed program for the 2016-17 SY, 27% of new 10th graders are credit deficient, while 46% of these same new students are credit deficient by year's end. Numbers are similar for the alt program. For example in 2016-17, 58% of incoming new 12th graders are credit deficient, while 84% were credit deficient by the end of the year.

All auxiliary data is included in its entirety without any modifications by PCSC staff.

Idaho Public Charter School Commission Auxiliary 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.

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
█	█	█	█	█	
█	█	█	█	█	
█	█	█	█	█	
█	█	█	█	█	
█	█	█	█	█	
█	█	█	█	█	
█	█	█	█	█	
█	Students			Scored 3	Percent Scored 3/ proficient

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 math MAP 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.

► Auxiliary Data

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 from spring 2016 to spring 2017. Our spring 2017 3 rd grade student proficiency levels are nearly equal to the State’s spring 2017 proficiency levels.	Attachment <i>IDVA IRI Proficiency</i> : Excel spreadsheet providing proficiency levels by grade level comparing IDVA’s fall 2016 to spring 2017 IRI proficiency percentages and IDVA’s spring 2016 to spring 2017 proficiency percentages. Additionally, IDVA’s and the State’s spring 2017 proficiency percentage comparison is shown. All IDVA and State proficiency percentages are taken directly from the State IRI website (https://apps.sde.idaho.gov/IRI/PublicReports/PublicReport.aspx).
Demographics/ New students	On average, each year more than half of the students enrolled at both IDVA campuses are new students. This is important because we know that mobility often has a negative impact on student achievement. In addition to the fact that more than half of the students are new each year, more than half of those new students are also economically disadvantaged. In addition to the fact that more than half of the students are new each year, many of those new students are also served by Special Education Services.	Attachment <i>NewReturningData</i> : Excel spreadsheet providing new and returning student data for SY 14/15, 15/16 & 16/17. First tab shows percentage of new and percentage of returning students each year. The second tab shows the percentage of new students who are also economically disadvantaged. The third tab shows the percentage of new students who are also identified for special education. The fourth tab is the data source sheet for this information.
Academic/ Enrollment Group Breakdown and Performance on ISAT	Of those new students who enrolled in 2016-17 and participated in ISAT testing in Spring 2017, the majority of them were late start students, which means they enrolled after the first day of school. Students who enroll after the first day of school are typically more academically at-risk as is evidenced by the performance of late start students on ISAT in Spring 2017.	Attachment: <i>EnrollmentGroup</i> : Excel spreadsheet providing a breakdown of returning and new students and, for new students, a breakdown of on-time start or late start for IDVA-Vision HS and IDVA. The first tab shows this breakdown. The second tab shows 16/17 ISAT performance based on the enrollment group – returning student, on-time start students, and late start students. The third tab is the data source sheet for this information.
Academic/ Length of enrollment and ISAT performance	Persistence matters. The group of students who stayed enrolled for 3+ years had a far higher percentage of students At or Above Proficiency on ISAT in Spring 2017 than those who enrolled less than 1 year. For students enrolled at IDVA with ISAT results in both 2015-16 and 2016-17(377 students):	Attachment: <i>ISAT Persistence</i> : Excel spreadsheet showing ISAT performance based on length of enrollment. The first tab shows 16/17 ISAT proficiency by length of enrollment. The second tab shows 16/17 ISAT proficiency for economically disadvantaged students by length of enrollment. The third tab shows 16/17 ISAT proficiency for special education students by length of enrollment. The fourth tab is the data source sheet for this information.

	<ul style="list-style-type: none"> - Almost one-quarter of them improved their achievement level on ISAT in Math or ELA. Ex: Below Basic to Basic, Proficient to Advanced, etc. - 16% of them improved their achievement level in Math and 22% improved their achievement level in ELA. <p>For students enrolled in 2015-16 that were not proficient on ISAT but stayed enrolled in 2016-17:</p> <ul style="list-style-type: none"> - 20% of the 232 students improved their achievement level in Math, with almost half of those moving into a level at or above proficiency. - 32% of the 196 students improved their achievement level in ELA, with more than half of those moving into a level at or above proficiency. <p>Persistence matters for economically disadvantaged students. The group of students who stayed enrolled for 3+ years had a far higher percentage of students At or Above Proficiency on ISAT in Spring 2017 than those who enrolled less than 1 year.</p> <p>Persistence matters for students served by Special Education Services. The group of students who stayed enrolled for 3+ years had a far higher percentage of students At or Above Proficiency on ISAT in Spring 2017 than those who enrolled less than 1 year.</p>	
Academic/ SAT	IDVA outperformed the State of Idaho in some subjects when looking at mean score and the percentage of students meeting the college and career readiness benchmark.	Attachment: <i>SAT</i> : Excel spreadsheet showing IDVA and IDVA-Vision SAT performance for 16/17 as compared to the state and to SAT benchmarks. The first tab includes the SAT comparison data, and the second tab includes the IDVA SAT source data.
Academic/ ISAT	IDVA and IDVA Vision both saw year-over-year improvements in the percentage of students at or above proficiency on ISAT. The majority of the improvements were seen in ELA with a few in Mathematics.	Attachment: <i>ISAT Grade-Subject 1516 to 1617</i> : Excel spreadsheet showing IDVA and IDVA-Vision ISAT proficiency by grade level and subject for SY 15/16 and SY 16/17. SY 16/17 data is preliminary. The first tab shows the ISAT data, and the second tab includes the SY 16/17 ISAT source data. 15/16 percentages are taken from the State Report Card.
Academic / New Students, Credit Deficiency & Graduation Rate for Continuously Enrolled Students	Research shows that mobility often has a negative impact on students in the first year, even if the change in learning environment is ultimately better. IDVA Vision & IDVA VHS enroll a significant number of new students across all high school grade levels each year.	Attachment: <i>IDVA-VHS and IDVA Vision New Student and Credit Deficiency</i> : Excel spreadsheet showing IDVA-VHS and IDVA-Vision new student percentages and new student credit deficiency by grade level and continuous enrollment graduation rate information. The first tab shows IDVA-Vision new students by grade. The second tab shows IDVA-VHS new students by grade. The third tab

	<p>A majority of the new students enrolling new each year at IDVA Vision and IDVA VHS are credit deficient before enrollment at the school. In 2016-2017, a higher percentage of new students than returning students were credit deficient at the end of the school year in both Vision and VHS. We contend that the four-year cohort rate was developed with the assumption that enrollment is relatively stable but this is not true of our schools as evidenced by the gap between continuously-enrolled students and the state-calculated four-year cohort graduation rate.</p>	<p>shows IDVA-Vision new student credit deficiency by grade. The fourth tab shows IDVA-VHS new student credit deficiency by grade. The fifth tab shows IDVA-VHS ISAT performance for continuously enrolled students as compared to IDVA-VHS's state reported graduation rate and the ESSA expected minimum graduation rate. The last tab is the data source sheet for the IDVA information in the other tabs.</p>
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IRI Proficiency Percentages Comparison 2015/16 to 2016/17

IRI Proficiency Percentages

	Fall		Spring		Change Fall 2016 to Spring 2017	Change spring 2016 to spring 2017
	2015	2016	2016	2017		
K	66.67%	50.00%	59.78%	62.03%	12.71%	2.25%
1	65.33%	57.58%	45.12%	53.49%	-0.44%	8.37%
2	44.09%	49.43%	50.55%	54.76%	7.49%	4.21%
3	58.88%	61.39%	60.61%	71.43%	11.47%	10.82%

	IDVA 2017	State 2017
K	62.71%	78.73%
1	57.14%	64.68%
2	56.92%	67.65%
3	72.86%	72.95%

IRI proficiency percentages for IDVA and the State are taken from the State IRI website (<https://apps.sde.idaho.gov/IRI/PublicReports/PublicReport.aspx>).

On average, each year more than half of the students enrolled at both IDVA campuses are new students. This is important because we know that mobility often has a negative impact on student achievement.

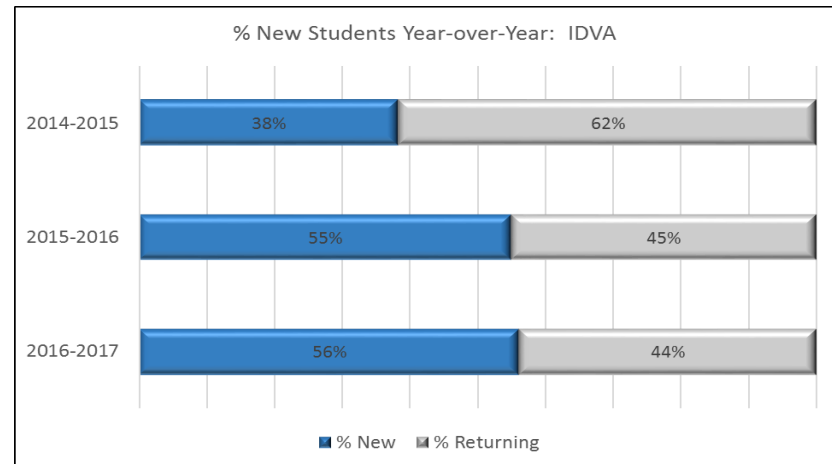
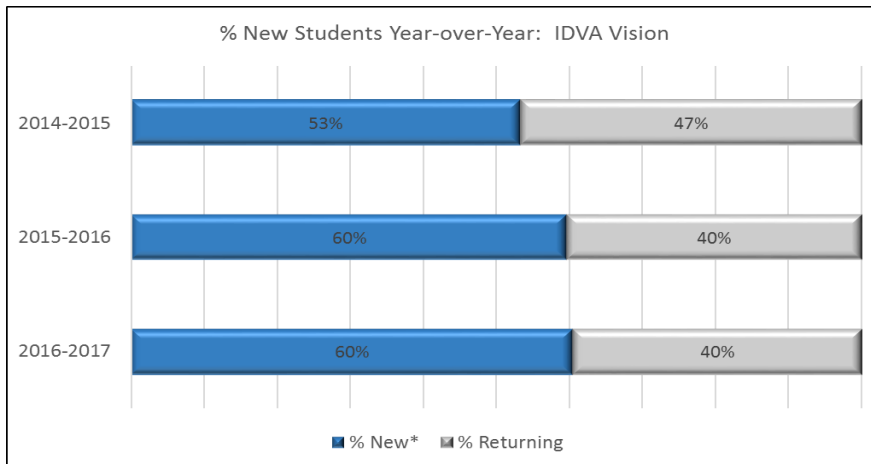
IDVA Vision

School Year	% New*	% Returning	# Total Students
2014-2015	53%	47%	499
2015-2016	60%	40%	521
2016-2017	60%	40%	435

* Students who transfer from IDVA to IDVA Vision show as newly enrolled to that school campus.

IDVA

School Year	% New	% Returning	# Total Students
2014-2015	38%	62%	2861
2015-2016	55%	45%	2626
2016-2017	56%	44%	2585

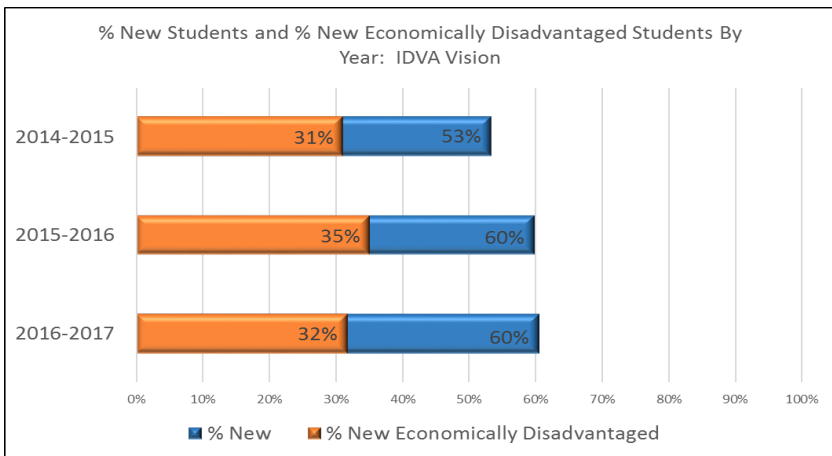


In addition to the fact that more than half of the students are new each year, more than half of those new students are also economically disadvantaged.

IDVA Vision

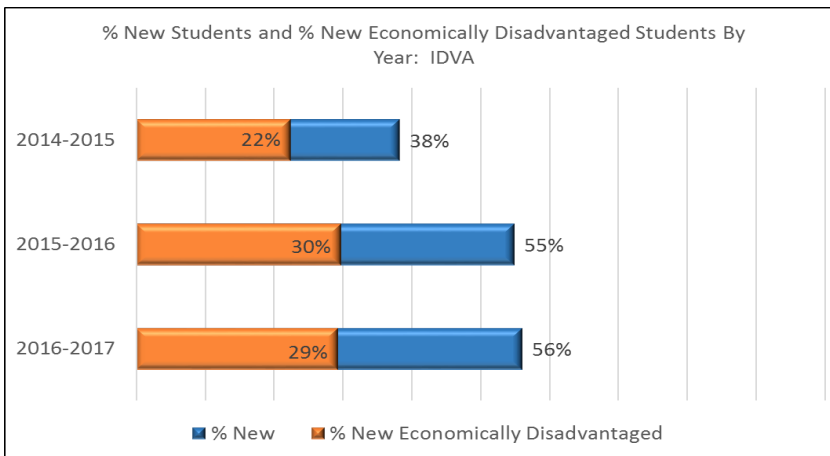
School Year	% New	% New Economically Disadvantaged	# Total Students
2014-2015	53%	31%	499
2015-2016	60%	35%	521
2016-2017	60%	32%	435

* Students who transfer from IDVA to IDVA Vision show as newly enrolled to that school campus.



IDVA

School Year	% New	% New Economically Disadvantaged	# Total Students
2014-2015	38%	22%	2861
2015-2016	55%	30%	2626
2016-2017	56%	29%	2585



In addition to the fact that more than half of the students are new each year, many of those new students are also served by Special Education Services.

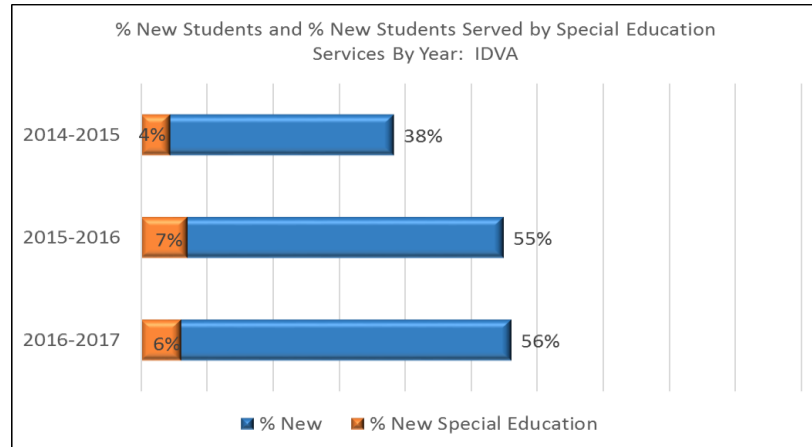
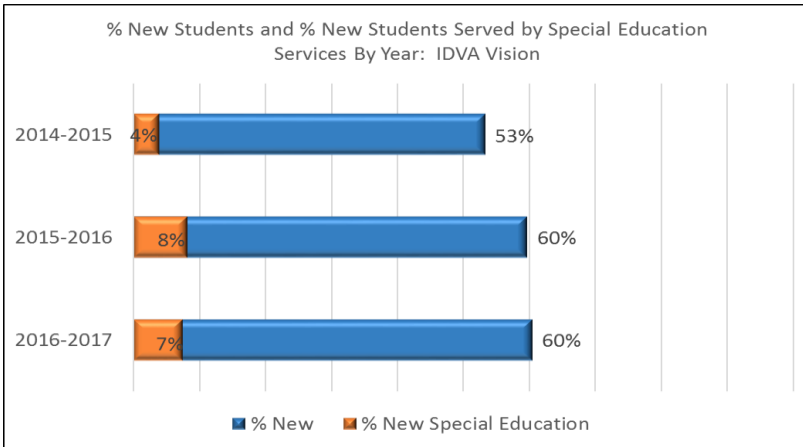
IDVA Vision

School Year	% New	% New Special Education	# Total Students
2014-2015	53%	4%	499
2015-2016	60%	8%	521
2016-2017	60%	7%	435

* Students who transfer from IDVA to IDVA Vision show as newly enrolled to that school campus.

IDVA

School Year	% New	% New Special Education	# Total Students
2014-2015	38%	4%	2861
2015-2016	55%	7%	2626
2016-2017	56%	6%	2585



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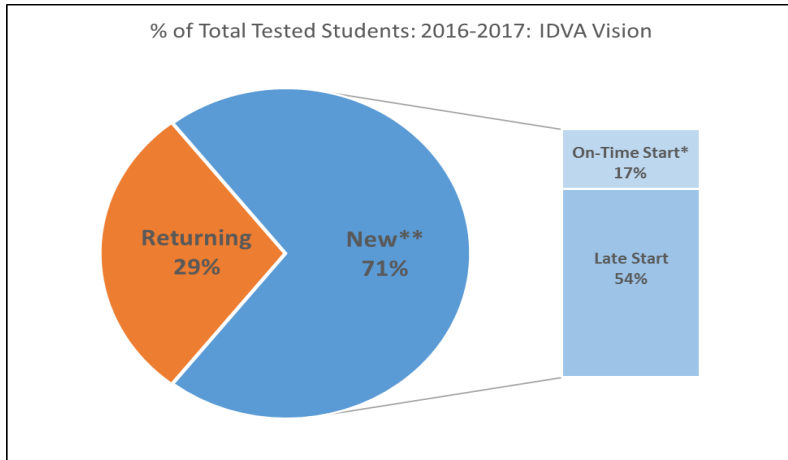
Of those new students who enrolled in 2016-17 and participated in ISAT testing in Spring 2017, the majority of them were late start students, which means they enrolled after the first day of school.

IDVA Vision

Enrollment Group	# Total Tested Students	% of Total Tested Students
Returning	22	29%
New**	54	71%
On-Time Start*	13	17%
Late Start	41	54%

* On-Time Start means the student started on the first day of the school year

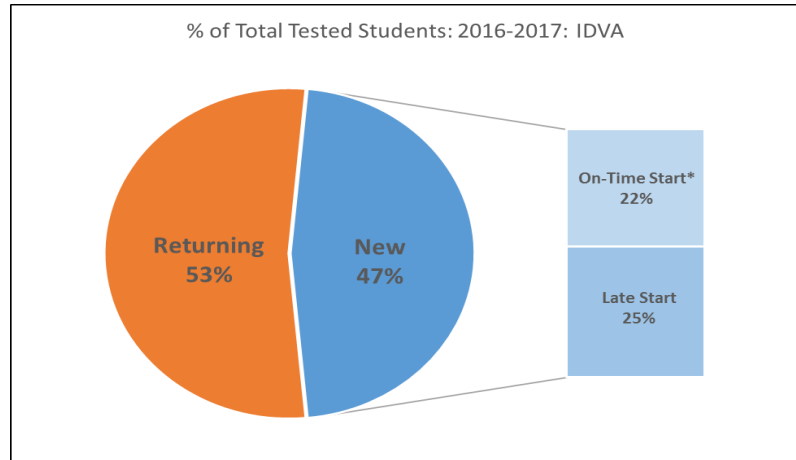
** Students who transfer from IDVA to IDVA Vision show as newly enrolled to that school campus.



IDVA

Enrollment Group	# Total Tested Students	% of Total Tested Students
Returning	518	53%
New	460	47%
On-Time Start*	218	22%
Late Start	242	25%

* On-Time Start means the student started on the first day of the school year

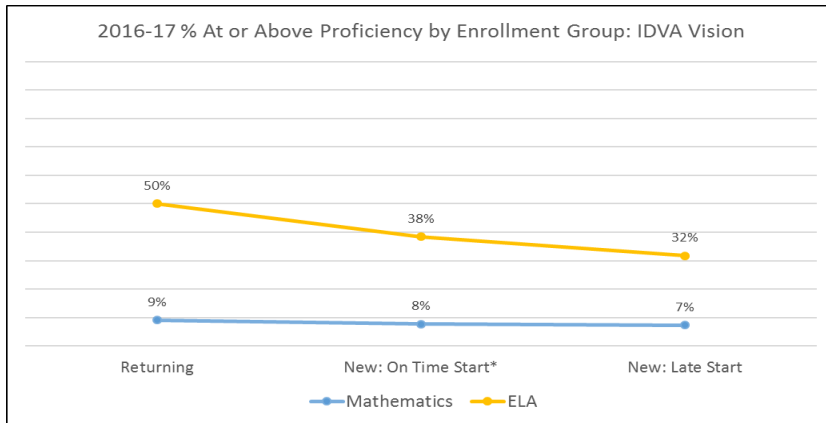


Students who enroll after the first day of school are typically more academically at-risk as is evidenced by the performance of late start students on ISAT in Spring 2017.

IDVA Vision

Enrollment Group	Mathematics	ELA	# Total Students
Returning	9%	50%	22
New: On Time Start*	8%	38%	13
New: Late Start	7%	32%	41

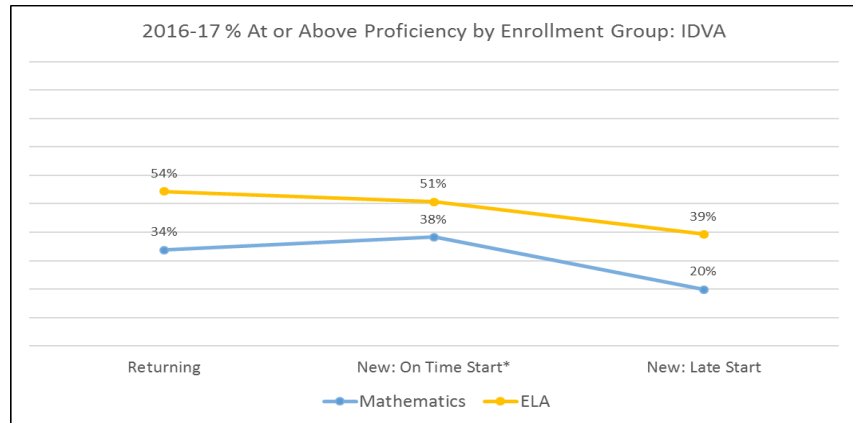
* On-Time Start means the student started on the first day of the school year



IDVA

Enrollment Group	Mathematics	ELA	# Total Students
Returning	34%	54%	518
New: On Time Start*	38%	51%	218
New: Late Start	20%	39%	242

* On-Time Start means the student started on the first day of the school year



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Persistence matters. The group of students who stayed enrolled for 3+ years had a far higher percentage of students At or Above Proficiency on ISAT in Spring 2017 than those who enrolled less than 1 year.

IDVA Persistence: 2016-17

Persistence Group	# Total Students	% AAP Math	% AAP ELA
Less Than 1 Year	242	20%	39%
1 Year but Less Than 2 Years	288	37%	51%
2 Year but Less Than 3 Years	127	31%	54%
3+ Years	317	35%	55%

Note: Due to small n counts in the persistence groups for IDVA Vision, this analysis was only completed for IDVA

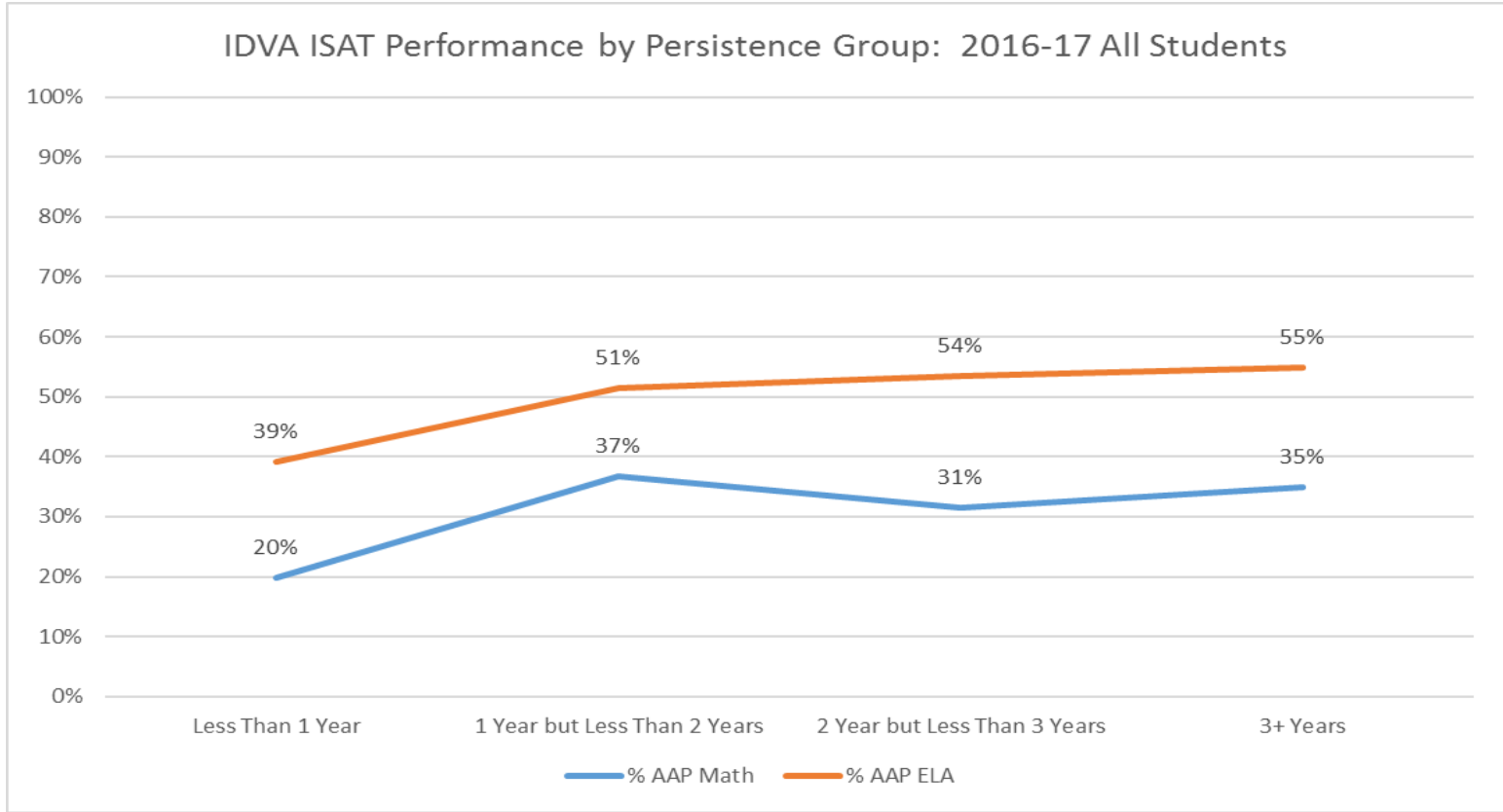
Additional Data Points

For students enrolled at IDVA with ISAT results in both 2015-16 and 2016-17(377 students):

- Almost one-quarter of them improved their achievement level on ISAT in Math or ELA. Ex: Below Basic to Basic, Proficient to Advanced, etc.
- 16% of them improved their achievement level in Math and 22% improved their achievement level in ELA.

For students enrolled in 2015-16 that were not proficient on ISAT but stayed enrolled in 2016-17:

- 20% of the 232 students improved their achievement level in Math, with almost half of those moving into a level at or above proficiency.
- 32% of the 196 students improved their achievement level in ELA, with more than half of those moving into a level at or above proficiency.

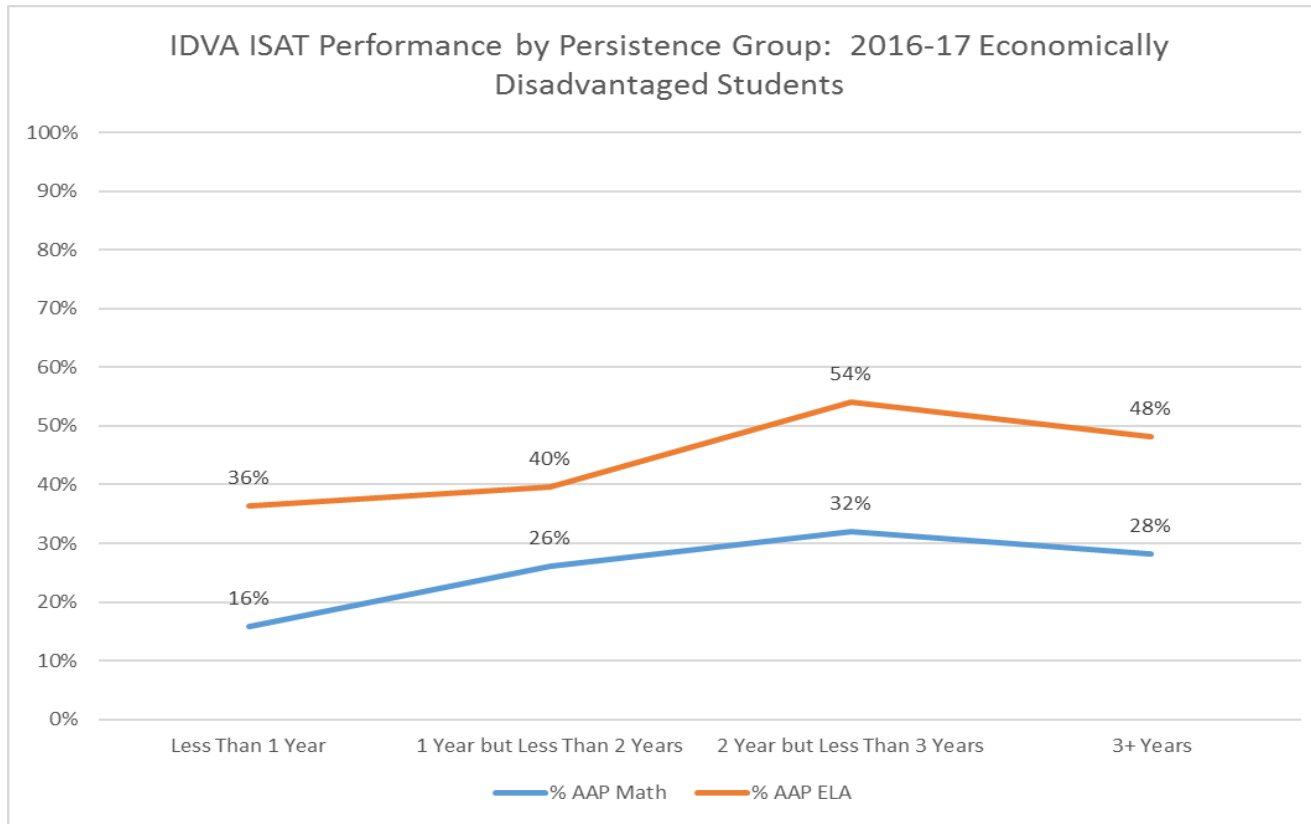


Persistence matters for economically disadvantaged students. The group of students who stayed enrolled for 3+ years had a far higher percentage of students At or Above Proficiency on ISAT in Spring 2017 than those who

IDVA Persistence: 2016-17

Persistence Group	# Total Students	% AAP Math	% AAP ELA
Less Than 1 Year	108	16%	36%
1 Year but Less Than 2 Years	138	26%	40%
2 Year but Less Than 3 Years	72	32%	54%
3+ Years	195	28%	48%

Note: Due to small n counts in the persistence groups for IDVA Vision, this analysis was only completed for IDVA

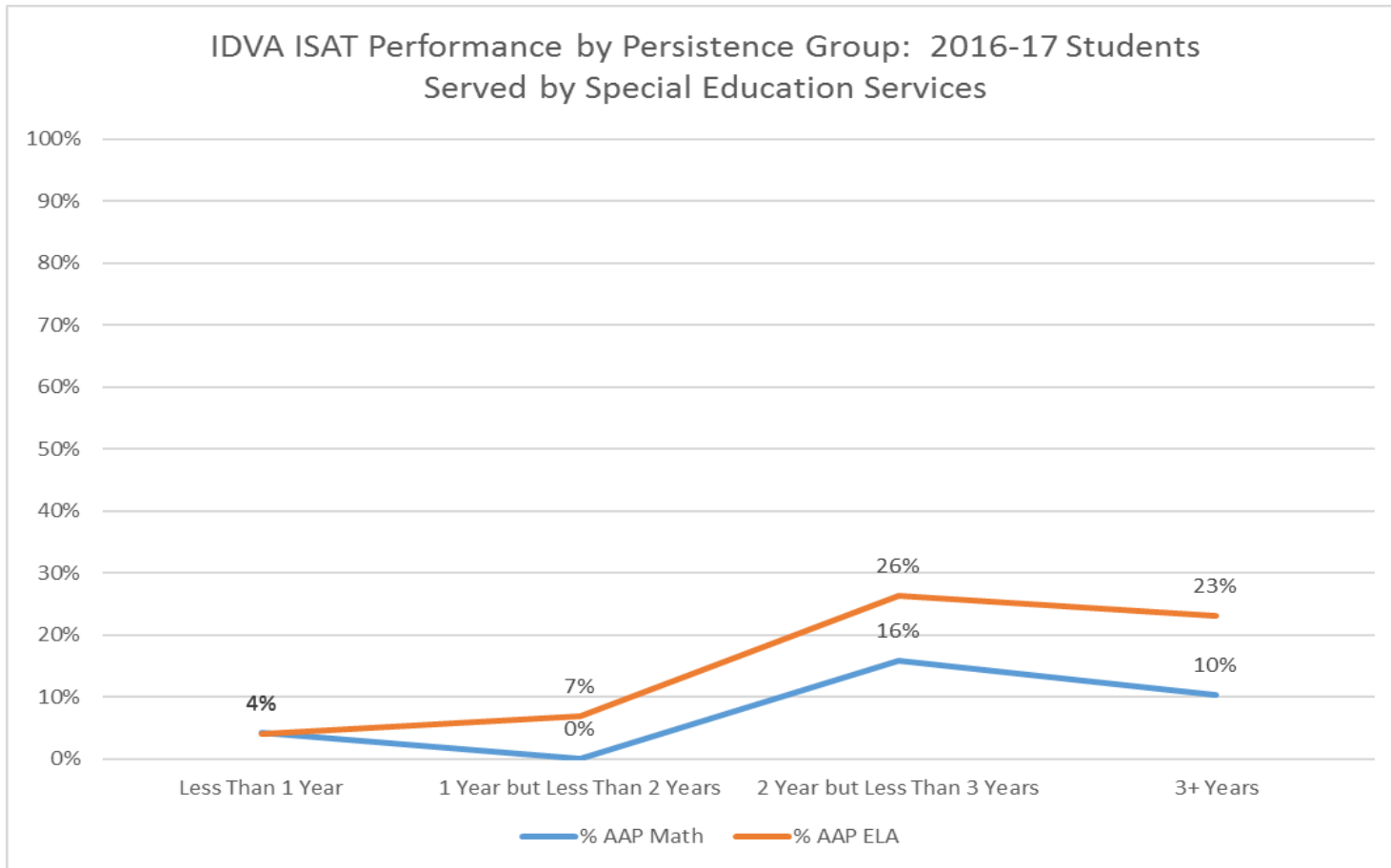


Persistence matters for students served by Special Education Services. The group of students who stayed enrolled for 3+ years had a far higher percentage of students At or Above Proficiency on ISAT in

IDVA Persistence: 2016-17

Persistence Group	# Total Students	% AAP Math	% AAP ELA
Less Than 1 Year	24	4%	4%
1 Year but Less Than 2 Years	29	0%	7%
2 Year but Less Than 3 Years	19	16%	26%
3+ Years	39	10%	23%

Note: Due to small n counts in the persistence groups for IDVA Vision, this analysis was only completed for IDVA



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IDVA outperformed the State of Idaho in some subjects when looking at mean score and the percentage of students meeting the college and career readiness benchmark.

IDVA SAT Mean Score: 2016-17

SAT Subject	IDVA Vision	IDVA - VHS	IDVA Combined	State of Idaho
Evidenced-Based Reading & Writing	476	532	521	506
Mathematics	432	483	473	492
Combined	908	1015	994	998

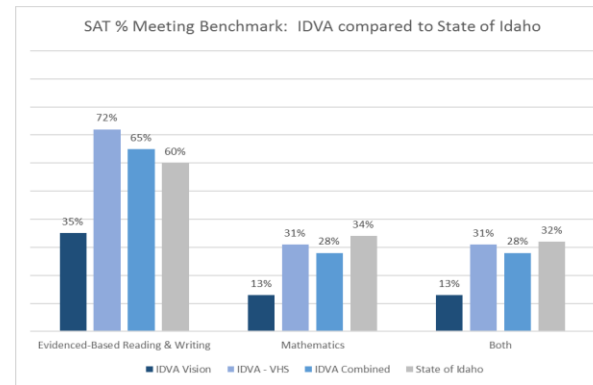
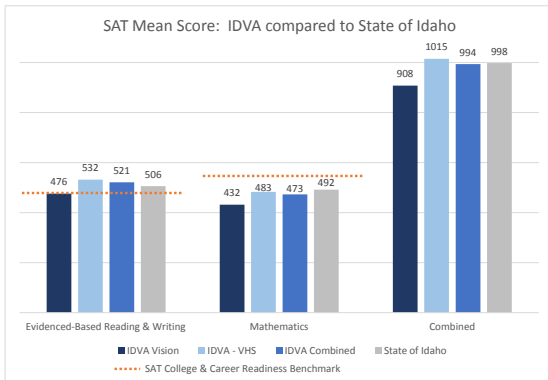
Green highlights show where IDVA campuses are exceeding the State of Idaho performance on SAT

Statewide Data Source: <http://idahoednews-wpengine.netdna-ssl.com/wp-content/uploads/2017/06/SAT-statewide-summary-6.15.17.pdf>

IDVA SAT % Meeting Benchmark: 2016-17

SAT Subject	IDVA Vision	IDVA - VHS	IDVA Combined	State of Idaho
Evidenced-Based Reading & Writing	35%	72%	65%	60%
Mathematics	13%	31%	28%	34%
Both	13%	31%	28%	32%

Green highlights show where IDVA campuses are exceeding the State of Idaho performance on SAT



School STUDENTID STUDENTLASTNAME STUDENTFIRSTNAME 16-17 SAT ERW Score 16-17 SAT ERW Met Benchmark 16-17 SAT Math Score 16-17 SAT Math Met Benchmark 16-17 SAT Total Score 16-17 SAT Met Both Benchmarks

Table with 10 columns: School, STUDENTID, STUDENTLASTNAME, STUDENTFIRSTNAME, 16-17 SAT ERW Score, 16-17 SAT ERW Met Benchmark, 16-17 SAT Math Score, 16-17 SAT Math Met Benchmark, 16-17 SAT Total Score, 16-17 SAT Met Both Benchmarks. All data is redacted with black bars.

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IDVA and IDVA Vision both saw year-over-year improvements in the percentage of students at or above proficiency on ISAT. The majority of the improvements were seen in ELA with a few in Mathematics.

IDVA Vision High School				
Grade Level	2015-16*		2016-17**	
	Mathematics %AAP	ELA %AAP	Mathematics %AAP	ELA %AAP
10	20%	24%	7%	40%

* 2015-16 data pulled from state report card

** 2016-17 data estimated from report provided to school

%AAP = Percentage of students At or Above Proficiency

Green highlights show year-over-year improvement from 2015-16 to 2016-17

IDVA				
Grade Level	2015-16*		2016-17**	
	Mathematics %AAP	ELA %AAP	Mathematics %AAP	ELA %AAP
3	34%	42%	30%	44%
4	39%	39%	37%	46%
5	26%	42%	27%	45%
6	36%	43%	44%	52%
7	43%	57%	33%	47%
8	32%	51%	38%	57%
10 (All)	15%	60%	22%	60%
10 (VHS)	20%	71%	26%	66%
10 (Vision)	6%	36%	7%	40%

* 2015-16 data pulled from state report card

** 2016-17 data estimated from DRC report

%AAP = Percentage of students At or Above Proficiency

Green highlights show year-over-year improvement from 2015-16 to 2016-17

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