

PCSC Commissioner Meeting

Apr 8, 2021 9:00 AM MDT

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COMMISSION WORK

1. AGENDA APPROVAL

Does the Public Charter School Commission (PCSC) have any changes or additions to the agenda?

COMMISSION ACTION

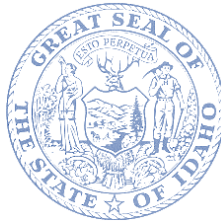
A motion to approve the agenda as submitted.

2. MINUTES APPROVAL

Does the PCSC have any changes or additions to the meeting minutes from February 11, 2021?

COMMISSION ACTION

A motion to approve the meeting minutes from February 11th as submitted.



IDAHO PUBLIC CHARTER SCHOOL COMMISSION MEETING AGENDA

Date: Thursday, April 8, 2021

Start Time: 9:00 A.M., MST

Physical Location: Len B. Jordan Building, 3rd Floor Clearwaters Room, 650 W. State St., Boise, ID 83702, limited public seating (4 seats) available on a first-come-first-served basis. The public is encouraged to participate remotely.

Remote/Public Access:

YouTube livestream: <https://www.youtube.com/channel/UChV-TDWV4fvl-UoozmMeoPA>

I. COMMISSION WORK

- A. Agenda Review / Approval (Action Item)
- B. Minutes Review / Approval (Action Item)

II. WRITTEN COMMENT

Written public comment may be submitted to the PCSC prior to the meeting via mail at P.O. Box 83720, Boise, Idaho, 83720, or email at pcsc@osbe.idaho.gov. Please see Section I of PCSC policy for details.

III. CONSIDERATION OF PERFORMANCE CERTIFICATES

- A. Elevate Academy Nampa (Action Item)
- B. Elevate Academy North (Action Item)

IV. CONSIDERATION OF MAJOR AMENDMENTS

- A. McCall Community School (Action Item)
- B. Connor Academy (Action Item)
- C. Sage International School Of Boise (Action Item)
- D. iSucceed Virtual School (Action Item)

V. DIRECTOR'S REPORT

- A. Legislative Update
- B. Rebranding Efforts
- C. Strategic Planning
- D. Assessment
- E. Article: "Measuring Up to the Model 2021"

DRAFT MEETING MINUTES

IDAHO PUBLIC CHARTER SCHOOL COMMISSION

February 11, 2021
304 N 8th St, Boise, Idaho
Zoom Meeting

This meeting was called to order by Chairman Reed at 9:00 a.m. The meeting was paused at 9:02 a.m. for technical difficulties. The meeting resumed at 9:09 a.m. The following Commissioners attended remotely:

Alan Reed
Sherrilynn Bair – Excused Absence
Brian Scigliano – Excused Absence
Wanda Quinn
Nils Peterson
Kitty Kunz
Julie VanOrden

TAB I: COMMISSION WORK

1. Agenda Review/Approval

M/S (Peterson/Kunz) Motion to approve the agenda as presented. *The motion passed unanimously.*

2. Minutes Review/Approval

M/S (Van Orden/Peterson) Motion to approve the December 10, 2020 minutes as presented. *The motion passed unanimously.*

3. PCSC Policy Update

Director Thompson explained the proposed changes to PCSC policy concerning public comment. The purpose of the change is to clarify procedures.

MS (Peterson/Quinn) Motion to approve the PCSC policy changes as presented. *The motion passed unanimously.*

TAB II: WRITTEN PUBLIC COMMENT

No written public comment was received.

TAB III. CONSIDERATION OF PERFORMANCE CERTIFICATE

Director Thompson presented the proposed performance certificate for Cardinal Academy.

M/S (Van Orden/Kunz) Motion to execute the performance certificate for Cardinal Academy as presented. *The motion passed unanimously.*

TAB IV. CONSIDERATION OF A MAJOR AMENDMENT

Director Thompson explained that Anser Charter School would like to expand their grades served to include 9th grade for the purpose of better alignment with area middle schools.

Heather Dennis, Organization Director, Anser Charter School and Michelle Dunstan, Executive Director, Anser Charter School shared their expansion plans to include 9th grade and how this change would benefit their students.

M/S (Peterson/Quinn) Motion to approve Anser Charter School's amendment request as presented. *The motion passed unanimously.*

TAB V. CONSIDERATION OF NEW CHARTER PETITION – ELEVATE ACADEMY NORTH

Director Thompson described the proposed new charter school, Elevate Academy North. The school proposes a career technology program for at-risk students. The school would serve approximately 480 students in grades 6-12 at capacity.

Monica White, CEO Elevate Academy, Kellie Foreman, Board Chair and Marita Dittenbaugh, proposed Principal for Elevate Academy North spoke about the need for the school in northern Idaho.

The school will partner with Elevate Academy Caldwell to purchase management services.

M/S (Peterson/Quinn) Motion to approve the proposed new charter school Elevate Academy North as presented. *The motion passed unanimously.*

TAB VI. CONSIDERATION OF NEW CHARTER PETITION – ELEVATE ACADEMY NAMPA

Director Thompson described the proposed new charter school, Elevate Academy Nampa. The school proposes a career technology program for at-risk students. The school would serve approximately 480 students in grades 6-12 at capacity.

Monica White, CEO Elevate Academy highlighted the plans for the school and the qualifications of the principal, Jewels Carpenter and assistant principal, Phil Diplock.

Phil Diplock presented information about the school and the programs that will be offered.

The school will partner with Elevate Academy Caldwell to purchase management services.

M/S (Quinn/Kunz) Motion to approve the proposed new charter school Elevate Academy Nampa as presented. *The motion passed unanimously.*

TAB VII. DIRECTOR'S REPORT

Director Thompson shared information concerning the portfolio-wide annual report, the new performance framework, and our new school choice publication.

Director Thompson also provided an update to the renewal process for charter schools.

TAB VIII. LEGISLATIVE SESSION UPDATE

Director Thompson confirmed that commissioners Scigliano, Quinn, and Bair have been reappointed for another term.

Director Thompson highlighted bills that could affect the commission and charter schools.

TAB IX. PCSC FINANCE COMMITTEE UPDATE

Commissioner Julie Van Orden and Director Thompson updated the commission on the PCSC budget.

M/S (Peterson/Van Orden) Motion to adjourn. *The motion passed unanimously.*

The meeting adjourned at 11:20 a.m.

WRITTEN PUBLIC COMMENT

Written public comment may be submitted to the PCSC prior to the meeting by mail (P.O. Box 83720, Boise, Idaho, 83720) or email (pcsc@osbe.idaho.gov).

SUBJECT

Elevate Academy - Nampa Proposed Performance Certificate.

APPLICABLE STATUTE, RULE, OR POLICY

I.C. §33-5205B Public Charter Schools

IDAPA 08.02.04 Rules Governing Public Charter Schools

BACKGROUND

Idaho statute requires that all public charter schools and their authorizers execute performance certificates within 75 days of petition approval.

On February 11, 2021 the PCSC approved a new charter school petition for Elevate Academy – Nampa (EA-Nampa).

DISCUSSION

PCSC staff has collaborated with EA-Nampa to draft the individualized sections of the performance certificate and framework. In these materials, individualized sections of the certificate are highlighted in yellow.

SPEAKER

No guest speaker.

IMPACT

The PCSC has 75 days from the date of new petition approval in which to execute a performance certificate with the school's governing board.

STAFF COMMENTS AND RECOMMENDATIONS

If the PCSC moves to execute the performance certificate, the PCSC chairman and respective school's board chair will sign the certificate, making it effective for the dates specified therein.

COMMISSION ACTION

A motion to execute the performance certificate for Elevate Academy - Nampa as presented.

CHARTER SCHOOL PERFORMANCE CERTIFICATE

This Performance Certificate (“Certificate”) is executed on **April 8, 2021**, by and between the Idaho Public Charter School Commission (the “Authorizer”), and **Elevate Academy Nampa LLC** (the “School”), an independent public school organized as an Idaho nonprofit corporation and established under the Public Charter Schools Act of 1998, Idaho Code Section 33-5201 *et seq.*, as amended (the “Charter Schools Act.”)

RECITALS

WHEREAS, on **November 19, 2020** the Authorizer received a petition to establish a new charter school; and

WHEREAS, on **February 11, 2021** the Authorizer approved the new charter school petition;

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

SECTION 1: TERMS OF AUTHORIZATION

- A. Establishment of School.** The School is hereby authorized to implement the program described in the Charter, attached to this Certificate as Appendix C and incorporated herein by this reference. Any significant changes to any section of the Charter, including the educational program, facilities plan, financial plan, or the management plan, during the School’s pre-operational period or first operational term shall be treated as an amendment in accordance with the Authorizer’s policy.
- B. Term of Agreement.** This Certificate is effective as of **February 11, 2021** if properly executed. The school shall be pre-operational from the effective date of this Certificate through June 30, **2022**. The school’s operational term shall be from July 1, **2022** and end on June 30, **2027**. Subsequent terms of operation may be issued by the authorizer in accordance with Idaho Code and PCSC policy.
- C. Pre-Opening Requirements.** 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 B and incorporated herein by this reference.

SECTION 2: EDUCATIONAL PROGRAM

- A. School Mission.** The mission of the School is as follows: **Elevate Academy Nampa is a 6th-12th learning environment committed to serving at-risk students. Through purposeful instruction students will take responsibility for leading their own lives and studying a career track that may**

Elevate Academy Nampa LLC

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Performance Certificate **2022 – 2027**

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include vocational and college paths or a combination thereof. By owning their educational pathway, students will become contributing members of their community and local economy upon graduation.

- B. Grades Served.** The School may serve students in grades 6 through 12.
- C. Design Elements.** The School shall implement and maintain the following essential design elements of its educational program:
 - a. The School shall serve at-risk students. This shall be verified by enrollment data.
 - b. The School shall offer multiple pathways that focus on skill attainment. This shall be verified by curriculum maps.
 - c. The School shall operate on a year-round calendar. This shall be verified by the school's operational calendar.
 - d. The School shall focus on personal development of each student through focused curriculum. This shall be verified by a random sample of individual student plans.
- 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. The School shall be accredited or appropriately credentialed by Cognia. All reports issued to the school from the accrediting agency shall be submitted to the Authorizer within five (5) days of receipt.

SECTION 3: 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 with respect to the School’s operation, and shall have the responsibility of overseeing academic achievement, financial health, and operational management of the School. The Charter Board shall also be responsible for maintaining and enforcing a compliant board and providing overall board stewardship for the School.
- B. Articles of Incorporation and Bylaws.** The articles of incorporation and bylaws of the Charter Board shall provide for governance of the operation of the School as a nonprofit corporation and a public charter school, and shall at all times be consistent with all applicable rules, laws, and this Certificate. The School shall notify the Authorizer of any modification to the articles of incorporation or bylaws 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 of incorporation and bylaws, and all applicable law, rule, and policy. The Charter Board shall notify the Authorizer of any changes to its composition and provide an amended School Leadership Roster within five (5) business days of it taking effect.

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SECTION 4: AUTHORIZER ROLE AND RESPONSIBILITIES

- A. Oversight Allowing Autonomy.** The Authorizer's Role shall be to evaluate the School's performance outcomes according to this Certificate and the Performance Framework, and shall be to provide compliance oversight. The Authorizer shall comply with the provisions of Charter Schools Act and the terms of this Certificate in a manner that does not unduly inhibit the autonomy of the School.
- B. Charter School Performance Framework.** The Charter School Performance Framework ("Performance Framework") is attached and incorporated into this agreement as Appendix A. The Performance Framework shall be used to annually evaluate the School's academic achievement, board stewardship, operational management, and financial health. The specific terms of the Performance Framework are determined by the Authorizer and shall be binding on the School.
- C. Identified Comparison Group.** For purposes of evaluating the School against the metrics and measures established in the Performance Framework, the School's comparison group shall be identified as described below and shall be established for the length of the Certificate term: The School's comparison group shall include **all Idaho alternative schools.**
- D. 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. A formal report of the School's academic, financial, and operational performance shall be published by the Authorizer annually. Data necessary to conduct this evaluation will be collected throughout the year. Additional reviews may be necessary if compliance concerns arise.
- E. School Performance.** The School shall meet standard on all measures of the Performance Framework included herein. The Authorizer shall renew any charter in which the public charter school met all of the terms of its Certificate, including all appendices, at the time of renewal.
- F. Performance Framework as Basis for Renewal of Charter.** The School's performance in relation to the Performance Framework shall provide the basis upon which the Authorizer shall decide whether to renew the School's Charter at the end of the Certificate term.
- G. Required Reports.** The School shall prepare and submit reports as required by the Authorizer's policy.
- H. Authorizer's Right to Review.** The Authorizer maintains the right to request and review additional documentation if such becomes necessary in the course of regular oversight duties or to investigate the validity of a compliance concern. The Authorizer shall conduct its reviews in a manner that does not unduly inhibit the autonomy granted to the School.
- I. Site Visits.** The Authorizer may conduct site visits in accordance with the Authorizer's policy. Reports from any site visit shall be made available to the School and shall be included in the School's annual Performance Report.

SECTION 5: SCHOOL OPERATIONS

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Performance Certificate **2022 – 2027**

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- 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.
- B. Maximum Enrollment.** The maximum number of students who may be enrolled in the school shall be 486 Enrollment shall be limited to the following:

	2022-23	2023-24	2024-25	2025-26
Total Enrollment Not to Exceed:	342	414	486	486

- C. Equitable Enrollment Procedures.** 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 School than there are spaces available, the School shall select students to attend using a random selection process that shall be publicly noticed and open to the public.
- D. School Facilities.** The School shall operate at the following location(s): 0 Orchard Ave, Nampa, ID 83687. The School shall provide the Authorizer with facilities documentation, including occupancy permits, fire marshal reports, building inspection reports, and health department reports for any facility newly occupied by the School, and any remodeling or construction project for which such documentation is necessary in accordance with Authorizer policy and Administrative Rule.
- E. Attendance Area.** The School's primary attendance area shall be used for the purposes of determining applicability of this enrollment preference category. The School's primary attendance areas is as follows: Northern border is Interstate 84. Eastern border is Happy Valley Rd. Southern border is Amity. Western border is Midway.
- F. Staff.** Instructional staff shall be certified as provided by rule of the state board of education. All full-time staff members of the School shall 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

Elevate Academy Nampa LLC

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Performance Certificate 2022 – 2027

Executed April 8, 2021

- 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's Performance Framework incorporated into this agreement as Appendix A.
- B. Financial Controls.** At all times, the School shall maintain appropriate governance, managerial procedures, and financial controls which shall include, but are not 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 November 1 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 or any other format as may be reasonably requested by the Authorizer.

SECTION 7: TERMINATION, NON-RENEWAL AND REVOCATION

- A. Relinquishment.** Should the School choose to relinquish its Charter before the expiration of the Certificate, it may do so upon written notice to the Authorizer. In such a case, the Authorizer's closure protocol shall begin immediately following written notification.
- 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, including the Performance Framework. The School may appeal a decision to not renew directly to the state board of education.
- C. Revocation.** The School's Charter may be revoked by the Authorizer if the School has failed to meet any of the renewal conditions, included in Appendix A and incorporated herein by this reference, by the stated due date. The School's Charter may be revoked if the School fails to have sufficient cash on hand as required by the Charter Schools Act. In such event, the Authorizer shall consider whether to revoke the School's Charter at its next regularly scheduled meeting. The decision shall be made at that time. The School may appeal a decision to revoke directly to the state board of education.
- D. Closure.** The Authorizer's closure protocol shall begin immediately after a decision to relinquish is made by the Charter Board, or a decision to revoke or non-renew or is made by the Authorizer. Closure protocol shall begin regardless of whether the School appeals the decision. In the event that closure protocol begins, the School shall cease operations

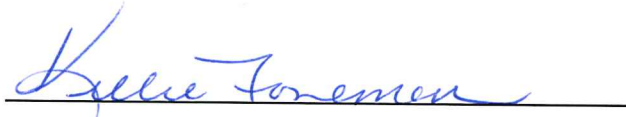
no later than the following June 30th. Closure protocol shall only cease if the state board of education overturns the Authorizer's decision.

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. 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 February 11, 2021.

Chairman, Idaho Public Charter School Commission



Chairman, Elevate Academy Nampa LLC Governing Board

Elevate Academy Nampa LLC

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Performance Certificate 2022 – 2027

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SUBJECT

Elevate Academy - North Proposed Performance Certificate.

APPLICABLE STATUTE, RULE, OR POLICY

I.C. §33-5205B Public Charter Schools

IDAPA 08.02.04 Rules Governing Public Charter Schools

BACKGROUND

Idaho statute requires that all public charter schools and their authorizers execute performance certificates within 75 days of petition approval.

On February 11, 2021 the PCSC approved a new charter school petition for Elevate Academy – North (EA-North).

DISCUSSION

PCSC staff has collaborated with EA-North to draft the individualized sections of the performance certificate and framework. In these materials, individualized sections of the certificate are highlighted in yellow.

SPEAKER

No guest speaker.

IMPACT

The PCSC has 75 days from the date of new petition approval in which to execute a performance certificate with the school's governing board.

STAFF COMMENTS AND RECOMMENDATIONS

If the PCSC moves to execute the performance certificate, the PCSC chairman and respective school's board chair will sign the certificate, making it effective for the dates specified therein.

COMMISSION ACTION

A motion to execute the performance certificate for Elevate Academy - North as presented.

CHARTER SCHOOL PERFORMANCE CERTIFICATE

This Performance Certificate (“Certificate”) is executed on **April 8, 2021**, by and between the Idaho Public Charter School Commission (the “Authorizer”), and **Elevate Academy North, LLC** (the “School”), an independent public school organized as an Idaho nonprofit corporation and established under the Public Charter Schools Act of 1998, Idaho Code Section 33-5201 *et seq.*, as amended (the “Charter Schools Act.”)

RECITALS

WHEREAS, on **November 18, 2020** the Authorizer received a petition to establish a new charter school; and

WHEREAS, on **February 11, 2021** the Authorizer approved the new charter school petition;

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

SECTION 1: TERMS OF AUTHORIZATION

- A. Establishment of School.** The School is hereby authorized to implement the program described in the Charter, attached to this Certificate as Appendix C and incorporated herein by this reference. Any significant changes to any section of the Charter, including the educational program, facilities plan, financial plan, or the management plan, during the School’s pre-operational period or first operational term shall be treated as an amendment in accordance with the Authorizer’s policy.
- B. Term of Agreement.** This Certificate is effective as of **February 11, 2021** if properly executed. The school shall be pre-operational from the effective date of this Certificate through June 30, **2022**. The school’s operational term shall be from July 1, **2022** and end on June 30, **2027**. Subsequent terms of operation may be issued by the authorizer in accordance with Idaho Code and PCSC policy.
- C. Pre-Opening Requirements.** 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 B and incorporated herein by this reference.

SECTION 2: EDUCATIONAL PROGRAM

- A. School Mission.** The mission of the School is as follows: **Elevate Academy North is a 6th-12th learning environment committed to serving at-risk students. Through purposeful instruction**

Elevate Academy North, LLC

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Executed **April 8, 2021**

students will take responsibility for leading their own lives and studying a career track that may include vocational and college paths or a combination thereof. By owning their educational pathway, students will become contributing members of their community and local economy upon graduation.

- B. Grades Served.** The School may serve students in grades 6 through 12.
- C. Design Elements.** The School shall implement and maintain the following essential design elements of its educational program:
 - a. The School shall serve at-risk students. This shall be verified by enrollment data.
 - b. The School shall offer multiple pathways that focus on skill attainment. This shall be verified by curriculum maps.
 - c. The School shall operate on a year-round calendar. This shall be verified by the school's operational calendar.
 - d. The School shall focus on personal development of each student through focused curriculum. This shall be verified by a random sample of individual student plans.
- 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. The School shall be accredited or appropriately credentialed by Cognia. All reports issued to the school from the accrediting agency shall be submitted to the Authorizer within five (5) days of receipt.

SECTION 3: 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 with respect to the School's operation, and shall have the responsibility of overseeing academic achievement, financial health, and operational management of the School. The Charter Board shall also be responsible for maintaining and enforcing a compliant board and providing overall board stewardship for the School.
- B. Articles of Incorporation and Bylaws.** The articles of incorporation and bylaws of the Charter Board shall provide for governance of the operation of the School as a nonprofit corporation and a public charter school, and shall at all times be consistent with all applicable rules, laws, and this Certificate. The School shall notify the Authorizer of any modification to the articles of incorporation or bylaws 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 of incorporation and bylaws, and all applicable law, rule, and policy. The Charter Board shall notify the Authorizer of any changes to its composition and provide an amended School Leadership Roster within five (5) business days of it taking effect.

Elevate Academy North, LLC

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SECTION 4: AUTHORIZER ROLE AND RESPONSIBILITIES

- A. Oversight Allowing Autonomy.** The Authorizer's Role shall be to evaluate the School's performance outcomes according to this Certificate and the Performance Framework, and shall be to provide compliance oversight. The Authorizer shall comply with the provisions of Charter Schools Act and the terms of this Certificate in a manner that does not unduly inhibit the autonomy of the School.
- B. Charter School Performance Framework.** The Charter School Performance Framework ("Performance Framework") is attached and incorporated into this agreement as Appendix A. The Performance Framework shall be used to annually evaluate the School's academic achievement, board stewardship, operational management, and financial health. The specific terms of the Performance Framework are determined by the Authorizer and shall be binding on the School.
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- E. School Performance.** The School shall meet standard on all measures of the Performance Framework included herein. The Authorizer shall renew any charter in which the public charter school met all of the terms of its Certificate, including all appendices, at the time of renewal.
- F. Performance Framework as Basis for Renewal of Charter.** The School's performance in relation to the Performance Framework shall provide the basis upon which the Authorizer shall decide whether to renew the School's Charter at the end of the Certificate term.
- G. Required Reports.** The School shall prepare and submit reports as required by the Authorizer's policy.
- H. Authorizer's Right to Review.** The Authorizer maintains the right to request and review additional documentation if such becomes necessary in the course of regular oversight duties or to investigate the validity of a compliance concern. The Authorizer shall conduct its reviews in a manner that does not unduly inhibit the autonomy granted to the School.
- I. Site Visits.** The Authorizer may conduct site visits in accordance with the Authorizer's policy. Reports from any site visit shall be made available to the School and shall be included in the School's annual Performance Report.

Elevate Academy North, LLC

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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.
- B. Maximum Enrollment.** The maximum number of students who may be enrolled in the school shall be 486 Enrollment shall be limited to the following:

	2022-23	2023-24	2024-25	2025-26
Total Enrollment Not to Exceed:	342	414	486	486

- C. Equitable Enrollment Procedures.** 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 School than there are spaces available, the School shall select students to attend using a random selection process that shall be publicly noticed and open to the public.
- D. School Facilities.** The School shall operate at the following location(s): Killdeer Avenue/Bogie Drive, Post Falls, ID. The School shall provide the Authorizer with facilities documentation, including occupancy permits, fire marshal reports, building inspection reports, and health department reports for any facility newly occupied by the School, and any remodeling or construction project for which such documentation is necessary in accordance with Authorizer policy and Administrative Rule.
- E. Attendance Area.** The School's primary attendance area shall be used for the purposes of determining applicability of this enrollment preference category. The School's primary attendance areas is as follows: From Hwy 41/W. Prairie Ave. westbound to N. Chase Rd. Southbound on N Chase Rd, past W. Seltice Way, southbound on N. Spokane St. to E. Third Ave. Westbound on E. Third Ave. to N. Greensferry Way, northbound to E. Seltice Way. Eastbound on E. Seltice Way to Hwy 95. Northbound on Hwy 95 to W. Hayden Ave. Westbound on W. Hayden Ave. to N Atlas Rd., southbound on N. Atlas Rd. to W. Prairie Ave. and westbound to Hwy 41.
- F. Staff.** Instructional staff shall be certified as provided by rule of the state board of education. All full-time staff members of the School shall be covered by the public employee retirement system, federal social security, unemployment insurance, worker's compensation insurance, and health insurance.

Elevate Academy North, LLC

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Performance Certificate 2022 – 2027

Executed April 8, 2021

- 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's Performance Framework incorporated into this agreement as Appendix A.
- B. Financial Controls.** At all times, the School shall maintain appropriate governance, managerial procedures, and financial controls which shall include, but are not 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 November 1 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 or any other format as may be reasonably requested by the Authorizer.

SECTION 7: TERMINATION, NON-RENEWAL AND REVOCATION


- A. Relinquishment.** Should the School choose to relinquish its Charter before the expiration of the Certificate, it may do so upon written notice to the Authorizer. In such a case, the Authorizer's closure protocol shall begin immediately following written notification.
- 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, including the Performance Framework. The School may appeal a decision to not renew directly to the state board of education.
- C. Revocation.** The School's Charter may be revoked if the School fails to have sufficient cash on hand as required by the Charter Schools Act. In such event, the Authorizer shall consider whether to revoke the School's Charter at its next regularly scheduled meeting. The decision shall be made at that time. The School may appeal a decision to revoke directly to the state board of education.

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. 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 February 11, 2021.

Chairman, Idaho Public Charter School Commission



Chairman, Elevate Academy North, LLC Governing Board

Elevate Academy North, LLC

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Performance Certificate 2022 – 2027

Executed April 8, 2021

SUBJECT

McCall Community School proposed amendment.

APPLICABLE STATUTE, RULE, OR POLICY

I.C. §33-5206(8) Public Charter Schools

IDAPA 08.02.04 Rules Governing Public Charter Schools

BACKGROUND

A new charter school petition for McCall Community School (MCS) was approved on April 11, 2019. The school's performance certificate is operational from July 1, 2020 through June 30th of 2025. On June 11, 2020, the IPCSC was notified that MCS had resolved to delay their opening until fall of 2021 due to insufficient start-up funding for facilities. At that time, the IPCSC also approved an amendment to change the date of the school's existing pre-opening condition which requires IPCSC staff to verify sufficient funds prior to the school's opening.

The PCSC's review of this amendment request must be limited in scope solely to the proposed revisions.

DISCUSSION

During the past year, the school's board has experienced some turnover and school leadership has continued to pursue financial support and a variety of facility options, including partnering with a management company.

MCS's board of directors chose not to pursue the partnership with the management company and has since resolved to delay their opening for another year due to insufficient funding to secure a facility. The school requests an amendment to change the due date of the existing pre-opening condition from April 1, 2021 to April 1, 2022.

This change would allow the IPCSC to consider forcing another delay if the necessary funding is not secured by the due date and the school does not resolve to delay on its own.

The IPCSC has no grounds to revoke the charter under current law. The school may attempt to open for the length of its current performance certificate term. However, if the school is unable to open before fall of 2024, the IPCSC may choose to non-renew the performance certificate. The school may also choose to relinquish its performance certificate.

Meeting materials for this agenda item include:

- A letter from the MCS board of directors stating their intent to delay opening.
- A draft performance certificate amendment prepared by PCSC staff noting the change of due date on the existing pre-opening condition.

SPEAKER

No guest speaker.

IMPACT

If the IPCSC approves the amendment, MCS may attempt to open its doors in the fall of 2022. If sufficient funding is not secured by May 11, 2022, the IPCSC could require the school to delay another year.

If the IPCSC denies the amendment, MCS may attempt to open its doors in the fall of 2022. The existing condition would expire on May 11, 2021 and could not be considered in the future.

Additionally, the PCSC would issue a written notice of denial of the proposed performance certificate revision. The school may appeal a denial decision to the State board of Education within 30 days of receiving such notification.

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends that the IPCSC approve the amendment to the McCall Community School performance certificate as presented.

COMMISSION ACTION

A motion to approve the amendment to the McCall Community School performance certificate as presented.

OR

A motion to deny the amendment to the McCall Community School performance certificate as presented.

Amendment 2

WITNESS WHEREOF, the Authorizer and McCall Community School Inc. have executed this amendment to the Performance Certificate to adjust the date of the Condition of Authorization (Appendix A) as reflected below and included in the charter.

1. No later than April 1, 2022, MCS will submit to the PCSC a balanced budget that evidences the ability to remain fiscally stable for at least three years of operation based on appropriate financing.

The amendment to McCall Community School Inc.'s Performance Certificate is effective as of April 8, 2021.

Chairman, Idaho Public Charter School Commission

Chairman, McCall Community School Board



February 10, 2021

Idaho Public Charter School Commission
304 N. 8th St., Ste 242
Boise, ID 83702

Dear IPCSC,

Thank you for your time and input over the phone the other day. We greatly appreciate it.

Per our conversation, the McCall Community School is requesting an amendment to the certificate regarding our opening. We would like to extend our opening by another year to school year 2022-2023.

We hold our Mission as the guiding force for guiding our decisions. In order to stay true to our model, we don't want to open unless we are 100% ready. A deferment is the best course of action at this time.

Sincerely,

Jonas Bean
Board Chair
McCall Community School
P.O. Box 490
McCall, ID 83638

SUBJECT

The Academy, dba Connor Academy, Proposed Major Amendment

APPLICABLE STATUTE, RULE, OR POLICY

I.C. §33-5206(8) Public Charter Schools

IDAPA 08.02.04 Rules Governing Public Charter Schools

BACKGROUND

The Academy (Connor Academy) is a Harbor Method school focused on rigorous curriculum, direct instruction, and character education. The school is located in Chubbuck, Idaho and is approved to serve 558 students in grades K-12. In the 2019-2020 school year, Connor Academy served 540 students in grades K-8. Connor Academy has scored at or above the “meets standard” mark on all measures of the framework for at least the past three years.

The PCSC’s review of this amendment request must be limited in scope solely to the proposed revisions.

DISCUSSION

The school seeks to increase its overall student enrollment capacity with an intent to serve only K-8 students. The community is experiencing rapid growth and school leadership feels strongly that there is sufficient demand to justify increased capacity. The school acquired land adjacent to its existing facility several years ago with intent to pursue this expansion.

The school is requesting to amend its performance certificate to increase enrollment capacity from 548 to 1200.

Meeting materials for this agenda item include:

- A letter from Connor Academy’s board of directors stating their request.
- A proposed enrollment chart prepared by Connor Academy’s Principal.
- A draft of the performance certificate amendment page.
- Yield rate and portfolio diversity data compiled by PCSC staff.
- A copy of Connor Academy’s most recent annual report, issued 12/15/2020.

SPEAKER

Joel Lovestedt, Principal and Annie Dixon, Board Chair.

IMPACT

If the PCSC approves the amendment, Connor Academy would be eligible to apply for the federal CSP grant as an “expanding school”. If awarded the grant, the school would pursue construction of a second facility with intent to begin serving the additional students in the fall of 2023.

If the PCSC denies the amendment, Connor Academy would not be eligible to apply for the federal CSP grant, and would not have the funding available to pursue construction of a second facility.

Additionally, the PCSC would issue a written notice of denial of the proposed performance certificate revision. The school may appeal a denial decision to the State Board of Education within 30 days of receiving such notification.

STAFF COMMENTS AND RECOMMENDATIONS

Based on Connor Academy's past performance and current preparations, PCSC staff acknowledges that the school is likely to execute the proposed plan successfully.

However, as the primary attendance area is at or near a saturation point and approval of this amendment is likely to have some impact on the overall composition of the PCSC's portfolio, approval of the amendment is at the discretion of the Commission.

COMMISSION ACTION

A motion to approve the amendment to Connor Academy's performance certificate as presented.

OR

A motion to deny the amendment to Connor Academy's performance certificate as presented.



Connor Academy

1295 Alpine Avenue • Chubbuck • Idaho • 83202 • 208.232.1447

03 March 2021

Charter Commission Board Members:

We request that the Charter Commission approve an amendment to our charter, to increase the enrollment cap from 560 to up to 1200. Without the commission's support, we will not be able to move forward to seek proper funding and determine the viability of this project.

The Academy Inc. (LEA # 460) is a Harbor philosophy-based charter school that opened in 2006 as K-8 school with 240 students. In 2015 we moved into a new facility (Connor Academy) with an increased enrollment of 411 students. By 2017 we had reached our enrollment capacity of approximately 550 students.

Currently, the cities of Pocatello and Chubbuck are experiencing high growth. Chubbuck, where the Academy is located, is currently growing at a rate of 2.13% annually. Because of new construction, its population has increased 17% from 2010 to 2020. At a recent Chamber of Commerce meeting, it was reported that rental property unavailability has nearly reached crisis proportions in the Pocatello/Chubbuck area and that houses are in such demand that homes are selling within days (or even hours) of being put on the market. A nearby residential community (Northgate) is in the process of building over 400 family homes and several other large neighborhoods are either under construction or in the early planning stages. This is especially true of the area directly adjacent and connected to Connor Academy.

Connor Academy is known as a safe school with rigorous curriculum and well-behaved students. It has a stable, well-trained Board of Directors and has had the same administrator for over a decade. Financially the school is on solid footing and teacher turn over has been extremely low. Academically Connor Academy does well, especially in math where our state test scores put us among the top 10 highest scoring districts in Idaho.

Because of the aforementioned current and projected growth trends, we anticipate a higher demand for enrollment at Connor Academy. We feel that we have the resources, expertise, community support and experience to successfully address this increased demand by adding additional tracks for K-8 students. Our plan is to not only increase our enrollment capacity, but to also increase the quality of our program.

Thank you for your consideration of our amendment request.

Sincerely,

Joel Lovstad
Principal/Superintendent
The Academy Inc.

Annie Dixon
Board Chair
The Academy Inc.

CURRENT CHARTER

Tab 7: Admissions, Enrollments, Student Handbook

Admission Procedures I.C. 33-5205(3)(i)

Enrollment Capacity

Each grade shall be made up of two classes per grade level kindergarten through eighth grade. The total enrollment capacity for the school will be 558 students. The enrollment cap for each grade level shall be:

Grade	Class 1 Maximum Capacity	Class 2 Maximum Capacity	Total
Kindergarten	24 students	24 students	48 students
First Grade	28 students	28 students	56 students
Second Grade	30 students	30 students	60 students
Third Grade	32 students	32 students	60 students
Fourth Grade	33 students	33 students	66 students
Fifth Grade	33 students	33 students	66 students
Sixth Grade	33 students	33 students	66 students
Seventh Grade	33 students	33 students	66 students
Eighth Grade	33 students	33 students	66 students
Total K-8	279 students	279 students	558 students

Growth Plan

When the Academy Charter School moved to its new facility in the 2015-2016 school year, it doubled its student capacity. An enrollment growth plan was established to reach full capacity after three years. Our first year in the building we added a second class in grades K-6th only, In each subsequent year this group will move forward, filling in the 7th and 8th grade classes of the new track.

PROPOSED AMMENDMENT

Tab 7: Admissions, Enrollments, Student Handbook

Admission Procedures I.C. 33-5205(3)(i)

Enrollment Capacity

Each grade shall be made up of ~~two~~ **three** classes per grade level kindergarten through eighth grade. The total enrollment capacity for the school will be ~~558~~ **837** students. The enrollment cap for each grade level shall be:

Grade	Class 1 Capacity	Class 2 Capacity	New Class 3	Total Students
Kindergarten	24 students	24 students	24 students	48 72 students
First Grade	28 students	28 students	28 students	56 84 students
Second Grade	30 students	30 students	30 students	60 90 students
Third Grade	32 students	32 students	32 students	64 96 students
Fourth Grade	33 students	33 students	33 students	66 99 students
Fifth Grade	33 students	33 students	33 students	66 99 students
Sixth Grade	33 students	33 students	33 students	66 99 students
Seventh Grade	33 students	33 students	33 students	66 99 students
Eighth Grade	33 students	33 students	33 students	66 99 students
Total K-8	279 students	279 students	279 students	558 837 students

Growth Plan

When the Academy Charter School moved to its new facility in the 2015-2016 school year, it doubled its student capacity. An enrollment growth plan was established to reach full capacity after three years. Our first year in the building we added a second class in grades K-6th only, In each subsequent year this group will move forward, filling in the 7th and 8th grade classes of the new track.

Amendment 1

WITNESS WHEREOF, the Authorizer and The Academy Inc., dba Connor Academy have executed this amendment to the Performance Certificate, effective 4/8/2021:

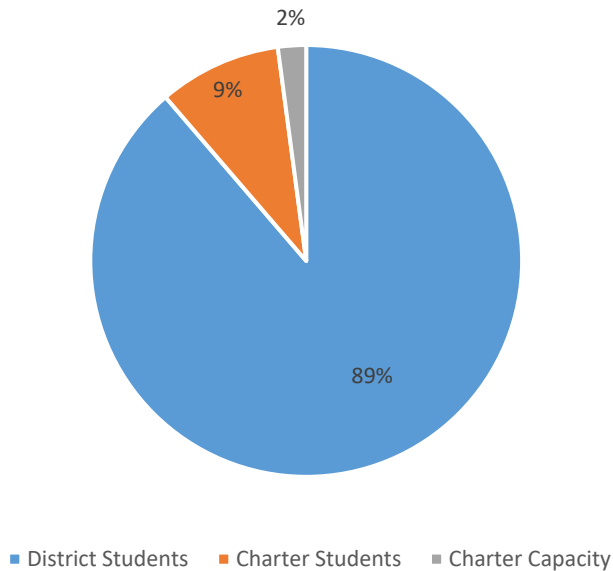
1. To increase the maximum enrollment from 560 to 1200 students in section 5B of this Performance Certificate.

Chairman, Idaho Public Charter School Commission

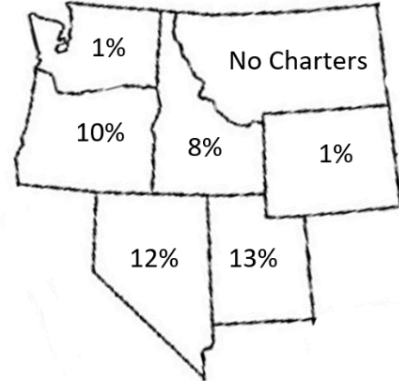
Chairman, The Academy Inc., dba Connor Academy Board

Yield Rate and Portfolio Diversity Connor Academy Amendment

Yield Rate Pocatello
Full-Term ADA July 2020



Yield Rate Idaho &
Surrounding States

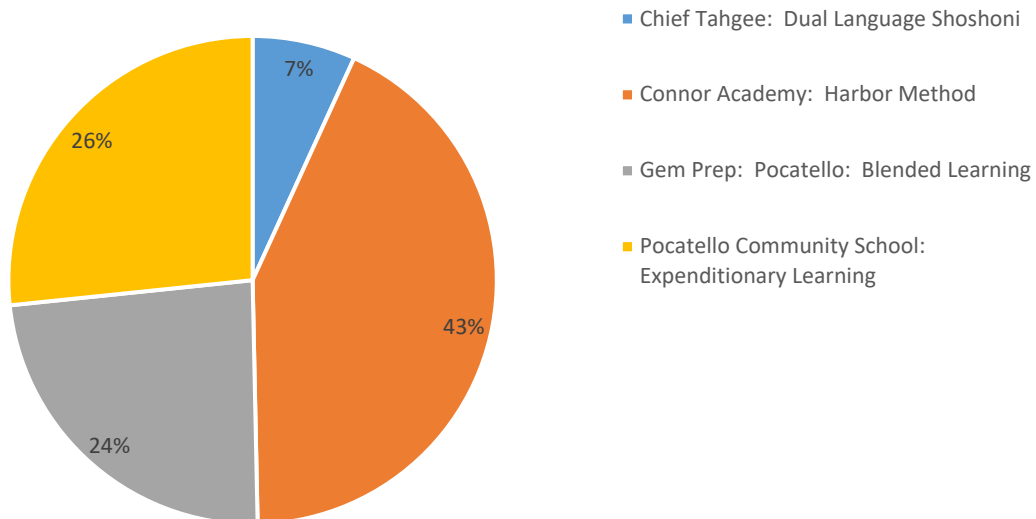


National Yield Rate: 7% excluding Washington D.C.; 8% including.

3 Largest Yield Rates: Washington D.C. 52%; Arizona 26%; Florida 16%

National Alliance for Public Charter Schools (2021). "Measuring up to the Model: A Ranking of State Public Charter School Laws"

Pocatello Area Charter Model Diversity
Full-Term ADA July 2020



CONNOR ACADEMY

2020 ANNUAL PERFORMANCE REPORT

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 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 authorizing decisions, such as the evaluation of charter amendment proposals.

This report contains an overview of the school, including its 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 clearly sets forth the academic and operational performance indicators, measures, and metrics that will guide the PCSC's evaluations of the school. It contains indicators, measures, and metrics for student academic proficiency, student academic growth, post-secondary readiness (for high schools), and board performance and stewardship.

In accordance with Idaho law, the performance framework requires, at a minimum, that each school meet applicable federal, state, and authorizer goals for student achievement. It is designed to fulfill this requirement while respecting the diverse missions and student populations represented in PCSC portfolio schools. This performance framework was adopted by the Idaho Public Charter School Commission on May 4th, 2017.

To facilitate a clear context for the academic results contained in this report, the demographic, enrollment, and school leadership information provided is from the school year during which the data was gathered. Updated enrollment and school leadership information is available upon request from the school or PCSC office.

The data provided in this report was gathered primarily through the State Board of Education and State Department of Education. An independent financial audit and any applicable mission-specific data were submitted directly by the school. The school had a opportunity to correct or clarify its 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 a full, contextualized understanding of the school's performance.

PERFORMANCE FRAMEWORK STRUCTURE

The academic section comprises the primary indicators on which most renewal or non-renewal decisions are based. The mission-specific, operational, and financial sections contribute additional indicators that are, except in cases of egregious failure to meet standards, considered secondary.

Academic	The academic section focuses on quantitative academic outcomes. It reflects the PCSC's commitments to considering schools' performance in the context of their communities and student populations. Although some results may not be made publicly available in certain cases, in order to protect individually identifiable student information, the PCSC may still use this information for purposes of making authorizing decisions.
Mission-Specific	The mission-specific section provides an opportunity for meaningful acknowledgement of schools' achievements that are not reflected elsewhere in the framework. These measures may be academic or non-academic in nature, but must be objective and data-driven. Mission-specific measures are generally optional; however, inclusion of certain mission-specific measures may be required as a condition of the performance certificate.
Operational	The operational section considers whether schools are operating in compliance with federal and state law, authorizer requirements, and the provisions of their performance certificates.
Financial	The financial section evaluates the near-term and long-term financial status of the school. Schools with management contracts containing deficit protection clauses may be exempted from these indicators.

ACCOUNTABILITY DESIGNATIONS

Calculation of the percentage of eligible points earned for each school determines that school's accountability designation in each section. The accountability designations, in turn, guide authorizing decisions. The PCSC will consider contextual factors affecting a school's accountability designations when making authorizing decisions.

Honor	Schools achieving at this level in all sections are guaranteed renewal. Replication and expansion proposals are likely to succeed.
Good Standing	Schools achieving at this level in the academic section will be recommended for renewal; however, conditional renewal may be recommended if outcomes in other sections are poor. Replication and expansion proposals will be considered.
Remediation	Schools achieving at this level in the academic section may be recommended for non-renewal or conditional renewal, particularly if outcomes in other sections are poor. Replication and expansion proposals are unlikely to succeed.
Critical	Schools achieving at this level in the academic section face a strong likelihood of non-renewal, particularly if outcomes in other sections are also poor. Replication and expansion proposals will not be considered.

SCHOOL OVERVIEW

Mission Statement	The mission of Connor Academy is to educate students by implementing a core curriculum of mathematics, reading, writing, science and social studies and by involving parents in the educational process, while nurturing student confidence and achievement with a safe, character building teaching method.		
Key Design Elements	<ul style="list-style-type: none"> • A safe environment for learning developed through a strong character education program emphasizing kindness and respect. • An emphasis on direct instruction characterized by high levels of student effort and participation and teaching to the high. • Instructional fidelity aligned with principles set forth in the Harbor Essentials for Educators Handbook. 		
School Location	240 East Maple Street Pocatello, ID 83201	School Phone	208-232-1447
Surrounding District	Pocatello/Chubbuck School District		
Opening Year	2006		
Current Term	July 1, 2019- June 30, 2024		
Grades Served	K-8		
Enrollment (Approved)	558	Enrollment (Actual)	522

SCHOOL LEADERSHIP

Annie Dixon	Chair
Cali Johnson	Vice-Chair
Dannis Adamson	Treasurer
Amna Rahim	Secretary
Mark Stenberg	Board Member
Jessica Anderson	Board Member
Mike Mendive	Board Member
Joel Lovstedt	Administrator
Marc Carignan	Business Manager

STUDENT DEMOGRAPHICS

	School	State	Surrounding District	Neighboring District
Non-White	17%	25%	22%	N/A
Limited English Proficiency	<2%	7%	1%	N/A
Special Needs	10%	11%	Masked	N/A
Free and Reduced Lunch	25%	44%	44%	N/A

ACADEMIC	Measure	Points Possible K-8	Points Earned K-8	Points Possible 9-12	Points Earned 9-12	Points Possible K-12	Points Earned K-12	Points Possible Alternative	Points Earned Alternative
State Proficiency Comparison	1a	50	NA*	50	0	50	0		
	1b	50	NA*	50	0	50	0		
District Proficiency Comparison	2a	50	NA*	50	0	50	0	50	0
	2b	50	NA*	50	0	50	0	50	0
Criterion-Referenced Growth	3a	100	NA*			50	0		
	3b	100	NA*			50	0		
Norm-Referenced Growth	4a			100	0	50	0	50	0
	4b			100	0	50	0	50	0
Post-Secondary Readiness	5a			125	0	125	0	100	0
Total Academic Points		400	NA*	525	0	525	0	300	0
% of Academic Points			NA*		0%		0%		0%

*No academic data for FY20 is available due to the COVID-19 pandemic.

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

CA has chosen not to include mission-specific measures.

OPERATIONAL	Measure	Points Possible	Points Earned	FINANCIAL	Measure	Points Possible	Points Earned
Educational Program	1a	25	25	Near-Term	1a	50	50
	1b	25	25		1b	50	50
	1c	25	25		1c	50	50
	1d	25	25		1d	50	50
Financial Management & Oversight	2a	25	25	Sustainability	2a	50	50
	2b	25	25		2b	50	50
	2c	25	25		2c	50	50
Governance & Reporting	3a	25	25		2d	50	50
	3b	25	25	Total Financial Points		400	400
	3c	25	25	% of Financial Points			100%
	3d	25	25				
	3e	25	25				
	3f	25	25				
School Environment	4a	25	15				
	4b	25	25				
Additional Obligations	5a	25	25				
Total Operational Points		400	390				
% of Operational Points			98%				

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.

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%	NA*	NA	55% - 74%	NA	80% - 89%	98%	65% - 84%	100%
Remediation	31% - 54%			31% - 54%		61% - 79%		46% - 64%	
Critical	0% - 30%			0% - 30%		0% - 60%		0% - 45%	

*No academic data for FY20 is available due to the COVID-19 pandemic.

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

INDICATOR 1: EDUCATIONAL PROGRAM				
Measure 1a		Result	Points Possible	Points Earned
Implementation of Educational Program	Is the school implementing the material terms of the educational program as defined in the charter and 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 charter and performance certificate. A cohesive professional development program is utilized.	No instances of non-compliance documented	25	25
	Partially Meets Standard: The school partially implements the material terms of the mission, vision, and educational program. However, implementation is incomplete, not cohesive, inconsistent, unclear, and/or unsupported by adequate resources and professional development.		15	
	Does Not Meet Standard: The school has deviated from the material terms of the mission, vision, and/or essential elements of the educational program as described in the performance certificate, without an approved amendment, such that the program provided differs substantially from the program described in the charter and performance certificate.		0	
Notes				25
Measure 1b		Result	Points Possible	Points Earned
Educational Requirements	Is the school complying with applicable educational requirements?			
	Meets Standard: The school materially complies with applicable laws, rules, regulations , and provisions of the performance certificate relating to educational requirements, including but not limited to: Instructional time requirements, graduation, and promotional 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
	Partially Meets Standard: The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to educational 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 educational requirements; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				25

Measure 1c	Is the school protecting the rights of students with disabilities?	Result	Points Possible	Points Earned
Students with Disabilities	Meets 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 provisions 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 school's facility and programs; appropriate use of all available applicable funding.	No instances of non-compliance documented	25	25
	Partially 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 identifiable 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, or provisions of the performance certificate relating to the treatment of students with identifiable disabilities and those suspected of having a disability; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.		0	
				25
Notes				
Measure 1d	Is the school protecting the rights of English Language Learner (ELL) students?	Result	Points Possible	Points Earned
English Language Learners	Meets 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 students from ELL services; and ongoing monitoring of exited students.	No instances of non-compliance documented	25	25
	Partially 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, or 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
Notes				

INDICATOR 2: FINANCIAL MANAGEMENT AND OVERSIGHT			
Measure 2a	Is the school meeting financial reporting and compliance requirements?	Result	Points Possible Points Earned
Financial Reporting and Compliance	<p>Meets 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 PCSC, and any reporting requirements if the board contracts with an Education Service Provider; on-time completion and submission of the annual independent audit and corrective action plans (if applicable); and all reporting requirements related to the use of public funds.</p> <p>Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and 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 non-compliance with applicable laws, rules, regulations, or 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>	<p>No instances of non-compliance documented</p> <p>25</p> <p>15</p> <p>0</p>	<p>25</p> <p>25</p> <p>25</p>
Notes			
Measure 2b	Is the school following General Accepted Accounting Principles (GAAP)	Result	Points Possible Points Earned
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 option, an audit devoid of significant findings and conditions, material weakness, 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> <p>Partially Meets Standard: The school largely exhibits compliance 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. Any matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits failure to comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p>	<p>See note</p> <p>15</p> <p>0</p>	<p>25</p> <p>25</p> <p>25</p>
Notes	No points are deducted for failure to comply with GASB 75.		
Measure 2c	Is the school successfully enrolling the projected number of students?	Result	Points Possible Points Earned
Enrollment Variance	<p>Meets Standard: Enrollment variance equaled or exceeded 95 percent in the most recent fiscal year.</p> <p>Partially Meets Standard: Enrollment variance was between 90 and 95 percent in the most recent fiscal year.</p> <p>Does Not Meet Standard: Enrollment variance was less than 90 percent in the most recent fiscal year.</p>	<p>95.64%</p> <p>15</p> <p>0</p>	<p>25</p> <p>25</p> <p>25</p>
Notes	Enrollment variance is calculated by dividing mid-term ADA by the enrollment projection reported to the PCSC at the beginning of the fiscal year.		

INDICATOR 3: GOVERNANCE AND REPORTING			
Measure 3a	Is the school complying with governance requirements?	Result	Points Possible
Governance Requirements	<p>Meets 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; code of ethics; conflicts of interest; board composition; and compensation for attendance at meetings.</p> <p>Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and 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.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or 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.</p>	No instances of non-compliance documented	25
Notes			15
			0
			25
Measure 3b	Is the board fulfilling its oversight obligations?	Result	Points Possible
Board Oversight	<p>Meets Standard: The school's board practices consistent, effective oversight of the school, including but not limited to frequent review of the school finances and academic outcomes. Board meeting agendas, packets, and minutes reflect competent oversight practices and actions to foster academic, operational, and financial strength of the school, including ongoing board training, policy review, and strategic planning. The school's board has adopted and maintains a complete policy book.</p> <p>Partially Meets Standard: Some of the school board's oversight practices are underdeveloped, inconsistent, incomplete, or reflect a need for additional training. Board meeting agendas, packets, and minutes reflect meaningful efforts toward self-evaluation and improvement. The school's policy book may be substantially complete but require additional maintenance.</p> <p>Does Not Meet Standard: The school's board fails to practice consistent, effective oversight of the school, and/or documentation of competent oversight practices and actions is not maintained. The school's policy book may be incomplete, unmaintained, or non-existent.</p>	No instances of non-compliance documented	25
Notes			15
			0
			25

Measure 3c	Is the school complying with reporting requirements?	Result	Points Possible	Points Earned
Reporting Requirements	<p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, the SBOE, and/or federal authorities, including but not limited to: accountability tracking; attendance and enrollment reporting; compliance and oversight; and additional information requested by the authorizer.</p> <p>Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, the SBOE, and/or federal authorities. 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 materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, the SBOE, and/or federal authorities; 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
			15	
			0	
Notes				25
Measure 3d	Is the school complying with public transparency requirements?	Result	Points Possible	Points Earned
Public Transparency	<p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to public transparency, including but not limited to: maintenance of its website, timely availability of board meeting minutes, and accessibility of documents maintained by the school under the state's Freedom of Information Act, Open Meeting Law, Public Records Law, and other applicable authorities.</p> <p>Partially Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to public transparency. Any 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 materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to public transparency; 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
			15	
			0	
Notes				25
Measure 3e	Is the school meeting employee credentialing and background check requirements?	Result	Points Possible	Points Earned
Credentialing & Background Checks	<p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to state and federal certification and background check requirements.</p> <p>Partially Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to state and federal certification and background check 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 materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to state and federal certification and background check 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
			15	
			0	
Notes				25

Measure 3f	Is the school handling information appropriately?	Result	Points Possible	Points Earned
Information Handling	<p>Meets 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 student records under the Family Educational Rights and Privacy Act and other applicable authorities; storing and transferring student and personnel records; and securely maintaining testing materials.</p> <p>Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and 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.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or 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.</p>	No instances of non-compliance documented	25	25
			15	
			0	
Notes				25
INDICATOR 4: SCHOOL ENVIRONMENT				
Measure 4a	Is the school complying with transportation requirements?	Result	Points Possible	Points Earned
Transportation	<p>Meets Standard: The school provides student transportation within its primary attendance area and materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to transportation.</p> <p>Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to transportation; and/or provides and incomplete form of transportation services. 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 materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to transportation; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board; and/or the school does not provide transportation.</p>	See note	25	15
			0	
Notes	Connor academy does not directly provide a transportation program for students, but does have a contract with the public transportation system and provides bus passes for students. The bus stop is on the corner of the school's property.			15
Measure 4b	Is the school complying with facilities requirements?	Result	Points Possible	Points Earned
Facilities	<p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the school facilities and grounds, including but not limited to: Americans with Disabilities Act, fire inspections and related records, viable certification of occupancy or other required building use authorization, and documentation of requisite insurance coverage. The school facility is clean, well-maintained, and adequate for school operations.</p> <p>Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and requirements of the performance certificate relating to the school facilities and grounds. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board. Additional facility maintenance and/or updates have been recommended by DBS.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to the school facilities and grounds; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board. The school facility may be in need of modification or repair required by DBS.</p>	No instances of non-compliance documented	25	25
			15	
			0	
Notes				25

INDICATOR 5: ADDITIONAL OBLIGATIONS			
Measure 5a	Is the school complying with all other obligations?	Result	Points Possible
Additional Obligations			Points Earned
	Meets Standard: The school materially complies with all other material legal, statutory, regulatory, or contractual requirements that are not otherwise explicitly stated herein, including but not limited to requirements from the following sources: revisions to statute and administrative rule; requirements of the State Department of Education; and requirements of the accrediting body.	No instances of non-compliance documented	25
	Partially Meets Standard: The school largely complies with all other material legal, statutory, regulatory, or contractual requirements that are not otherwise explicitly stated herein. Matters of non-compliance, if any, 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 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.		0
Notes			25

INDICATOR 1: NEAR-TERM			
Measure 1a	Current Ratio: Current Assets divided by Current Liabilities	Result	Points Possible Points Earned
Current Ratio	<p>Meets Standard: Current Ratio is greater than or equal to 1.1 OR Current Ratio is between 1.0 and 1.1 and one-year trend is positive (current year ratio is higher than last year's). <i>Note: For schools in their first or second year of operation, the current ratio must be greater than or equal to 1.1.</i></p> <p>Does Not Meet: 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.</p> <p>Falls Far Below Standard: Current ratio is less than or equal to 0.9.</p>	4.34	50 50
Notes		10	
		0	50
Measure 1b	Current Ratio: Cash divided by Current Liabilities	Result	Points Possible Points Earned
Cash Ratio	<p>Meets Standard: Cash Ratio is greater than 1.0 OR Cash Ratio is equal to 1.0 and one-year trend is positive (current year ratio is higher than last year's).</p> <p>Does Not Meet: Cash Ratio is between 0.9 and 1.0 OR Cash Ratio equals 1.0 and one-year trend is negative.</p> <p>Falls Far Below Standard: Cash ratio is equal to or less than 0.9.</p>	3.74	50 50
Notes		10	
		0	50
Measure 1c	Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses minus Depreciation Expense/365)	Result	Points Possible Points Earned
Unrestricted Days Cash	<p>Meets Standard: 60 Days Cash OR Between 30 and 60 Days Cash and one-year trend is positive. <i>Note: Schools in their first or second year of operation must have a minimum of 30 Days Cash.</i></p> <p>Does Not Meet: Days Cash is between 15-30 days OR Days Cash is between 30-60 days and one-year trend is negative.</p> <p>Falls Far Below Standard: Fewer than 15 Days Cash.</p>	228 days	50 50
Notes		10	
		0	50
Measure 1d	Default	Result	Points Possible Points Earned
Default	<p>Meets Standard: School is not in default of financial obligations. Financial obligations include, but are not limited to: nonpayment, breach of financial representation, non-reporting, non-compliance, financial judgements, loan covenants, and/or tax obligations.</p> <p>Does Not Meet: School is in default of financial obligations.</p>	No default noted	50 50
Notes		0	50

INDICATOR 2: SUSTAINABILITY			
Measure 2a	Total Margin: Net Income divided by Total Revenue AND Aggregated Total Margins: Total 3-Year Net Income divided by Total 3-Year Revenues.	Result	Points Possible Points Earned
Total Margin and Aggregated			
3-Year Total Margin	<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: 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>	See note	50 50
			30
			0
			50
Notes	The Total Margin result is 20.26% and the Aggregated Margin is 15.57%		
Measure 2b	Debt to Asset Ratio: Total Liabilities divided by Total Assets	Result	Points Possible Points Earned
Debt to Asset Ratio			
	Meets Standard: Debt to Asset Ratio is less than 0.9.	0.65	50 50
	Does Not Meet: Debt to Asset Ratio is between 0.9. and 1.0		30
	Falls Far Below Standard: Debt to Asset Ratio is greater than 1.0		0
			50
Notes			
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 Points Earned
Cash Flow			
	Meets Standard: 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>	See note	50 50
	Does Not Meet: Multi-Year Cumulative Cash Flow is positive, but trend does not "Meet Standard"		30
	Falls Far Below Standard: Multi-Year Cumulative Cash Flow is negative.		0
			50
Notes	Multi-Year Cash Flow is positive and the Cash Flow is positive in the most recent year.		
Measure 2d	Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)	Result	Points Possible Points Earned
Debt Service Coverage Ratio			
	Meets Standard: Debt Service Coverage Ratio is equal to or exceeds 1.1	2.17	50 50
	Does Not Meet: Debt Service Coverage Ratio is less than 1.1		0
			50
Notes			

Connor Academy Longitudinal Results

ACADEMIC	Measure	Percentage of Points Earned					
		2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
State Proficiency Comparison	1a			100%	NA		
	1b			75%	NA		
District Proficiency Comparison	2a			88%	NA		
	2b			64%	NA		
Criterion-Referenced Growth	3a			57%	NA		
	3b			57%	NA		
% of Possible Academic Points for this School		61%	68%	69%	NA		

OPERATIONAL	Measure	Percentage of Points Earned					
		2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Educational Program	1a - 1d	100%	100%	100%	100%		
Financial Management	2a - 2c	87%	100%	100%	100%		
Governance & Reporting	3a - 3f	83%	93%	100%	100%		
School Environment	4a - 4b	50%	80%	80%	80%		
Additional Obligations	5a	100%	100%	100%	100%		
% of Possible Operational Points for this School		85%	95%	98%	98%		

FINANCIAL	Measure	Percentage of Points Earned					
		2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Near-Term	1a - 1d	100%	100%	100%	100%		
Sustainability	2a - 2d	75%	65%	100%	100%		
% of Possible Financial Points for this School		88%	83%	100%	100%		

ACCOUNTABILITY DESIGNATION	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Academic	Good Standing	Good Standing	Good Standing	N/A		
Mission Specific	N/A	N/A	N/A	N/A		
Operational	Good Standing	Honor	Honor	Honor		
Financial	Honor	Good Standing	Honor	Honor		

*No academic data for FY20 is available due to the COVID-19 pandemic.

SUBJECT

Sage International School of Boise proposed amendment.

APPLICABLE STATUTE, RULE, OR POLICY

I.C. §33-5206(8) Public Charter Schools

IDAPA 08.02.04 Rules Governing Public Charter Schools

BACKGROUND

Sage International School of Boise (Sage) is an International Baccalaureate school authorized to serve 1200 students in grades K-12. The school is located in Boise. The school consistently achieves ratings of “meets standard” or better on all measures of the performance framework. Additionally, the school recently qualified to refinance its existing facility under favorable terms.

The PCSC’s review of this amendment request must be limited in scope solely to the proposed revisions.

DISCUSSION

Sage seeks to expand enrollment capacity by 300 students. This amendment would provide two elementary “feeder schools” for a single secondary program. As Sage’s current facility is at capacity, an additional K-5 campus would be located in another, yet to be determined, area of town. The school is confident the seats can be filled in time for a 2021 opening.

If the amendment is approved by the PCSC and Sage can secure a facility quickly, the school intends to open the additional seats in the fall of 2021. If the school cannot secure a facility quickly, the school intends to postpone the expansion until the fall of 2022.

Meeting materials for this agenda item include:

- A letter from Sage’s Executive Director stating the request.
- Draft meeting minutes from 3/15/21 noting the school board’s approval of the request.
- Sample enrollment models prepared by Sage.
- A financial analysis prepared by Sage.
- Drafted changes to the school’s charter.
- A draft of the performance certificate amendment page.
- Yield rate and portfolio diversity data compiled by PCSC staff.
- A copy of Sage’s most recent annual report, issued 12/15/2020.

SPEAKER

Keith Donahue, Executive Director

Andy Johnson, Network Deputy Director

Emily Downey, Network Director of Finance and Operations

Dani Zwolfer, Board Clerk

IMPACT

If the IPCSC approves the amendment, Sage will be eligible to apply for the federal CSP grant as an “expanding school”. If awarded the grant, the school would pursue a second facility with intent to begin serving the additional students in the fall of 2021.

If the PCSC denies the amendment, Sage would not be eligible to apply for the federal CSP grant.

Additionally, the PCSC would issue a written notice of denial of the proposed performance certificate revision. The school may appeal a denial decision to the State Board of Education within 30 days of receiving such notification.

STAFF COMMENTS AND RECOMMENDATIONS

Based on Sage’s past performance and current preparations, PCSC staff acknowledges that the school is likely to execute the proposed plan successfully.

However, as the primary attendance area is at or near a saturation point and approval of this amendment is likely to impact the overall composition of the PCSC’s portfolio, approval of the amendment is at the discretion of the Commission.

COMMISSION ACTION

A motion to approve the amendment to Sage International School of Boise’s performance certificate as presented.

OR

A motion to deny the amendment to Sage International School of Boise’s performance certificate as presented.



March 23, 2021

RE: CHARTER AMENDMENT REQUEST TO INCREASE K-12 ENROLLMENT CAPACITY FROM 1,200 TO 1,500

Dear Charter Commission Members and Staff:

We are pleased to submit this charter amendment request as we aim to serve more students at Sage International School. We feel we are well-poised to manage this proposed growth given our strong academic, operational and financial performance.

We look forward to discussing this charter amendment request with you, and answering any questions you may have, on the 8th. Thank you for your consideration and continued support and partnership.

REQUEST and OPPORTUNITY

Sage International requests that the Public Charter School Commission (PCSC) amend Sage International's charter by increasing enrollment capacity in TAB 7 from 1,200 K-12th grade students to a capacity of 1,500 K-12 students, a 300-student increase.

With this PCSC approval, Sage International will be in a position to pursue establishing a K-5th Grade Extension Campus in Boise that will feed into the 6th grade class on Sage's current Parkcenter campus. An Extension Campus is needed as we do not have adequate space on our current K-12 Parkcenter Campus to expand our K-5th grade programming. Establishing a K-5th grade Extension Campus with a capacity of 400-420 students will enable Sage International to better meet community demand for K-5th grade seats at Sage International while also strengthening Sage's secondary enrollment (6th-12th) and better supporting our K-12 IB mission, as summarized herein. Solidifying our secondary enrollment (7th-12th) also strengthens Sage International's fiscal strength. Increasing Sage's enrollment capacity to 1,500 K-12 students allows our team to pursue this opportunity in earnest.

SAGE INTERNATIONAL BOARD VOTE SUPPORTING ENROLLMENT CAP INCREASE

At Sage International's regularly scheduled March Board Meeting on March 15th, 2021, the Board of Directors voted unanimously to authorize Sage's Leadership Team to request a 300-student enrollment cap increase (charter amendment) at the PCSC's April 8th, 2021 hearing, in support of the proposed K-5th Grade Extension Campus concept outlined below. Draft Minutes from the March Board Meeting are provided.

KEY CONSIDERATIONS

Current Status - TAB 7 of Sage International's Charter Contains a K-12 Enrollment Capacity of 1,200 Students. Relevant portion of TAB 7 IS provided with this letter (no other sections of Sage's current charter are impacted). Sage International is requesting to continue with the K-12 overall enrollment capacity approach, rather than a grade-by-grade cap. Sage will continue to follow the approach of annually identifying And publishing) grade-level capacity in advance of the lottery, per TAB 7, thereby enabling our team to adjust to actual market conditions. Per the requested amendments to TAB 7, Sage International seeks a 300-student K-12 enrollment capacity increase (new cap of 1,500).

Goal: Increase Secondary (6th-12th) Enrollment on Parkcenter Campus to Meet Capacity. Under Sage International's current enrollment model on the Parkcenter Campus, our enrollment capacity increases from 78 5th grade students to a maximum of 120 6th grade students. Accounting for typical attrition rates and this capacity increase of 42 students, Sage International has 55+/- seats available in 6th grade each year. Recruiting and on-boarding this number of students in 6th grade year presents a number of challenges from an academic perspective given our K-12 IB model. It is also very difficult to fill all 120 6th grade seats each year; for example, Sage currently has 97 6th grade students, well below our 120-student capacity. Between Sage's current 5th grade enrollment and 5th grade enrollment at the proposed K-5th Grade Extension Campus, Sage will produce enough 5th graders to achieve its 120-student 6th grade capacity level without having to recruit 'new-to-Sage' 6th grade students.

Goal: Identify and Secure Cost-Effective Site for an Extension Campus: Sage International is partnering with Building Hope in its search for a suitable and affordable Extension Campus. Building Hope reviewed and concurs with the provided Financial Analysis related to the Extension Campus and is committed to locating and securing a suitable Extension Campus. Building Hope are facility

financing experts; we are fortunate to have them on our team. We've asked Building Hope to target 30,000-40,000 SF facilities; our Financial Analysis is based on this assumption.

Goal: Serve More Students by Meeting Demand for More K-5th Grade Seats at Sage International. Demand for K-5th grade seats at Sage International far outweighs Sage's current K-5th grade capacity. For instance, Sage International offers 80 Kindergarten seats each year. In this year's lottery, 35 of the 80 seats will be filled by the first 2 priority groups of founder/staff children (1st priority - 2 seats) and siblings (2nd priority - 33 seats). This means, 45 of the 80 seats are available for an estimated 155 Kindergarten lottery applicants. In 1st grade, given our high level of retention, we anticipate having 5 seats available for an estimated 55+ lottery applicants. In second grade, we anticipate having 0 seats available for 35+ lottery applicants. Further, hundreds of additional families will apply for K-5th grade enrollment at Sage International throughout the spring and summer.

Goal: Add Extension Campus in a Fiscally Sound Manner - Financial Analysis Provided. Included with our supporting documents are projections developed by our Director of Finance and Operations and reviewed by BLUUM CFO (Marc Carignan), Building Hope (Joe Bruno and Rich Moreno), and our Board of Directors. The Financial Projections identify an amount that Sage International can safely spend on facility debt service/rent on an Extension Campus with approximately 400 students (10-12% of anticipated revenues). Per the Analysis, to assure our ability to deliver a high-quality education, Sage would open the Extension Campus in Year 1 well below capacity and would grow to capacity over 3-4 years. This approach assumes financial support for Years 1-3 from our partners at BLUUM and JKAFF. Our team has been consulting with BLUUM over several months. BLUUM is supportive of the Extension Campus concept and is aware that Sage will seek grant support if/as we open and grow the Extension Campus.

Thank you again for your consideration and continued partnership.

Sincerely,



Keith Donahue

Executive Director

Sage International School of Boise

SUPPORTING DOCUMENTATION

- A. Draft Minutes of the March 15, 2021 Board vote approving charter amendment request. The March Draft Minutes will be approved by the Board at our regularly scheduled April Board Meeting (April 19, 2021).
- B. Sample enrollment models for Sage International's Parkcenter Campus and a proposed K-5th Grade Extension Campus. In the provided scenario, with both campuses at capacity, enrollment is 1,498 K-12 students. Note that this is an example of a potential enrollment approach; Per TAB 7, final grade-by-grade capacities will be determined on an annual basis.
- C. Tab 3: Extension Campus Financial Analysis Spreadsheet. The Financial Analysis includes, as line-item expenses, all anticipated facility-related expenses other than debt service or lease payments - approximately \$90,000 annually. The Financial Projections include an annual 2% contingency; these funds could also be allocated toward debt service payments. The Financial Analysis (between the 2% contingency and the 'available for debt service' figure) identifies approximately \$260,000 available annually for debt service/rent. This is approximately 10-12% of estimated revenues, a very healthy target.

Minutes
Meeting of the Board of Directors of Sage
International School Boise, Idaho
Meeting Location: Forge International, Middleton and on zoom

Monday, March 15, 2021, 5:30pm

I. NETWORK OF SCHOOLS

A. Call to Order

A regular meeting of the Sage International School Board was held at the Forge International School and via zoom on March 15, 2021. The meeting was convened at 5:32 pm. Ms. Seeley, Mr. Carter, and Mr. Youde were not in attendance.

B. Approve Minutes

1. Approve Minutes from February 22 Regular Meeting (Consent Agenda)

The above minutes were reviewed and approved.

C. Finance and Operations Report

1. Approve February Expenditures (amended to Action Item during meeting)

Mr. Fleming asked for clarification about a vendor. Mr. Donahue explained it's the property management company for the "base camp" office space at the Boise location.

Motion made by Mr. Fleming to approve the February Expenditures

Motion carried.

2. Review Monthly Financial Reporting

Ms. Downey presented the Financial Report dashboard.

[5:42 pm - Mr. Carter and Mr. Youde joined the meeting]

[Forge New Business and Forge Head of School report were moved up on the agenda after item I.C. to accommodate a student presenter. Then the Board continued with item I.D. following these items.]

D. New Business

The following are Action items:

1. Approve new Board Policies (Action item)

Ms. Webb presented policy 2623 Credit Recovery. Ms. Zwolfer presented new and updated policies 5620, 3060, 3503C/3503CF, 4605, 5400C, 5410, 7218, 7230, 7450P1, 7455, and 8605.

Motion was made by Mr. Carter to approve all updated and new policies as presented.

Motion carried.

E. Executive Director Report

Mr. Donahue gave an update on the Forge Head of School search and timeline.

II. SAGE INTERNATIONAL

A. New Business

The following are Action Item(s)

1. Authorize administration to a charter amendment to increase Sage International's K-12 enrollment capacity from the current cap of 1,200 to a new cap of 1,500 students.

Mr. Donahue presented the memo concerning the charter amendment.

Motion was made by Mr. Fleming to authorize administration to a charter amendment to increase Sage International's K-12 enrollment capacity from the current cap of 1,200 to a new cap of 1,500 students.

Motion carried.

B. Head of School Report

Ms. Webb presented the Sage Head of School report.

III. FORGE INTERNATIONAL

A. New Business

The following are Action Item(s):

1. Approve club (action item)

Forge student, Matthew Smullin, presented his application for a Cooking Club. Ms. Seidel asked if a safety food handling permit would be required.

Mr. Johnson will work with the student to ensure the matter is addressed.

Motion was made by Mr. Fleming to approve the Cooking Club.

Motion carried.

B. Head of School Report

Mr. Johnson presented the Forge Head of School report.

IV. Executive Session

Motion was made by Ms. Seidel for the Board to go into Executive Session as per Idaho Code §74-206 1(c).

Voice roll call was unanimous.

The Board went into Executive Session at 6:47 pm.

The Board came out of Executive Session at 7:30 pm.

V. ADJOURNMENT

Motion was made by Mr. Carter to adjourn. *Motion carried.*

The regular meeting of the Sage International School adjourned at 7:32 pm.

SAMPLE K-5th Extension Enrollment Model

	Sample Enrollment Year 1 (K-3rd)	Sample Enrollment Year 2 (K-4th)	Sample Enrollment - Year 3 (K-5th @ Capacity)
K	60	60	60
FIRST	60	60	60
SECOND	24	72	72
THIRD	24	72	72
FOURTH	0	72	72
FIFTH	0		72
TOTALS	168	336	408

SAMPLE Parkcenter Campus K-12 Enrollment Model

Grade Level	Sage Current FY20 Enrollment Green = At Capacity BLUE = Below Capacity	Parkcenter Campus Enrollment @ Capacity
K	80	80
FIRST	80	80
SECOND	72	72
THIRD	72	72
FOURTH	78	78
FIFTH	78	78
SIXTH	97	120
SEVENTH	82	110
EIGHTH	97	100
NINTH	82	90
TENTH	52	75
ELEVENTH	52	70
TWELFTH	39	65
TOTAL	961	1090

SAGE INTERNATIONAL						
EXTENSION CAMPUS						
5 YEAR BUDGET ANALYSIS						
		<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>
	ENROLLMENT	150	336	408	408	408
REVENUE:						
	Salary Based Apportionment	\$ 475,094	\$ 1,156,446	\$ 1,453,311	\$ 1,488,624	\$ 1,535,135
	Entitlement	\$ 186,410	\$ 448,198	\$ 561,850	\$ 578,705	\$ 596,066
	Transportation & Food Service	\$ 44,655	\$ 118,267	\$ 128,182	\$ 128,182	\$ 128,182
	State Special Distributions	\$ 109,558	\$ 220,674	\$ 272,165	\$ 277,487	\$ 277,487
	Federal Funds	\$ 57,649	\$ 72,500	\$ 93,500	\$ 93,500	\$ 93,500
TOTAL REVENUE		\$ 873,366	\$ 2,016,086	\$ 2,509,007	\$ 2,566,498	\$ 2,630,370
	per pupil	\$ 5,822	\$ 6,000	\$ 6,150	\$ 6,290	\$ 6,447
EXPENDITURES						
	Salaries	\$ 453,738	\$ 1,165,962	\$ 1,444,902	\$ 1,490,785	\$ 1,551,455
	Benefits	\$ 132,884	\$ 336,889	\$ 410,360	\$ 419,927	\$ 432,576
	Educational Programs	\$ 32,580	\$ 33,605	\$ 38,255	\$ 41,255	\$ 41,255
	Technology	\$ 95,180	\$ 137,530	\$ 60,844	\$ 15,592	\$ 15,592
	Capital Outlay	\$ 20,000	\$ 45,000	\$ 15,000	\$ 10,000	\$ 10,000
	Facilities operating expenses	\$ 89,964	\$ 89,964	\$ 89,964	\$ 89,964	\$ 89,964
	Transportation	\$ 40,000	\$ 121,400	\$ 121,400	\$ 121,400	\$ 121,400
	Nutrition	\$ 24,300	\$ 54,432	\$ 66,096	\$ 66,096	\$ 66,096
	Other	\$ 17,888	\$ 27,606	\$ 31,368	\$ 31,368	\$ 31,368
TOTAL EXPENDITURES		\$ 906,534	\$ 2,012,387	\$ 2,278,189	\$ 2,286,387	\$ 2,359,706
	2% contingency	\$ 18,131	\$ 40,248	\$ 45,564	\$ 45,728	\$ 47,194
TOTAL EXPENDITURES w/contingency		\$ 924,665	\$ 2,052,635	\$ 2,323,752	\$ 2,332,114	\$ 2,406,901
OPERATING INCOME (LOSS)		\$ (51,299)	\$ (36,549)	\$ 185,255	\$ 234,384	\$ 223,470
	SECURE GRANT SUPPORT FOR YEARS 1-3					
	AVAILABLE FOR DEBT SERVICE	\$ (51,299)	\$ (36,549)	\$ 185,255	\$ 234,384	\$ 223,470

Requested Charter Amendment in Redline / Strikethrough

* Impacted portion of Tab 7 provided

Tab 7*: Admission Procedures; Disciplinary Procedures (Including Alcohol/Controlled Substance Policy and Plan for Denial of School Attendance); Public School Attendance Alternative; Enrollment Opportunities; Student Handbook

Admission and Enrollment Procedures

Enrollment Opportunities

Sage International School will take the following steps to ensure the primary attendance area is aware of the enrollment opportunities at Sage International School (per Section 33-5205 (3)(s) Idaho Code). While taking into consideration the language demographics of the attendance area, at least three (3) months in advance of the enrollment deadline established by Sage International each year, information will be posted in highly visible and prominent locations within the area of attendance. In addition, Sage International School shall ensure that such process includes the dissemination of press releases and/or public service announcements, to media outlets that broadcast within, or disseminate printed publications within the attendance area for Sage International School. Sage International School will ensure that such announcements are broadcast or published by such media outlets on not less than three (3) occasions, beginning not later than fourteen (14) days prior to the enrollment deadline each year. The outlets chosen for dissemination of information will be focused on the age range of students for which the greatest number of openings is anticipated. Finally, such enrollment information shall advise that all prospective students will be given the opportunity to enroll in the public charter school, regardless of race, color, national or ethnic origin, religion, gender, social or economic status, or special needs (4-11-06).

Enrollment Deadline

Each year Sage International School shall establish an enrollment admissions deadline, which shall be the date by which all written requests for admission to attend Sage International School for the next school year must be received. The enrollment deadline cannot be changed once the enrollment information is disseminated.

Requests for Admission

Sage International School will comply with Section 33-5205 (3)(j) Idaho Code. A parent, guardian, or other person with legal authority to make decisions regarding school attendance on behalf of a child in this state, may make a request in writing for such child to attend Sage International School. In the case of a family with more than one (1) child seeking to attend Sage International School, one written request for admission must be submitted on behalf of all siblings. The written request for admission must be

submitted to, and received by, Sage International School on or before the enrollment deadline established by Sage International School. The written request for admission shall contain the name, grade level, address, and telephone number of each prospective student. If the initial capacity of Sage International School is insufficient to enroll all prospective students, a lottery shall be utilized to determine which prospective students will be admitted to Sage International School. Only those written requests for admission submitted on behalf of prospective students that are received prior to the enrollment deadline established by Sage International School shall be permitted in the lottery. Written requests for admission received after the established enrollment deadline will be added to the bottom of the final selection list for the appropriate grade.

Admission Preferences for Initial Enrollment

If the initial capacity of Sage International School is insufficient to enroll all prospective students, a lottery shall be utilized to determine which prospective students will be admitted to Sage International School. Sage International School will follow Idaho Code Section 33-502 (j). Prospective students will be placed in priority groups as follows:

First Priority: The first priority group of Sage International School will include the children of full-time employees, children of the Founders (provided that this admission preference shall be limited to not more than ten percent (10%) of the initial capacity of Sage International School).

Second Priority: The second priority group is siblings of pupils already selected by the lottery.

Third Priority: The third priority group is students who reside in the primary attendance area of Sage International School.

Fourth Priority: The fourth priority group includes students who reside outside of the primary attendance area of Sage International School.

Admission Preferences for Subsequent Enrollment Periods.

First Priority: Pupils returning to Sage International School in the second or any subsequent year of operation. Returning students are automatically enrolled in the appropriate grade and do not need to be selected by lottery.

Second Priority: To children of founders and full time employees, provided that this admission preference shall be limited to not more than (10%).

Third Priority: Siblings of pupils already enrolled in Sage International School.

Fourth Priority: Prospective students residing in the primary attendance area of Sage International School.

Fifth Priority: Prospective students residing outside the primary attendance area of Sage International School.

Proposed Attendance List for Lottery.

Sage International School will comply with Idaho State Board of Education Rules Governing Public Charter Schools IDAPA 08.02.04 for the Proposed Attendance List for Lottery.

Equitable Selection Process.

Sage International School will comply with Idaho State Board of Education Rules Governing Public Charter Schools IDAPA 08.02.04 for the Equitable Selection Process.

Final Selection List

Sage International School will comply with Idaho State Board of Education Rules Governing Public Charter Schools IDAPA 08.02.04 for the Final Selection List.

Notification and Acceptance Process.

Sage International School will comply with Idaho State Board of Education Rules Governing Public Charter Schools IDAPA 08.02.04 for the Notification and Acceptance Process.

Subsequent School Years

Sage International School will comply with Idaho State Board of Education Rules Governing Public Charter Schools IDAPA 08.02.04 for Subsequent School Years.

Enrollment Capacity of the Charter School:

Sage International School's enrollment is capped at **1,500** ~~1,200~~ students in grades K-12th.

Annually, no less than two (2) months prior to Sage International School's lottery application deadline, the Board of Directors will establish, at its regularly scheduled meeting, by motion and vote, an 'Annual Enrollment Capacity', as follows: Based on recommendations from the Administration, the Board will establish: (1) an annual school-wide enrollment capacity not to exceed **1,500** ~~1,200~~ students; and (2) an annual enrollment capacity for each grade. Each year, the Administration will: (1) Post the Annual Enrollment Capacity information on the Sage International web site within five (5) days of the Board vote; and (2) conduct the lottery and enrollment process in compliance with the limits established in the Board's Annual Enrollment Capacity motion and vote.

Should enrollment approach the minimum for financial viability, the Board of Directors shall take action including, but not limited to, the following:

- Increase enrollment demand through a marketing campaign
- Increase fundraising from external sources
- Eliminate or defer expenses

Sage International School will offer three kindergarten classes (two full-day and one half-day). For the full-day classes parents will cover the difference in cost from a funded half-day to full-day.

Amendment 1

WITNESS WHEREOF, the Authorizer and Sage International School of Boise have executed this amendment to the Performance Certificate, effective 4/8/2021:

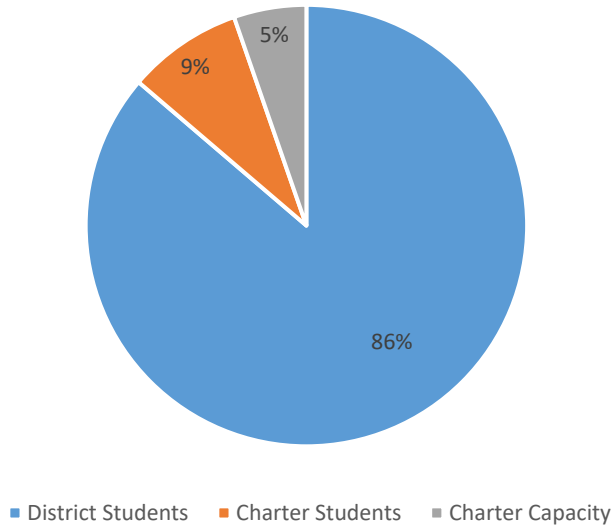
1. To increase the maximum enrollment from 1200 to 1500 students in section 5B of this Performance Certificate.

Chairman, Idaho Public Charter School Commission

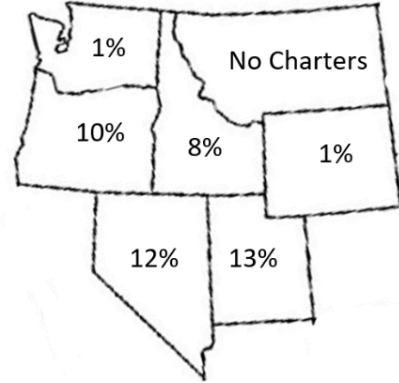
Chairman, Sage International School of Boise School Board

Yield Rate Data Sage International School of Boise Amendment

Yield Rate Boise
Full-Term ADA July 2020



Yield Rate Idaho &
Surrounding States

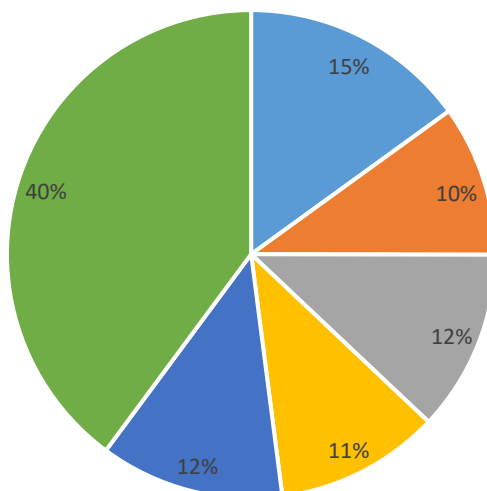


National Yield Rate: 7% excluding Washington D.C.; 8% including.

3 Largest Yield Rates: Washington D.C. 52%; Arizona 26%; Florida 16%

National Alliance for Public Charter Schools (2021). "Measuring up to the Model: A Ranking of State Public Charter School Laws"

Boise Area Charter Model Diversity
Full-Term ADA July 2020



- Anser Charter School: Expeditionary Learning
- Rolling Hills:
- Future Public School: STEM, PBL
- Peace Valley Charter School: Waldorf
- The Village Charter School: Lighthouse (7 Habits)
- Sage: International Baccalaureate

SAGE INTERNATIONAL SCHOOL OF BOISE

2020 ANNUAL PERFORMANCE REPORT

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 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 authorizing decisions, such as the evaluation of charter amendment proposals.

This report contains an overview of the school, including its 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 clearly sets forth the academic and operational performance indicators, measures, and metrics that will guide the PCSC's evaluations of the school. It contains indicators, measures, and metrics for student academic proficiency, student academic growth, post-secondary readiness (for high schools), and board performance and stewardship.

In accordance with Idaho law, the performance framework requires, at a minimum, that each school meet applicable federal, state, and authorizer goals for student achievement. It is designed to fulfill this requirement while respecting the diverse missions and student populations represented in PCSC portfolio schools. This performance framework was adopted by the Idaho Public Charter School Commission on May 4th, 2017.

To facilitate a clear context for the academic results contained in this report, the demographic, enrollment, and school leadership information provided is from the school year during which the data was gathered. Updated enrollment and school leadership information is available upon request from the school or PCSC office.

The data provided in this report was gathered primarily through the State Board of Education and State Department of Education. An independent financial audit and any applicable mission-specific data were submitted directly by the school. The school had a opportunity to correct or clarify its 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 a full, contextualized understanding of the school's performance.

PERFORMANCE FRAMEWORK STRUCTURE

The academic section comprises the primary indicators on which most renewal or non-renewal decisions are based. The mission-specific, operational, and financial sections contribute additional indicators that are, except in cases of egregious failure to meet standards, considered secondary.

Academic	The academic section focuses on quantitative academic outcomes. It reflects the PCSC's commitments to considering schools' performance in the context of their communities and student populations. Although some results may not be made publicly available in certain cases, in order to protect individually identifiable student information, the PCSC may still use this information for purposes of making authorizing decisions.
Mission-Specific	The mission-specific section provides an opportunity for meaningful acknowledgement of schools' achievements that are not reflected elsewhere in the framework. These measures may be academic or non-academic in nature, but must be objective and data-driven. Mission-specific measures are generally optional; however, inclusion of certain mission-specific measures may be required as a condition of the performance certificate.
Operational	The operational section considers whether schools are operating in compliance with federal and state law, authorizer requirements, and the provisions of their performance certificates.
Financial	The financial section evaluates the near-term and long-term financial status of the school. Schools with management contracts containing deficit protection clauses may be exempted from these indicators.

ACCOUNTABILITY DESIGNATIONS

Calculation of the percentage of eligible points earned for each school determines that school's accountability designation in each section. The accountability designations, in turn, guide authorizing decisions. The PCSC will consider contextual factors affecting a school's accountability designations when making authorizing decisions.

Honor	Schools achieving at this level in all sections are guaranteed renewal. Replication and expansion proposals are likely to succeed.
Good Standing	Schools achieving at this level in the academic section will be recommended for renewal; however, conditional renewal may be recommended if outcomes in other sections are poor. Replication and expansion proposals will be considered.
Remediation	Schools achieving at this level in the academic section may be recommended for non-renewal or conditional renewal, particularly if outcomes in other sections are poor. Replication and expansion proposals are unlikely to succeed.
Critical	Schools achieving at this level in the academic section face a strong likelihood of non-renewal, particularly if outcomes in other sections are also poor. Replication and expansion proposals will not be considered.

SCHOOL OVERVIEW			
Mission Statement	Sage International School engages students within an inclusive IB learning community, challenging all members to take risks and contribute locally and globally through open-minded inquiry.		
Key Design Elements	<ul style="list-style-type: none"> • The International Baccalaureate Academic K-12 Curriculum aims to develop inquiring, knowledgeable, and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. IB Schools focus on a challenging international education, rigorous assessment and college readiness. • The International Baccalaureate Attributes profile highlights desirable attributes that the IB hopes to develop while participating in the IB programs. The attributes are: Inquirers, Knowledgeable, Thinkers, Communicators, Principled, Open-Minded, Caring, and Risk-Taker. • Sage has a 4 day (M-Th) student instructional week. This allows for a full uninterrupted day of professional development for all staff. Fridays consist of professional learning communities, training, collaboration, data analysis and research. This intensive PD is critical for constantly improving on our instructional practices, student achievement and professional culture. 		
School Location	457 E. Parkcenter Blvd. Boise, ID 83706	School Phone	208-343-7243
Surrounding District	Boise School District		
Opening Year	2010		
Current Term	July 1, 2019 – June 30, 2024		
Grades Served	K-12		
Enrollment (Approved)	1200	Enrollment (Actual)	951

SCHOOL LEADERSHIP	
Bryan Moore	Chair
Mike Lawrence	Vice Chair
Hannah Seeley	Treasurer
Chris Marshall	Director
Blake Youde	Director
Maureen Seidel	Director
Paul Fleming	Director
Emily Downey	Director
Keith Donahue	Executive Director

STUDENT DEMOGRAPHICS				
	School	State	Surrounding District	Neighboring District
Non-White	22.00%	25.00%	26.00%	N/A
Limited English Proficiency	5.00%	7.00%	10.00%	N/A
Special Needs	8.00%	11.00%	13.00%	N/A
Free and Reduced Lunch	30.00%	45.00%	49.00%	N/A

ACADEMIC	Measure	Points Possible K-8	Points Earned K-8	Points Possible 9-12	Points Earned 9-12	Points Possible K-12	Points Earned K-12	Points Possible Alternative	Points Earned Alternative
State Proficiency Comparison	1a	50	0	50	0	50	NA*		
	1b	50	0	50	0	50	NA*		
District Proficiency Comparison	2a	50	0	50	0	50	NA*	50	0
	2b	50	0	50	0	50	NA*	50	0
Criterion-Referenced Growth	3a	100	0			50	NA*		
	3b	100	0			50	NA*		
Norm-Referenced Growth	4a			100	0	50	NA*	50	0
	4b			100	0	50	NA*	50	0
Post-Secondary Readiness	5a			125	0	125	NA*	100	0
Total Academic Points		400	0	525	0	525	NA*	300	0
% of Academic Points			0%		0%		NA*		0%

*Limited academic data for FY20 is available due to the COVID-19 pandemic

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

Sage has chosen not to include mission-specific measures.

OPERATIONAL	Measure	Points Possible	Points Earned	FINANCIAL	Measure	Points Possible	Points Earned
Educational Program	1a	25	25	Near-Term	1a	50	50
	1b	25	25		1b	50	50
	1c	25	25		1c	50	50
	1d	25	25		1d	50	50
Financial Management & Oversight	2a	25	25	Sustainability	2a	50	50
	2b	25	25		2b	50	50
	2c	25	15		2c	50	50
Governance & Reporting	3a	25	25		2d	50	50
	3b	25	25	Total Financial Points		400	400
	3c	25	25	% of Financial Points			100%
	3d	25	25				
	3e	25	25				
	3f	25	25				
School Environment	4a	25	25				
	4b	25	25				
Additional Obligations	5a	25	25				
Total Operational Points		400	390				
% of Operational Points			98%				

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.

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%	NA*	NA	55% - 74%	NA	80% - 89%	98%	65% - 84%	100%
Remediation	31% - 54%			31% - 54%		61% - 79%		46% - 64%	
Critical	0% - 30%			0% - 30%		0% - 60%		0% - 45%	

*Limited academic data for FY20 is available due to the COVID-19 pandemic.

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

INDICATOR 5: COLLEGE & CAREER READINESS (GRADES 9-12)			
Measure 5a	Are students graduating from high school on time?	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>	97.80%	125
			125
		100	0
		75	0
		0-65	0
			125
Notes	Sage had 45 students in this graduation cohort. Sage's graduation rate has steadily climbed from 81% to 98% over the past three years.		

INDICATOR 1: EDUCATIONAL PROGRAM				
Measure 1a	Is the school implementing the material terms of the educational program as defined in the charter and performance certificate?	Result	Points Possible	Points Earned
Implementation of Educational Program	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 charter and performance certificate. A cohesive professional development program is utilized.	No instances of non-compliance documented	25	25
	Partially Meets Standard: The school partially implements the material terms of the mission, vision, and educational program. However, implementation is incomplete, not cohesive, inconsistent, unclear, and/or unsupported by adequate resources and professional development.		15	
	Does Not Meet Standard: The school has deviated from the material terms of the mission, vision, and/or essential elements of the educational program as described in the performance certificate, without an approved amendment, such that the program provided differs substantially from the program described in the charter and performance certificate.		0	
	Notes			25
Measure 1b	Is the school complying with applicable educational requirements?	Result	Points Possible	Points Earned
Educational Requirements	Meets Standard: The school materially complies with applicable laws, rules, regulations , and provisions of the performance certificate relating to educational requirements, including but not limited to: Instructional time requirements, graduation, and promotional 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
	Partially Meets Standard: The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to educational 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 educational requirements; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.		0	
	Notes			25

Measure 1c	Is the school protecting the rights of students with disabilities?	Result	Points Possible	Points Earned
Students with Disabilities	Meets 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 provisions 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 school's facility and programs; appropriate use of all available applicable funding.	No instances of non-compliance documented	25	25
	Partially 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 identifiable 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, or provisions of the performance certificate relating to the treatment of students with identifiable 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	
	Notes			25
Measure 1d	Is the school protecting the rights of English Language Learner (ELL) students?	Result	Points Possible	Points Earned
English Language Learners	Meets 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 students from ELL services; and ongoing monitoring of exited students.	No instances of non-compliance documented	25	25
	Partially 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, or 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	
	Notes			25

INDICATOR 2: FINANCIAL MANAGEMENT AND OVERSIGHT				
Measure 2a	Is the school meeting financial reporting and compliance requirements?	Result	Points Possible	Points Earned
Financial Reporting and Compliance	<p>Meets 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 PCSC, and any reporting requirements if the board contracts with an Education Service Provider; on-time completion and submission of the annual independent audit and corrective action plans (if applicable); and all reporting requirements related to the use of public funds.</p> <p>Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and 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 non-compliance with applicable laws, rules, regulations, or 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>	No instances of non-compliance documented	25	25
			15	
			0	
				25
Notes				
Measure 2b	Is the school following General Accepted Accounting Principles (GAAP)	Result	Points Possible	Points Earned
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 option, an audit devoid of significant findings and conditions, material weakness, 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> <p>Partially Meets Standard: The school largely exhibits compliance 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. Any matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits failure to comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p>	See note	25	25
			15	
			0	
				25
Notes	No points are deducted for failure to comply with GASB 75.			
Measure 2c	Is the school successfully enrolling the projected number of students?	Result	Points Possible	Points Earned
Enrollment Variance	<p>Meets Standard: Enrollment variance equaled or exceeded 95 percent in the most recent fiscal year.</p> <p>Partially Meets Standard: Enrollment variance was between 90 and 95 percent in the most recent fiscal year.</p> <p>Does Not Meet Standard: Enrollment variance was less than 90 percent in the most recent fiscal year.</p>		25	
		93.41%	15	15
			0	
				15
Notes	The school's enrollment variance was between 90-95%.			

INDICATOR 3: GOVERNANCE AND REPORTING				
Measure 3a	Is the school complying with governance requirements?	Result	Points Possible	Points Earned
Governance Requirements				
Meets 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; code of ethics; conflicts of interest; board composition; and compensation for attendance at meetings.		No instances of non-compliance documented	25	25
Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and 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, or 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
Measure 3b	Is the board fulfilling its oversight obligations?	Result	Points Possible	Points Earned
Board Oversight				
Meets Standard: The school's board practices consistent, effective oversight of the school, including but not limited to frequent review of the school finances and academic outcomes. Board meeting agendas, packets, and minutes reflect competent oversight practices and actions to foster academic, operational, and financial strength of the school, including ongoing board training, policy review, and strategic planning. The school's board has adopted and maintains a complete policy book.		No instances of non-compliance documented	25	25
Partially Meets Standard: Some of the school board's oversight practices are underdeveloped, inconsistent, incomplete, or reflect a need for additional training. Board meeting agendas, packets, and minutes reflect meaningful efforts toward self-evaluation and improvement. The school's policy book may be substantially complete but require additional maintenance.			15	
Does Not Meet Standard: The school's board fails to practice consistent, effective oversight of the school, and/or documentation of competent oversight practices and actions is not maintained. The school's policy book may be incomplete, unmaintained, or non-existent.			0	
Notes				25

Measure 3c	Is the school complying with reporting requirements?	Result	Points Possible	Points Earned
Reporting Requirements	<p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, the SBOE, and/or federal authorities, including but not limited to: accountability tracking; attendance and enrollment reporting; compliance and oversight; and additional information requested by the authorizer.</p> <p>Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, the SBOE, and/or federal authorities. 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 materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, the SBOE, and/or federal authorities; 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
Notes			15	
			0	
				25

Measure 3d	Is the school complying with public transparency requirements?	Result	Points Possible	Points Earned
Public Transparency	<p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to public transparency, including but not limited to: maintenance of its website, timely availability of board meeting minutes, and accessibility of documents maintained by the school under the state's Freedom of Information Act, Open Meeting Law, Public Records Law, and other applicable authorities.</p> <p>Partially Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to public transparency. Any 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 materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to public transparency; 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
Notes			15	
			0	
				25

Measure 3e	Is the school meeting employee credentialing and background check requirements?	Result	Points Possible	Points Earned
Credentialing & Background Checks	<p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to state and federal certification and background check requirements.</p> <p>Partially Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to state and federal certification and background check 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 materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to state and federal certification and background check 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
			15	
			0	
				25
Notes				

Measure 3f	Is the school handling information appropriately?	Result	Points Possible	Points Earned
Information Handling	<p>Meets 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 student records under the Family Educational Rights and Privacy Act and other applicable authorities; storing and transferring student and personnel records; and securely maintaining testing materials.</p> <p>Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and 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.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or 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.</p>	No instances of non-compliance documented	25	25
			15	
			0	
				25
Notes				

INDICATOR 4: SCHOOL ENVIRONMENT			
Measure 4a	Is the school complying with transportation requirements?	Result	Points Possible
Transportation			Points Earned
	<p>Meets Standard: The school provides student transportation within its primary attendance area and materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to transportation.</p> <p>Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to transportation; and/or provides an incomplete form of transportation services. 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 materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to transportation; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board; and/or the school does not provide transportation.</p>	No instances of non-compliance documented	25
			15
			0
			25
Notes			
Measure 4b	Is the school complying with facilities requirements?	Result	Points Possible
Facilities			Points Earned
	<p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the school facilities and grounds, including but not limited to: Americans with Disabilities Act, fire inspections and related records, viable certification of occupancy or other required building use authorization, and documentation of requisite insurance coverage. The school facility is clean, well-maintained, and adequate for school operations.</p> <p>Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and requirements of the performance certificate relating to the school facilities and grounds. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board. Additional facility maintenance and/or updates have been recommended by DBS.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to the school facilities and grounds; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board. The school facility may be in need of modification or repair required by DBS.</p>	No instances of non-compliance documented	25
			15
			0
			25
Notes			

INDICATOR 5: ADDITIONAL OBLIGATIONS																	
Measure 5a	Is the school complying with all other obligations?	<table><tr><th>Result</th><th>Points Possible</th><th>Points Earned</th></tr><tr><td>No instances of non-compliance documented</td><td>25</td><td>25</td></tr><tr><td></td><td>15</td><td></td></tr><tr><td></td><td>0</td><td></td></tr><tr><td></td><td></td><td>25</td></tr></table>	Result	Points Possible	Points Earned	No instances of non-compliance documented	25	25		15			0				25
Result	Points Possible	Points Earned															
No instances of non-compliance documented	25	25															
	15																
	0																
		25															
Additional Obligations	<p>Meets Standard: The school materially complies with all other material legal, statutory, regulatory, or contractual requirements that are not otherwise explicitly stated herein, including but not limited to requirements from the following sources: revisions to statute and administrative rule; requirements of the State Department of Education; and requirements of the accrediting body.</p> <p>Partially Meets Standard: The school largely complies with all other material legal, statutory, regulatory, or contractual requirements that are not otherwise explicitly stated herein. 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>																
Notes																	

INDICATOR 1: NEAR-TERM			
Measure 1a Current Ratio	<p>Current Ratio: Current Assets divided by Current Liabilities</p> <p>Meets Standard: Current Ratio is greater than or equal to 1.1 OR Current Ratio is between 1.0 and 1.1 and one-year trend is positive (current year ratio is higher than last year's). <i>Note: For schools in their first or second year of operation, the current ratio must be greater than or equal to 1.1.</i></p> <p>Does Not Meet: 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.</p> <p>Falls Far Below Standard: Current ratio is less than or equal to 0.9.</p>	<p>Result</p> <p>2.11</p>	<p>Points Possible</p> <p>50</p> <p>10</p> <p>0</p> <hr/> <p>50</p>
Notes			
Measure 1b Cash Ratio	<p>Current Ratio: Cash divided by Current Liabilities</p> <p>Meets Standard: Cash Ratio is greater than 1.0 OR Cash Ratio is equal to 1.0 and one-year trend is positive (current year ratio is higher than last year's).</p> <p>Does Not Meet: Cash Ratio is between 0.9 and 1.0 OR Cash Ratio equals 1.0 and one-year trend is negative.</p> <p>Falls Far Below Standard: Cash ratio is equal to or less than 0.9.</p>	<p>Result</p> <p>1.87</p>	<p>Points Possible</p> <p>50</p> <p>10</p> <p>0</p> <hr/> <p>50</p>
Notes			
Measure 1c Unrestricted Days Cash	<p>Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses minus Depreciation Expense/365)</p> <p>Meets Standard: 60 Days Cash OR Between 30 and 60 Days Cash and one-year trend is positive. <i>Note: Schools in their first or second year of operation must have a minimum of 30 Days Cash.</i></p> <p>Does Not Meet: Days Cash is between 15-30 days OR Days Cash is between 30-60 days and one-year trend is negative.</p> <p>Falls Far Below Standard: Fewer than 15 Days Cash.</p>	<p>Result</p> <p>119 days</p>	<p>Points Possible</p> <p>50</p> <p>10</p> <p>0</p> <hr/> <p>50</p>
Notes			
Measure 1d Default	<p>Default</p> <p>Meets Standard: School is not in default of financial obligations. Financial obligations include, but are not limited to: nonpayment, breach of financial representation, non-reporting, non-compliance, financial judgements, loan covenants, and/or tax obligations.</p> <p>Does Not Meet: School is in default of financial obligations.</p>	<p>Result</p> <p>No default noted</p>	<p>Points Possible</p> <p>50</p> <p>0</p> <hr/> <p>50</p>
Notes			

INDICATOR 2: SUSTAINABILITY			
Measure 2a	Total Margin: Net Income divided by Total Revenue AND Aggregated Total Margins: Total 3-Year Net Income divided by Total 3-Year Revenues.	Result	Points Possible
Total Margin and Aggregated			Points Earned
3-Year Total Margin	<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: 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>	See note	50
			30
			0
			50
Notes	The Aggregated 3-Year Total Margin is negative (10.2%) and the most recent year Total Margin is positive (22.35%).		
Measure 2b	Debt to Asset Ratio: Total Liabilities divided by Total Assets	Result	Points Possible
Debt to Asset Ratio			Points Earned
	<p>Meets Standard: Debt to Asset Ratio is less than 0.9.</p> <p>Does Not Meet: 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>	0.88	50
			30
			0
			50
Notes	Due to the Reinstatement of Pension Liability, as required by GASB 68, Net Position may be higher than expected. Changes in Net Position due to pension reinstatement that do not provide or require current financial resources have been removed from the Net Position calculation. This reinstatement had no material effect on the outcome for this measure.		
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			Points Earned
	<p>Meets Standard: 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: 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>	See note	50
			30
			0
			50
Notes	The Multi-Year Cumulative Cash Flow is positive (\$2,021,626.00). The most recent year Cash Flow is positive (\$1,669,485.00). The previous year Cash Flow is positive (\$352,141.00).		
Measure 2d	Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)	Result	Points Possible
Debt Service Coverage Ratio			Points Earned
	<p>Meets Standard: Debt Service Coverage Ratio is equal to or exceeds 1.1</p> <p>Does Not Meet: Debt Service Coverage Ratio is less than 1.1</p>	3.32	50
			0
			50
Notes	Due to the Reinstatement of Pension Liability, as required by GASB 68, Net Position may be higher than expected. Changes in Net Position due to pension reinstatement that do not provide or require current financial resources have been removed from the Net Position calculation. This reinstatement had no material effect on the outcome for this measure.		

Sage International School Longitudinal Results

ACADEMIC	Measure	Percentage of Points Earned					
		2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
State Proficiency Comparison	1a			84%	NA		
	1b			100%	NA		
District Proficiency Comparison	2a			70%	NA		
	2b			100%	NA		
Criterion-Referenced Growth	3a			42%	NA		
	3b			69%	NA		
Norm-Referenced Growth	4a			60%	NA		
	4b			Masked	NA		
Post-Secondary Readiness	5a	80%	80%	100%	NA		
% of Possible Academic Points for this School		76%	67%	82%	NA		

OPERATIONAL	Measure	Percentage of Points Earned					
		2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Educational Program	1a -1d	100%	100%	100%	100%		
Financial Management	2a - 2c	67%	87%	87%	87%		
Governance & Reporting	3a - 3f	93%	100%	100%	100%		
School Environment	4a - 4b	100%	100%	100%	100%		
Additional Obligations	5a	100%	100%	100%	100%		
% of Possible Operational Points for this School		91%	98%	98%	98%		

FINANCIAL	Measure	Percentage of Points Earned					
		2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Near-Term	1a - 1d	55%	75%	100%	100%		
Sustainability	2a - 2d	45%	65%	90%	100%		
% of Possible Financial Points for this School		50%	70%	95%	100%		

ACCOUNTABILITY DESIGNATION		2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Academic		Honor	Good Standing	Honor	N/A		
Mission Specific		N/A	N/A	N/A	N/A		
Operational		Honor	Honor	Honor	Honor		
Financial		Remediation	Good Standing	Honor	Honor		

SUBJECT

iSucceed Virtual High School Proposed Major Amendment

APPLICABLE STATUTE, RULE, OR POLICY

I.C. §33-5206(8) Public Charter Schools

IDAPA 08.02.04 Rules Governing Public Charter Schools

BACKGROUND

iSucceed Virtual High School (iSVS) is a statewide virtual school authorized to serve an unlimited number of students in grades 9-12. iSVS does not partner with a management company. iSVS's governing board chose to cap the school's enrollment in early November of 2020 to prevent the school from overextending itself. iSVS reported 978 students in the fall of 2020, approximately a 300 student increase from the previous year. Prior to the pandemic, iSVS experienced slow growth of 50-100 students each year since 2016.

iSVS has both an alternative and a non-alternative virtual campus. However, the majority of students served at the school meet the "at-risk" student criteria as defined in Idaho Code.

The school's 2019 annual report (the last available academic data) reflects that school achieved an honorable rating for its alternative student academic performance and a remediation rating for its non-alternative student academic performance. The school consistently exceeds standard on all operational and financial measures.

The PCSC's review of this amendment request must be limited in scope solely to the proposed revisions.

DISCUSSION

iSVS is requesting to add 7th and 8th grades in small numbers over the next two years. The amendment request also includes several housekeeping updates to the school's charter, such as adding a dba of iSucceed Virtual School.

If approved, the school would add up to 150 students in grades 7 and 8. The school would serve only 8th graders in the 20-21 school year and would add 7th the following year. The school would maintain unlimited enrollment in grades 9-12.

The school believes that by catching students at the beginning of their secondary experience, rather than primarily at the end, they can better support student success. The school believes this strategy will help improve student graduation rates and academic performance at the school overall.

As the success of this strategy is yet unproven, the school seeks to start small and grow slowly. iSVS's performance certificate will be considered for renewal in the spring of 2022. The terms of the school's performance certificate, specifically grades served and enrollment capacity, could be renegotiated at that time should the PCSC or the school desire to do so.

Meeting materials for this agenda item prepared by the school include:

- A letter from iSVS's board of directors stating their request.
- Prior Charter Academic Conditions from prior term for iSucceed
- A summary of the proposed amendments
- A copy of the school's balance sheet as of 3/24/21
- A proposed budget for the 2021-2022 school year
- A copy of the charter showing proposed changes in full mark-up

Meeting materials for this agenda item prepared by the PCSC staff include:

- A copy of the school's most recent annual report
- A draft of the performance certificate amendment page

SPEAKER

Katie Allison, Executive Director of iSucceed Virtual High School

IMPACT

If the PCSC approves the amendment, the school will begin serving a limited number of 8th grade students in the fall of 2021.

If the PCSC denies the amendment, the school will continue to serve grades 9-12.

Additionally, the PCSC would issue a written notice of denial of the proposed performance certificate revision. The school may appeal a denial decision to the State Board of Education within 30 days of receiving such notification.

STAFF COMMENTS AND RECOMMENDATIONS

Based on past performance, it is likely that iSVS will be successful in implementing this program financially and operationally. The academic success of the plan is unproven; however, the risk is relatively low as the number of students requested is small and the decision can be revisited in a year.

PCSC staff recommends that the PCSC approve the amendment request as presented.

COMMISSION ACTION

A motion to approve the amendment for iSucceed Virtual High School as presented.

OR

A motion to deny the amendment for iSucceed Virtual High School as presented.

March 2021

Idaho Public Charter School Commissioners:

For your consideration, iSucceed Virtual High School, Inc. (iSVHS) wishes to add a graduated program expansion of one (1) grade level (8th) for the 2021-2022 school year and another grade level (7th) for the 2022-2023 school year to its existing charter high school operations. Below is a summary of specific information regarding the rationale and capacity of iSucceed Virtual High School, Inc. to meet the proposed addition. Additionally, you will see changes made to iSucceed's current Charter in Tab 3, 4 and 7 to reflect the addition of an alternative program (*Charter Revisions and related documentation attached*).

iSVHS Program Addition - Proposal to the Idaho Public Charter School Commission

Need, market and rationale for program addition - middle grades

The mission of the school's charter from its inception in 2008 expressly states it will target and serve students across the state of Idaho who need an alternative form of instruction to pursue their academic goals. The school has historically served a wide demographic of students from high achievers and early graduates to students who have failed previously in traditional programs and are behind in credits towards graduation. Additionally, we understand through ISEE and program data reviewed every year that students seek out a robust full-time online program for specific reasons ranging from; lack of choice in their area, health concerns, personal issues from trauma, need for flexibility, desire to accelerate learning along with college pursuits and this year: COVID safety. In Spring 2020, iSucceed answered the call to educate students in the midst of the COVID pandemic where traditional schools could not. This resulted in a 35% enrollment increase (over normal growth) for Quarter 4 and into the 20-21 school year. We noted a huge request for middle grades during this time period that we could not fulfill. The result was a large inundation of enrollment on the existing online schools carrying those grade levels to the point that was not only difficult for all to manage with capacity, it resulted in amended legislation of an enrollment cap in order to meet the emergency situation. We understand and hope that the effects of the pandemic lessens and there is normalcy for our systems, we anticipate this will likely decrease our current high school populations into the next school year; we also know after experiencing consistent enrollment increases over several years and requests for middle grades, that the time is right to expand methodically. With the projected growth in Idaho, we know this could be expected into the next several years.

The highest reason given for enrollment to our programs when asked upon enrollment has been "bullying" over the last several years. We understand this phenomenon is the highest nationally in the middle grades. It is also historically noted that students enrolling in our high school program are often far behind in credits and skill and most notably, in math. While we cannot control a student's past education experience and we unfortunately take the accountability measure for this dynamic, the school offers robust wraparound math remediation and interventions and would do the same for the 7th/8th grades in order to prepare students for the Algebra I requirement in high school. iSucceed is also well-suited with a robust Title I* and AVID programs to meet the needs of both struggling and high achieving students with results reviewed annually that point to increased academic skills, course completion and career/college exploration. We would be offering both our AVID program and Advanced Opportunities scaled to 7th and 8th grade structure. In end of year surveys and enrollment inquiries, iSucceed parents requested adding middle grades so that the siblings of our high school students can have a unified educational experience in the home. Requests for this have occurred over several years, so the Board listed this expansion as a priority in their strategic planning. Initially, iSucceed wanted to pursue adding middle grades when requesting an Alternative program in 2018-2019, however prioritized high school Alternative program to address both student need for alternative interventions and it was recommended to add in relation to ESSA mandated measures, such as 4-Year Cohort Graduation Rate. iSucceed's mission has always been to serve students who need this type of instruction for however long it is needed, even if this means a transition back to traditional school with a better understanding of self motivation, time management and tech savvy. We have successfully upheld this model and filled these statewide education gaps for almost 13 years. Therefore in line with our mission and purpose, the Board wishes to pursue this expansion in a graduated manner. The Board does not wish to add 6th grade due to the complications of this classification statewide (both elementary and secondary) but would only like to pursue two middle grades, adding 8th grade the first year and 7th grade the next year.



(*ISEE and Title I program monitoring data annual and quarterly, prior data provided to PCSC in Annual Report appeals 2015-2018, successful Accreditation Visit report 2017-2018)

Capacity for for program addition

An online charter school true to the mission of serving and embracing ALL Idaho students who need them, meeting them where they are when they enroll and possessing innovative, adaptive school operations already has many of the program elements a middle grade program requires. The school recognizes a population of students needing alternative education models and robust supports in order to reach middle grade standards and successful transition to high school. We feel the need for grade levels with our programming would initially increase enrollment dramatically. Therefore, part of the rationale of offering 8th grade first with a possible cap of 140 students the first year, is to ensure that programming can adjust to the need and demographics and ensure adequate teacher to student ratio. iSucceed will then review program data at the end of 21-22 to adjust for the following year enrollment of 7th grade and student capacity based on need. The school has also maintained the rigor of a Schoolwide Title I program, actively participated in extensive school improvement plans (SDE, AdvancEd/Scoring and internally), introduced research-based AVID programming and improved scoring in many areas of the old PCSC rigorous framework in the past five years.* iSucceed also successfully completed their 5-year AdvancED/Cognia Accreditation review in Spring 2018 with high marks highlighting the strengths of serving a wide variety of students with a systematic, data based practice. Although it is recognized federal, state mandated measures are not matched to our mobile and at-risk population, iSucceed has historically and would continue to utilize their existing data elements measuring academic skill acquisition and engagement, as well as develop new school improvement measures appropriate to this student demographic. Over the past five year, this data points to iSucceed successfully supporting students to increase academic performance with a difficult and large population of academically low-performing and mobile students. iSucceed has also maintained [Honor Standing](#) in the Operational section of the Framework since 2014-2015. (*See attached Prior Charter Conditions and status as of Spring 2021)

Fiscal Status Update

iSucceed has a current fiscal status update on file with PCSC staff. Additionally, the 2019-2020 Annual Report compiled by PCSC staff reflects iSVHS in [Honor Standing](#) in financial by the rigorous standards of the PCSC Framework as it has for the [four school years prior](#). The school has a solid monetary contingency and is financially prepared to take on an additional program suited to middle grade students meeting the state criteria.

Estimated Budget summary - Middle School

State funding for middle grades are currently listed at a slightly lower rate per student. Staff and service provision will include increased support in teacher ratio, administration and counseling services not to exceed the expected rate of funding, however we also anticipate that the program may receive Title funding in future years based off historical demographic data. *It should be noted at the time of this request, FY21 and FY22 are currently not official from the Idaho Legislature therefore the later Board approved budget may be different ([See Budget template attached](#)).*

Cash Flow Summary

The addition of a middle school program in conjunction with the regular charter school would not have a negative impact on cash flow of the school due to following the same budget outline and parameters currently followed. Additionally, iSucceed already set aside cash contingency in prior school years above the minimum 5% contingency for capital outlay and should any additional unanticipated expenses occur due to this addition. *It should be noted at the time of this request, FY21 and FY22 are currently not official from the Idaho Legislature therefore the later Board approved budget may be different ([See Budget template attached](#)).*

Thank you for your time and consideration,
Kathleen M. Allison, Executive Director and the iSucceed Board of Directors



Prior Charter Academic Conditions from prior term for iSucceed

While we understand that the commission will be setting new Charter Frameworks of moving forward, we felt it was important to address the prior Framework and conditions. Additionally, while iSucceed has been an Honor status for Operational and Financial the technical status for Academic section has been in “yellow”/Remediation in prior years. We know much has been discussed in prior commission meetings from 2017 to 2019 about the problems of the academic measures/conditions in the prior term and we look forward to more meaningful measures in the years to come. However, given the lack of data the past two years from the state, we felt it was important to update the commission on the measures the school took in the area of Academics including constraints and successes. Below outlines the prior academic measures currently in code and conditions did not properly match the school demographics/mission along with a listing of the school achieved in this area over the term. Finally, we conclude with a list of academic successes the district charter has seen over the past five years.

STATUS AS OF Spring 2021

ISAT/Standardized Testing

While Idaho code requires the Commission to address academic measures using the standardized tests, the structure of these are historically problematic for online charters. Because the students come to the school credit and skill deficient from prior schools, they also do not perform well on the standardized test the state provides (only 10th grade) because the current ISAT test is a criterion-referenced measurement.* A criterion-referenced assessment is appropriate to measure students over several years rather than a capture in time. These students also need significant support in engagement, attendance and credit recovery. The state’s current system of measuring academics is not well suited to this population nor do the current limited measurements reflect the entire high school populations academic achievement. In addition student mobility made it difficult to make any statistical assumptions about these assessments. Further, this measure has been problematic for the last 2 years due to the disruption of COVID. However, being a public charter whose mission is to serve at-risk students, these characteristics are very much related to low academic achievement, our student demographics and is in line with the statewide trends, most noticeably in math. Knowing our student population was problematic over the years, iSucceed took considerable action, much of which is above and beyond statewide minimum requirements.

Alternative academic measures related to Quality Online Programs

2014-2015 - Application for Title I funding and programming, later developing into a Schoolwide Title I program

2015-2016 - Began Turnaround School Improvement process requiring additional work, processes and measures

2016-2017 - Set up robust data collection connected to Title I interventions including **pass rate, course completion, pre and post-test screening, interventions based on mastery of subject matter and student engagement/ attendance in the course**. These measures reflect program quality elements for online schools nationwide.

Over the past 5 years iSucceed yearly increases in all of these measures ranging from 1% - 8% each year.* These measures are done quarterly and annually to establish baselines for the mobile student population but also to monitor school improvement goals in order to make program changes to best elevate student success in courses. **The process follows Federal guidelines for Program/ Progress monitoring.

2017-2018 - **Successful AdvancED/Cognia Accreditation review (Digital School Standards) in which Academic measures were given high marks**, which a high scoring report, including only 1 (required) school improvement goal: expand college/career readiness opportunities

2018-2019 - Opened an Alternative program/school to address students who met state at-risk (please note that at-risk students still attend iSucceed’s regular program, as they cannot be forced to attend an Alternative program)

- Developed 2 additional “extended Algebra I” courses to assist with student math remediation for those students lacking 9th grade level math skills, saw an overall increase in Algebra pass rates
- Developed the first online AVID elective course in order to build the AVID program

2019-2020 - **iSucceed saw it’s highest increases in pass rate, completion rate, student engagement/ attendance in the course and the number of Early Graduates.**

- Provided iSucceed’s robust programming to a huge increase in students due to COVID, still met all academic targets
- Expanded in-house Dual Credit courses, Advanced Opportunities and Career Pathways

2020-2021 - Continued increase in students and a small shift in demographics, reflecting a more diverse group of students enrolling due to COVID safety concerns. Mid-year data review revealed a continued increase in academic measures and possibility the largest graduating class the school has seen in its history!

6148 N Discovery Way Ste 120 Boise Idaho 83713
208-375-3116 (O) | 208-375-3117 (F) | www.isucceedvhs.net

4 Year Cohort Graduation Rate

Many of the students enrolling with iSucceed are already outside of the federal 4-year cohort graduation rate and behind in credits, however many of those students who remain with the school will indeed graduate if eligible with a high school diploma thus improving the state's *overall rate of high school completion*. Commissioners should be aware that online and alternative schools are unfairly measured by this rate due to the state selecting "last school attended" instead of looking at "length of enrollment" for accountability. This means these schools are penalized for enrolling students out of cohort or behind in credits. Even though the student may have only attended iSucceed for a few months, iSucceed gets the accountability measurement. Regardless of this issue, iSucceed still took measures to try and improve a rate that *they have little control over year to year*. You can see this play out in the data where one year there would be an increase and the next, a decrease. Which these strategies in play, iSucceed has seen dramatic increases despite a difficult population

- School Improvement goals with CSI-Grad requirements, forming strategy
- The addition of an Alternative program/school to address severely behind in credit students and to address an improvement in credit completion towards graduation
- The addition of a Records Assistant to investigate withdrawal students status and conditions for Grad Rate appeals

	466 District	654 ISVHS	1417 Academy	
19-20 4 year	31.60%	47.30%	10.60%	19-20 release
18-19 5 year	32.70%	43%	18.30%	19-20 release
18-19 4 year	26.50%	36.20%	5.80%	18-19 release
17-18 5 year	21%	24.20%	9.50%	18-19 release
17-18 4 year*	17.10%	17.10%		*5 year was not calculated at this point, no Academy existed so "law of averages" applies
16-17 4 year*	23.70%	23.70%		
% increase 18-19 to 19-20 4 year	19.25%	30.66%	82.76%	
% increase 18-19 to 19-20 5 year	55.71%	77.69%	92.63%	

iSucceed Graduation Rate measure from charter mission:

iSucceed's mission is to serve students from a wide spectrum of demographics with an emphasis on at-risk and mobile students. iSucceed will target a graduation rate percentage of eligible to graduate students at 70% or higher.

From iSucceed's inception of data collection, the "eligible to graduate" rate has ranged from 72 - 80% each year, holding true to the charter mission of assisting struggling students reach their ultimate high school goal. Early graduation rate increased 20%+ since this option was introduced and measured.

Other areas of academic related success for iSucceed in the 5-year term (not already listed above):

- Opening Idaho's only online AVID program (at the time), open to ALL iSucceed students
 - The AVID program is a nationally recognized, research-based program that has a positive impact on students in the academic middle or students with no family history of college attendance
 - Students enrolled with AVID at iSucceed had a higher academic successes in overall pass rate, GPA, course completion and engagement in college/career opportunities* (*Data provided to national AVID program annually)
- Significant increases in student enrollment in Advanced Opportunity programs and Honors diplomas
- Continued increases in enrollment due to program and service offering, 15% or more each year for the past 5 years

Summary of iSVS (iSVHS) charter amendments:

- We determined prior when we prepared for Alternative programming in the charter, we could leave "iSucceed Virtual High School, Inc" as the name of the overarching entity we were registered as a non-profit and other important paperwork so, we did leave that intact in the charter when we proposed the prior changes. So no changes there except in a few areas for clarification.
- **Most notable change:** The charter uses the acronym **iSVHS** (short for iSucceed Virtual High School), so that is remedied by removing the "H" so it reads **iSVS** (iSucceed Virtual School)
- Took out the word "high" when referring to high students or high-school aged students and re-worded to "students" or applicable where appropriate
- **Tab 3:** Included language about how middle grades would be served in Tab 3 Education Programs and Goals applicable sections, as required by PCSC procedures
- **Tab 4:** Included sentence on mastery of content for middle grades
- The "bulk" of amendments are reflected here (only exception is any more changes to **Tab 7**, Reviewed lottery process in case of enrollment cap for 21-22 school year (wishing to only do 8th grade, approximately 140-150 students at any given time in order to be properly staffed)

FND T ACCNT OBJ LOC PRJ	Ending Balance
100 A 111000 000 100 000	342.56
100 A 111100 000 100 000	5,779,964.31
100 A 112100 000 100 000	0.00
100 A 114000 000 100 000	860,443.67
100 A 114100 000 100 000	0.00
100 A 114200 000 100 000	0.00
100 A 116100 000 100 000	0.00
100 L 211000 000 100 000	0.00
100 L 213000 000 100 000	25,917.17
100 L 213000 210 100 000	22.44
100 L 213000 290 100 000	14.12
100 L 217000 000 100 000	3.57
100 L 217100 000 100 000	-108,828.74
100 L 217200 000 100 000	-22,590.01
100 L 223200 000 100 000	0.00
100 Q 310800 000 000 000	0.00
100 Q 310800 000 100 000	0.00
100 Q 310902 000 100 000	0.00
100 Q 320000 000 100 000	0.00
100 Q 320001 000 100 000	0.00
100 Q 320100 000 100 000	-6,535,289.09
100 Q 320200 000 100 000	0.00
100 - - - - - - - - - - - - - - -	0.00
245 A 111100 000 100 000	28,100.05
245 A 114000 000 100 000	0.00
245 L 211000 000 100 000	0.00
245 L 213000 000 100 000	-203.35
245 L 217000 000 100 000	0.00
245 L 217100 000 100 000	0.00
245 L 217200 000 100 000	-8.00
245 L 218595 000 100 000	0.00
245 Q 310800 000 000 000	0.00
245 Q 310800 000 100 000	0.00
245 Q 320000 000 100 000	0.00
245 Q 320001 000 100 000	0.00
245 Q 320100 000 100 000	-27,888.70
245 Q 320200 000 100 000	0.00
245 - - - - - - - - - - - - - - -	0.00
246 A 111100 000 100 000	-298.12
246 A 114000 000 100 000	-3,417.60
246 L 211000 000 100 000	0.00
246 L 213000 000 100 000	0.00
246 L 217000 000 100 000	0.00
246 L 217100 000 100 000	0.00
246 L 217200 000 100 000	0.00
246 Q 310800 000 100 000	0.00
246 Q 320000 000 100 000	0.00
246 Q 320001 000 100 000	0.00
246 Q 320100 000 100 000	3,715.72
246 Q 320200 000 100 000	0.00
246 - - - - - - - - - - - - - - -	0.00
251 A 111100 000 100 000	-63,505.40
251 A 114000 000 100 000	30,004.57
251 L 211000 000 100 000	0.00
251 L 213000 000 100 000	87.48
251 L 213000 210 100 000	7.16
251 L 213000 220 100 000	0.00

FND	T	ACCNT	OBJ	LOC	PRJ	Ending Balance
251	L	213000	290	100	000	4.54
251	L	217000	000	100	000	0.00
251	L	217100	000	100	000	-3,218.00
251	L	217200	000	100	000	-672.17
251	Q	310800	000	000	000	0.00
251	Q	310800	000	100	000	0.00
251	Q	320000	000	100	000	0.00
251	Q	320001	000	100	000	0.00
251	Q	320100	000	100	000	37,291.82
251	Q	320200	000	100	000	0.00
251	-	-----	---	---	---	0.00
257	A	111100	000	100	000	-69,823.82
257	A	114000	000	100	000	78,888.24
257	L	211000	000	100	000	0.00
257	L	213000	000	100	000	106.79
257	L	214200	000	100	000	0.00
257	L	217000	000	100	000	0.00
257	L	217100	000	100	000	-8,405.00
257	L	217200	000	100	000	-1,755.09
257	Q	310800	000	000	000	0.00
257	Q	310800	000	100	000	0.00
257	Q	320000	000	100	000	0.00
257	Q	320001	000	100	000	0.00
257	Q	320100	000	100	000	988.88
257	Q	320200	000	100	000	0.00
257	-	-----	---	---	---	0.00
261	A	111100	000	100	000	-1,691.00
261	A	114000	000	100	000	1,691.00
261	A	116000	000	100	000	0.00
261	L	211000	000	100	000	0.00
261	L	213000	000	100	000	0.00
261	L	214200	000	100	000	0.00
261	L	217000	000	100	000	0.00
261	L	217100	000	100	000	0.00
261	L	217200	000	100	000	0.00
261	Q	310800	000	000	000	0.00
261	Q	310800	000	100	000	0.00
261	Q	310800	000	200	000	0.00
261	Q	320000	000	100	000	0.00
261	Q	320001	000	100	000	0.00
261	Q	320100	000	100	000	0.00
261	Q	320200	000	100	000	0.00
261	-	-----	---	---	---	0.00
271	A	111100	000	100	000	-13,138.40
271	A	114000	000	100	000	9,445.37
271	A	116000	000	100	000	0.00
271	L	211000	000	100	000	0.00
271	L	213000	000	100	000	186.20
271	L	214200	000	100	000	0.00
271	L	217000	000	100	000	0.00
271	L	217100	000	100	000	0.00
271	L	217200	000	100	000	-2.00
271	Q	310800	000	000	000	0.00
271	Q	310800	000	100	000	0.00
271	Q	320000	000	100	000	0.00
271	Q	320001	000	100	000	0.00
271	Q	320100	000	100	000	3,508.83

FND	T	ACCNT	OBJ	LOC	PRJ	Ending Balance
271	Q	320200	000	100	000	0.00
271	-	-----	---	---	---	0.00

Grand Asset Totals	6,637,005.43
Grand Liability Totals	-119,332.89
Grand Equity Totals	-6,517,672.54
Grand Totals	0.00

Number of Accounts: 109

***** End of report *****

IDAHO PUBLIC CHARTER SCHOOL COMMISSION
APPENDIX A: BUDGET TEMPLATE
W ♦ ♦ ♦ ♦

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

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

Alan Reed, Chairman
Jenn Thompson, Director

Financial Summary

Worksheet Instructions: This page will auto-populate as you complete the Pre-Operational and Operational Budget tabs.

Revenue

Anticipated Enrollment for Each Scenario:		1187	1365	1501.5	1,650
	Pre-Operational Budget	Break-Even Year 1 Budget	Full Enrollment Year 1 Budget	Year 2 Budget	Year 3 Budget
Cash on Hand/ Other Revenue Sources	\$0.00	\$3,514,946.00	NA	NA	\$0.00
Contributions/ Donations	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Loans	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Grants	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Base Support	NA	\$1,561,010.00	\$0.00	\$0.00	\$0.00
Salary and Benefit Apportionment	NA	\$5,996,299.00	\$0.00	\$0.00	\$0.00
Transportation Allowance	NA	\$60,000.00	\$0.00	\$0.00	\$0.00
Special Distributions	NA	\$361,723.00	\$0.00	\$0.00	\$0.00
REVENUE TOTAL	-	\$7,979,032.00	\$0.00	\$0.00	\$0.00

Expenditures

	Pre-Operational Budget	Break-Even Year 1 Budget	Full Enrollment Year 1 Budget	Year 2 Budget	Year 3 Budget
Staff and Benefit Totals		\$3,177,612.00	\$0.00	\$0.00	\$0.00
Educational Program Totals		\$1,247,396.00	\$0.00	\$0.00	\$0.00
Technology Totals		\$207,575.00	\$0.00	\$0.00	\$0.00
Capital Outlay Totals		\$0.00	\$0.00	\$0.00	\$0.00
Board of Directors Totals		\$0.00	\$0.00	\$0.00	\$0.00
Facilities Totals		\$135,000.00	\$0.00	\$0.00	\$0.00
Transportation Totals		\$60,000.00	\$0.00	\$0.00	\$0.00
Nutrition Totals		\$0.00	\$0.00	\$0.00	\$0.00
Other		\$887,675.00	\$0.00	\$0.00	\$0.00
EXPENSE TOTAL	-	\$5,715,258.00	\$0.00	\$0.00	\$0.00
OPERATING INCOME (LOSS)	-	\$2,263,774.00	\$0.00	\$0.00	\$0.00
PREVIOUS YEAR CARRYOVER		3,514,946.00	\$0.00	\$0.00	\$0.00
NET INCOME (LOSS)	-	\$2,263,774.00	\$0.00	\$0.00	\$0.00

Idaho Public Charter School Commission

Charter Petition: Pre-Operational Budget

Worksheet Instructions: list revenues, expenditures, and Full-Time Equivalencies (FTE) anticipated during the pre-operational year. Insert rows as necessary throughout the document. Include notes specific to start-up costs (details, sources, etc.) in the Assumptions column.

Pre-Operational Revenue

Line Item / Account	Budget	Assumptions / Details / Sources
Donations and Contributions	-	Only include secured funds. Sum all donations/contributions here. Provide documentation for
Loans	-	Include documentation that provides the lender, term, rate, and total principal.
Grants	-	Only include secured grants. Provide documentation of grantor, total amount, and any applicable restrictions or requirements.
Other Revenue		Include details and documentation as necessary.
REVENUE TOTAL	\$0.00	

Additional Notes or Details Regarding Revenues:

Pre-Operational Expenditures

Section 1: Staffing

1a: CERTIFIED STAFF	Budget		Assumptions / Details / Sources
Classroom Teachers	FTE	Amount	
Elementary Teachers			
Secondary Teachers			
Specialty Teachers			
Classroom Teacher Subtotals	0.0	-	Average classroom size:
Special Education	FTE	Amount	
SPED Director / Coordinator			
Special Education Teacher			
Special Education Subtotals	0.0	-	Anticipated % Special Education Students:
Other Certified Staff	FTE	Amount	

Lead Administrator			
Assistant Administrator			
Other Certified Staff Subtotals	0.0	-	
CERTIFIED STAFF TOTAL	0.0	-	

1b: CLASSIFIED STAFF	Budget		Assumptions / Details / Sources
Position	FTE	Amount	
Paraprofessionals- General			
Paraprofessionals- SPED			
Admin / Front Office Staff			
CLASSIFIED STAFF TOTAL	0.0	-	

1c: BENEFITS	Budget		Assumptions / Details / Sources
Type	Rate	Amount	
Retirement			
Workers comp			
FICA/Medicare			
Group insurance			
Paid time off (provide assumptions)			
BENEFITS TOTAL		-	

CERTIFIED & CLASSIFIED STAFF TOTAL	-	
TOTAL STAFF & BENEFITS TOTAL	-	

Section 2: Educational Program

2a: OVERALL EDUCATION PROGRAM COSTS	Budget	Assumptions / Details / Sources
Professional Development		
SPED Contract Services		Types of anticipated SPED Contractors:
Other Contract Services (i.e. accounting, HR, management)		
Office Supplies		
Membership Dues (if applicable)		
OVERALL EDUCATION PROGRAM TOTAL	-	

2b: ELEMENTARY PROGRAM	Budget	Assumptions / Details / Sources
Elementary Curriculum		
Elementary Instructional Supplies & Consumables		
Elementary Special Education Curricular Materials		
Elementary Contract Services (provide assumptions)		Types of anticipated Contractors:
ELEMENTARY PROGRAM TOTAL	-	

2c: SECONDARY PROGRAM	Budget	Assumptions / Details / Sources
Secondary Curriculum		

Secondary Instructional Supplies & Consumables		
Secondary Special Education Curricular Materials		
Secondary Contract Services (provide assumptions)		Types of anticipated Contractors:
SECONDARY PROGRAM TOTAL	-	
EDUCATIONAL PROGRAM TOTAL	-	
Additional Notes or Details Regarding Educational Program Expenditures:		

Section 3: Technology		
Line Item / Account	Budget	Assumptions / Details / Sources
Internet Access		
Contract Services		
Technology Software & Licenses		
Computers for Staff Use		
Computers for Student Use		
Other Technology Hardware (i.e. document cameras, projectors, etc.)		
TECHNOLOGY TOTAL	-	
Additional Notes or Details Regarding Technology Expenditures:		

Section 4: Non-Facilities Capital Outlay		
Line Item / Account	Budget	Assumptions / Details / Sources
Furniture (school-wide)		Include only items not covered via FFE, if applicable.
Kitchen Equipment (warming oven, salad bar, etc.)		
Other Capital Outlay (i.e. library, kitchen small wares, maintenance equipment, etc.)		
CAPITAL OUTLAY TOTAL	-	

Additional Notes or Details Regarding Non-Facilities Capital Outlay Expenditures:

Section 5: Board of Directors

Line Item / Account	Budget	Assumptions / Details / Sources
Board Training		
Legal		
Insurance (property, liability, E & O, etc.)		
Audit		
BOARD OF DIRECTORS TOTAL	-	

Additional Notes or Details regarding Board of Directors Expenditures:

Section 6: Facilities Details (consistent with facilities template)

Line Item / Account	Budget	Assumptions / Details / Sources
Mortgage or Lease		
Construction / Remodeling (if applicable)		
Repairs and Maintenance		
Facilities Maintenance Contracts (i.e. snow removal, lawn care, custodial, security, etc.)		
Utilities (i.e. gas, electric, water, etc.)		
Phone		
Other Facilities Related Costs (specify)		
FACILITIES TOTAL	-	

Additional Notes or Details Regarding Facilities Expenditures:

Section 7: Transportation

Line Item / Account	Budget	Assumptions / Details / Sources
Daily Transportation		
Special Transportation (i.e. SPED, field trips, etc.)		
Other Transportation Costs (specify)		
TRANSPORTATION TOTAL	\$0.00	

Additional Notes or Details Regarding Transportation Expenditures:

Section 8: Nutrition

Line Item / Account	Budget	Assumptions / Details / Sources
Food Costs		
Non-Food Costs		
OTHER TOTAL	-	

Additional Notes or Details Regarding Transportation Expenditures:

Section 9: Other Expenditures

Line Item / Account	Budget	Assumptions / Details / Sources
OTHER TOTAL	-	

Additional Notes or Details Regarding Transportation Expenditures:

Idaho Public Charter School Commission					
Charter Petition: Operational Budgets					
Worksheet Instructions: list revenues, expenditures, and Full-Time Equivalencies (FTE) anticipated during the pre-operational year. Insert rows as necessary throughout the document. Include notes specific to start-up costs (details, sources, etc.) in the Assumptions column.					
Operational Revenue					
Anticipated Enrollment for Each Scenario:	1187	1365	1501.5	1650	Assumption of 10- 15% increase each year
Line Item / Account	Break-Even Year 1 Budget	Full Enrollment Year 1 Budget	Year 2 Budget	Year 3 Budget	Assumptions / Details / Sources
Cash on Hand	\$3,514,946.00		NA	NA	Secured funds only; include documentation
Donations and Contributions	\$0.00				Secured funds only; include documentation
Loans	\$0.00				Include documentation for lender, term,
Grants	\$0.00				Provide documentation and details.
Entitlement	\$1,563,886.00				Attach the M & O Revenue Template
Salary and Benefit Apportionment	\$4,432,413.00				Attach the M & O Revenue Template
Transportation Allowance	\$60,000.00				
Special Distributions	NA	NA	NA	NA	From the SDE Special Distributions Doc.
Charter School Facilities	\$48,227.00				Virtual schools include SDE worksheet
Content and Curriculum	\$0.00				
Continuous Improvement Plans and Training	\$3,000.00				
Gifted Talented	\$3,000.00				
Leadership Premiums	\$24,782.00				
IT Staffing	\$12,906.00				This is assuming it isn't cut from the budget by the legislature
Math and Science Requirement	\$75,000.00				
Professional Development	\$24,689.00				
Safe and Drug-Free Schools	\$5,890.00				
Technology (i.e. infrastructure)	\$80,847.00				This is assuming it isn't cut from the budget by the legislature
Advanced Opportunities	\$14,580.00				secondary schools only
College and Career Advisors/ Mentors	\$68,802.00				secondary schools only
Literacy Proficiency	NA	NA			
Limited English Proficient (LEP)	NA	NA			
School Facilities (Lottery)	NA	NA			
REVENUE TOTAL	\$9,932,968.00	\$0.00	\$0.00	\$0.00	Year 1 same as 1st column, Exact budget assumptions cannot be made with current Legislative situation or possible switch to Enrollment-based. In normal years, include 3% revenue increase assumption, along with enrollment revenue increases can be assumed

Operational Expenditures

Section 1: Staffing									
1a: CERTIFIED STAFF	Break-Even Year 1 Budget		Full Enrollment Year 1 Budget		Year 2 Budget		Year 3 Budget		Assumptions / Details / Sources
	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	
Classroom Teachers									
Elementary Teachers									
Secondary Teachers	24.0								Year 1 same as 1st column, 5% -10% increase each successive year for all staffing lines in line with enrollment increase
Specialty Teachers									
Classroom Teacher Subtotals	24.00	-	0.00	-	0.00	-	0.00	-	Average classroom size:
Special Education	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	

SPED Director	1.0								
Special Education Teacher	5.0								
Special Education Subtotals	6.00	-	0.00	-	1.00	-	0.00	-	Anticipated % Special Education Students:
Other Certified Staff	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	
Lead Administrator	1.0								
Assistant Administrator	3.0								
Other Certified Staff Subtotals	4.00	-	0.00	-	0.00	-	0.00	-	
CERTIFIED STAFF TOTAL	34.00	-	-	\$0.00	1.00	\$0.00	0.00	\$0.00	

1b: CLASSIFIED STAFF	Break-Even Year 1 Budget		Full Enrollment Year 1 Budget		Year 2 Budget		Year 3 Budget		Assumptions / Details / Sources
Position	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	
Paraprofessionals- General									
Paraprofessionals- SPED									
Admin / Front Office Staff	1.0								
Other	7.0								
CLASSIFIED STAFF TOTAL	8.00	-	0.00	-	0.00	-	0.00	-	

1c: BENEFITS	Break-Even Year 1 Budget		Full Enrollment Year 1 Budget		Year 2 Budget		Year 3 Budget		Assumptions / Details / Sources
Type	Rate	Amount	Rate	Amount	Rate	Amount	Rate	Amount	
Retirement	1.94%								
Workers comp/ FICA/ Medicare	7.65%	218,266.00							
Group Insurance (Medical/Dental)	92.00%								
Paid time off (provide assumptions)									
BENEFITS TOTAL		218,266.00		-		-		-	
CERTIFIED & CLASSIFIED STAFF TOTAL		-		-		\$0.00		\$0.00	
TOTAL STAFF & BENEFITS TOTAL		218,266.00		-		\$0.00		\$0.00	

Section 2: Educational Program

2a: OVERALL EDUCATION PROGRAM COSTS	Break-Even Year 1 Budget		Full Enrollment Year 1 Budget		Year 2 Budget		Year 3 Budget		Assumptions / Details / Sources
Professional Development									In line with current expenditures per enrollment rate
SPED Contract Services									Types of anticipated SPED Contractors:
Membership Dues									
Authorizer Fee									
Other Contract Services (i.e. accounting, HR,									Provide details
Office Supplies									
OVERALL EDUCATION PROGRAM TOTAL		-		-		-		-	

2b: ELEMENTARY PROGRAM	Break-Even Year 1 Budget		Full Enrollment Year 1 Budget		Year 2 Budget		Year 3 Budget		Assumptions / Details / Sources
Elementary Curriculum									
Elementary Instructional Supplies & Consumables									
Elementary Special Education Curricular Materials									
Elementary Contract Services (provide assumptions)									
ELEMENTARY PROGRAM TOTAL		-		-		-		-	

2c: SECONDARY PROGRAM	Break-Even Year 1 Budget		Full Enrollment Year 1 Budget		Year 2 Budget		Year 3 Budget		Assumptions / Details / Sources
-----------------------	-----------------------------	--	----------------------------------	--	---------------	--	---------------	--	---------------------------------

Secondary Curriculum	1,247,316.00				Year 1 same as 1st column, 10-15% increase each successive year for curriculum and LMS in line with enrollment increase
Secondary Instructional Supplies & Consumables	30,000.00				
Secondary Special Education Curricular Materials	5,000.00				
Secondary Contract Services (provide assumptions)	8,000.00				Types of anticipated Contractors: Psych
SECONDARY PROGRAM TOTAL	1,290,316.00	-	-	-	
EDUCATIONAL PROGRAM TOTAL	1,290,316.00	-	-	-	
Additional Notes or Details Regarding Educational Program Expenditures:					

Section 3: Technology					
Line Item / Account	Break-Even Year 1 Budget	Full Enrollment Year 1 Budget	Year 2 Budget	Year 3 Budget	Assumptions / Details / Sources
Internet Access	4,800.00				
Contracted Services	3,500.00				Include details.
Technology Software & Licenses	8,500.00				
Computers for Staff Use	6,500.00				
Computers for Student Use	35,000.00				
Other Technology Hardware (i.e. document cameras, projectors, etc.)	5,000.00				
TECHNOLOGY TOTAL	63,300.00	-	-	-	
Additional Notes or Details Regarding Technology Expenditures:					

Section 4: Non-Facilities Capital Outlay					
Line Item / Account	Break-Even Year 1 Budget	Full Enrollment Year 1 Budget	Year 2 Budget	Year 3 Budget	Assumptions / Details / Sources
Furniture (school-wide)	-				
Kitchen Equipment (warming oven, salad bar, etc.)	-				
Other Capital Outlay (i.e. library, kitchen small)	-				
CAPITAL OUTLAY TOTAL	-	-	-	-	
Additional Notes or Details Regarding Non-Facilities Capital Outlay Expenditures:					

Section 5: Board of Directors					
Line Item / Account	Break-Even Year 1 Budget	Full Enrollment Year 1 Budget	Year 2 Budget	Year 3 Budget	Assumptions / Details / Sources
Board Training	-				
Legal	6,000.00				

Insurance (property, liability, E & O, etc.)	9,000.00				
Audit	8,600.00				
BOARD OF DIRECTORS TOTALS	23,600.00	-	-	-	

Additional Notes or Details Regarding Board of Directors Expenditures:

Section 6: Facilities Details (consistent with facilities template)

Line Item / Account	Break-Even Year 1 Budget	Full Enrollment Year 1 Budget	Year 2 Budget	Year 3 Budget	Assumptions / Details / Sources
Mortgage or Lease	120,000.00				Facilities will meet demand for next 3 years
Construction / Remodeling (if applicable)	-				
Repairs and Maintenance	-				
Facilities Maintenance Contracts (i.e. snow removal; trash; lawn care, custodial, security, etc.)	2,700.00				
Utilities (i.e. gas, electric, water, etc.)	-				
Phone	5,200.00				
Other Facilities Related Costs (specify)	-				
FACILITIES TOTAL	127,900.00	-	-	-	

Additional Notes or Details Regarding Facilities Expenditures:

Section 7: Transportation

Line Item / Account	Break-Even Year 1 Budget	Full Enrollment Year 1 Budget	Year 2 Budget	Year 3 Budget	Assumptions / Details / Sources
Daily Transportation	\$0.00				
Special Transportation (i.e. SPED, field trips, etc.)	\$0.00				
Other Transportation Costs (specify)	\$0.00				
TRANSPORTATION TOTAL	\$0.00	\$0.00	\$0.00	\$0.00	

Additional Notes or Details Regarding Transportation Expenditures:

Section 8: Nutrition Program

Line Item / Account	Break-Even Year 1 Budget	Full Enrollment Year 1 Budget	Year 2 Budget	Year 3 Budget	Assumptions / Details / Sources
Food Costs	-				
Non-Food Costs	-				
NUTRITION TOTAL	-	-	-	-	

Additional Notes or Details Regarding Other Expenditures:

Section 9: Other Expenditures

Line Item / Account	Break-Even Year 1 Budget	Full Enrollment Year 1 Budget	Year 2 Budget	Year 3 Budget	Assumptions / Details / Sources
OTHER TOTAL	-	-	-	-	
Additional Notes or Details Regarding Other Expenditures:					

Idaho Public Charter School Commission														
Cash Flow Operational Year 1														
	Year 1	JUL	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE	Total
Student Enrollment Capacity	1187													
Revenue														
Donations and Contributions	0													\$0.00
Loans	0													\$0.00
Grants	0													\$0.00
Entitlement	1,561,010													\$0.00
Salary and Benefit Apportionment	5,996,299													\$0.00
Transportation Allowance	60,000													\$0.00
Special Distributions	361,723													\$0.00
Total Revenue	\$7,979,032.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Expenditures														
Salaries and Benefits	3,177,612.00													\$0.00
Education Program	1,247,316.00													\$0.00
Technology Totals	207,575.00													\$0.00
Capital Outlay Totals	-													\$0.00
Board of Directors	-													\$0.00
Facilities	135,000.00													\$0.00
Transportation	\$0.00													\$0.00
Nutrition	-													\$0.00
Other	887,675.00	es, supplies misc												\$0.00
Total Expenditures	\$5,655,178.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Cash Flow														
Operational Cash Flow		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Cash on Hand	\$3,514,946.61		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Cash End of Period	\$5,838,800.61	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Petition for a
Statewide Virtual Charter ~~High~~ School

*i*SUCCEED VIRTUAL
~~HIGH~~SCHOOLS

Administration Office:

6148 N. Discovery Way
Boise, Idaho 83713

Submitted to:

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

Submitted by:

Board of Directors
iSucceed Virtual High School, Inc.
An Idaho Non-Profit Corporation

Spring 2021

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Exhibits Attached

- A – Amended Articles of Incorporation
- B – Amended Bylaws
- C - Board of Directors
- D - Signatures
- G – Online Learning Best Practices
- I – Financial Plan

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

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

iSucceed Virtual High School, Inc. was initially created and established for the purposes of commencing and operating a public virtual charter high school program throughout the state of Idaho. Thereafter the school sought and was granted permission to expand the school's student population to include alternative school students and middle grades, if the Board chooses to add such programs in the future. iSucceed Virtual High School, Inc. is an independent non-profit corporation.

Board of Directors

iSVHS is governed by the Board of Directors of iSucceed Virtual High School, Inc., whose major roles and responsibilities, in conjunction with the Amended Corporate By-Laws and Amended Articles of Incorporation include, but are not limited to: establishing and approving all major educational and operational policies, approving all major contracts, approving the annual budget, monitoring the performance of contracted services, overseeing fiscal affairs, meeting and selecting and evaluating key executive staff, employment of teaching staff and all operational obligations as mandated by the Idaho Code.

The initial Board of Directors was assembled based upon expertise and/or interest in one or more of the following areas: education, school operations, public school finance/general finance, virtual learning, government, community outreach and service, law, or any other area of expertise which would increase the likelihood of success of iSVHS. The initial Board of Directors has turned over with the passage of time. The subsequent Board composition has been consistent with the corporate documentation for the school.

Exhibit C contains the resumes for the Board of Directors.

Services Providers

iSucceed Virtual High School, Inc., after consideration of similar service providers, will negotiate an arms-length, fully revocable Agreement with vendors and/or service providers and/or consultants to assist in the development and operation of the School. Regardless of the existence of any such Agreement(s) the governance and employment of the school's Business Manager, Board Clerk, Teachers and Executive Director remains fully vested with the Board of Directors.

iSucceed Virtual High School, Inc. complies with the requirements of I.C. 67-2806 to the extent applicable in the procurement of all services and personal property.

Vendor Agreements may include provision of the following services to iSucceed Virtual High School, Inc. for the operation of the school:

- Computer technology for student use (Technology equipment and service)
- Broad selection of independent online courses aligned to Idaho state standards
- School platform (SIS, LMS, Virtual Classroom)
- Community building programs
- Student recruitment and outreach
- Assistance to the Administration and support staff employed by iSVHS
- Back Office Services (i.e. accounts payable/receivable, payroll).

Any other services necessary for the operation of the school not specifically reserved as a Board responsibility as detailed in this Charter.

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

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

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

Please see Exhibit D – Signatures

c. Vision and Mission statement

Vision Statement

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

Mission Statement

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

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

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

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

Statement of Need/Student Population

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

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

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

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

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

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

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

Community outreach seeks to bring students back into the public schools to complete their education and obtain a high school diploma. Given the historical roots and interests of the founders and Board, one of the subpopulations of students for outreach will include the underserved Hispanic and migrant community. Many of our students may come from families where they are the first to graduate from high school and no member of their family has ever attended college or any post-graduate training program. We also seek to assist our student to attain some college credits during their high school years, increasing their likelihood to continue their education either through community college programs, technical or trade programs and local universities.

Idaho Statistics

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

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

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

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

Core Values and Educational Philosophy

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

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

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

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

All students – as individuals – should be celebrated

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

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

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

Personalized learning helps ~~high school~~ students build life skills

- Lessons learned through independent work can be “stickier” than if learned via lecture and tends to remain with the learner longer than knowledge gained through a classroom lecture.
- Students in a personalized learning program develop more effective time-management skills, self-discipline, and self-direction.

- Maturity, time-management, and self-direction aid in college and/or career success.
- We believe that today's students are capable of building successful educational and social relationships even though they work independently. However, we also believe that supplementing the online high school experience with community-based interactions will provide powerful social and academic benefits for students.

School Administration Facilities (Central Office)

iSVHS, Inc operates a full-time, online, public high-school programs, thus not requiring a facility the size or complexity of a traditional high-school. iSVHS's Central Office will at all times remain physically located in the Treasure Valley. located at:

6148 N Discovery Way, Ste. 120 Boise, Idaho 83713

The current lease agreement has previously been provided to the Commission's staff and remains available for review by the Public Charter School Commission.

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

Administrative Services

iSVHS, Inc is led by an Executive Director who will be responsible for recommending the hiring and day-to-day management and administration of the school.

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

Impact on Idaho School Districts

Providing every student the opportunity for a high quality education to assist them in meeting their individual goal and becoming a productive member of our society is a philosophy and mission shared by the State of Idaho Board of Education, charter schools and school districts throughout the state. It is also a core value of iSVHS. iSVHS has worked collaboratively with the educational community in Idaho providing an option for high-school-aged students currently not served by the traditional academic environment and for students who simply are not succeeding in the traditional academic environment. Often our school is recommended by the educational community when a student has been expelled, is seeking to "drop-out" of the traditional educational setting or when the educational community recognizes its method of instruction simply is not best for the individual student.

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

iSVHS attracts high-school-aged students who are currently not enrolled in the public school system; disenfranchised students; students who would be likely to drop out before graduation, who have already dropped-out, who are, perhaps, currently home-schooled or who have totally left any formal education. Our goal is to bring these students back into the public school system. A small percentage of

the school's student population is drawn from traditional brick and mortar schools, and, as a statewide school, this impact is dispersed among all districts and schools across the State of Idaho.

Civil liability Effects on iSVHS, Inc and the Public Charter School Commission

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

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

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

Types of Insurance

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

iSVHS, Inc has secured liability insurance of the following types and amounts:

- General Liability
 - Each occurrence \$2,000,000
 - Damages to rented premises (ea. occurrence) \$50,000
 - Med exp. (any one person) \$1,000
 - Personal and adv. injury \$2,000,000
 - General aggregate \$5,000,000
 - Products – comp/op agg. \$,000,000
- Workers Compensation & Employers' Liability
 - As per the requirements of and compliant with the State Insurance Fund Program.

iSVHS, Inc has provided a Certificate of Liability Insurance to the Public Charter School Commission and a copy of such remains available to the Commission upon request.

All personnel employed by iSVHS, Inc are covered by Federal Social Security, Unemployment and Worker's Compensation Insurance, and Health Insurance, and, if qualified by statute, participate in the Public Employee Retirement System of Idaho (PERSI).

Tab 3: Educational Programs and Goals

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

The Learning Process

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

Program Overview

iSVHS provides a full-time, online, diploma-granting high school program for students in grades 9-12. All students must be able to demonstrate completion of the 8th grade prior to participating in our high school program. In future years, iSVS may expand to middle grades and iSVHS may also provide an alternative program for approved grade levels.

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

Program Format

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

Academic counselors, student support personnel and school administrators track student progress toward graduation, identifying what further credits are needed and working with students to address course needs for graduation. Our students ultimately determine the sequencing of courses that do not have prerequisites. Students are expected to complete a set of core courses as required for Idaho Graduation standards (as such may change from time to time), as well as a number of electives as required for graduation. Each year a broad array of courses, at differing levels, are offered depending upon student interest and current teacher certification/endorsement.

The course catalog for iSVHS includes a wide variety of selections in all core academic areas—Math, Language Arts, Science, Social Studies, as well as electives in areas such as World Languages, Business and Marketing, Digital Technologies, Fine/Visual/Performing Arts, Life/Study Skills, and Physical Education. Additionally, iSVHS may provide courses that meet criteria for alternative program specifications.

Courses may include text, diagrams, images, audio content, and interactive simulations to facilitate the comprehension of concepts, assessments (self, objective, and subjective) that test mastery of concepts, and activities/projects/assignments that test higher-order thinking skills and engage students in a social constructivist environment. Courses are taught by Idaho-certified instructors who engage students who have questions, problems, or curiosities through a virtual whiteboard, email, phone, instant messaging and scheduled office hours or discussion groups.

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

The addition of a middle school program would have all the same highly supportive components as high school as described above, with more focus on parent involvement and promoting engagement in academics. Middle grade students will also be assigned an Advisory teacher/mentor who works closely with the student and parent towards academic goals. The school will provide a wide array of middle grade courses in core and elective areas, and all course activities will meet Idaho standards for content as well as advancement to high school

With the school's mission aligned to reaching students who need alternative types of instruction, iSVHS may also establish an alternative program within the district for students that meet the state alternative program requirements. While the alternative program will use similar program components listed of its regular education programs to meet the wide demographics (including at-risk characteristics), it will have specific focus on engagement and course completion. The alternative program may include lower teacher to student ratios, enhanced regional Orientation sessions, counseling services specific to the program, summer courses and meet all specific state of Idaho criteria for alternative programs.

Attendance Policy

iSVHS is most concerned with student progress made toward advancement requirements, whether such be graduation or grade advancement. We recognize that many of our students have work and family responsibilities that make "traditional" school attendance difficult to comply with, and that is why they choose to attend iSVHS. However, attendance is tracked for State and Federal reporting.

In compliance with I.C. 33-512, iSVHS monitors and reports student Average Daily Attendance (ADA) based upon course progress while the student is logged into their courses and/or engaged in offline instruction/learning or via course mastery as such is permitted by the state. In accordance with I.C. 33-512, iSVHS will provide a minimum of 990 instructional/learning hours to each iSVHS student during the course of each year and/or any other minimum standards that may hereafter be mandated by the state for applicable grade levels and programs.

General student attendance is reviewed as days since last login.

The following attendance guidelines guide contact with absentee students:

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

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

If a student receives twenty consecutive school days of unexcused absences, or there is other significant evidence of violation of the school's attendance policies, the student's attendance is reviewed by the administration, with a possible recommendation to the Board for expulsion based upon habitual truancy. Idaho Code § 33-205 and § 33-206 and/or a determination in communication with the student/family that the student has voluntarily withdrawn from the school. If the student has never actually started attendance at the school and logs no attendance the first twenty consecutive days of school, the student has never completed the enrollment process and is removed from the school's student roster.

Synchronous Instruction

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

Accommodation of Multiple Learning Styles and Needs

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

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

Each student participates in some or all of the following activities to help the instructional staff at iSVHS identify and accommodate the needs of each student. Each student will be adequately assessed to determine their appropriate placement into courses that meet their needs for graduation. This will include consideration of such matters as IEP and special needs reporting, ESL, Section 504 and other such applicable considerations.

Student Support Team

Each student works with student support personnel, members that may be comprised of Instructors, administrators, counselors and/or other student support personnel who work in union to achieve the individual learning objectives of the students, the families, and the school. The focus of student support services is to challenge the student to not only achieve a basic understanding of the core material, but to explore and expand on those concepts by applying them to real-world scenarios. Each individual providing student support services plays a key role in the academic experience of the student.

Instructor - Role and Responsibilities

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

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

Student Support Personnel – Role and Responsibilities

Student support personnel serve as the main school contact with the students and their families. Once the student is enrolled in iSVHS, the student support personnel engage the student and the family to develop a plan to help the student meet graduation requirements. Student support personnel

also monitor student progress and remediate, as required. The student support personnel also seek to assist students who are “hiding” in the back of the class (i.e., not participating), who are not logging in or completing assignments in a timely manner or who need assistance in changing their course expectations in order to encourage and assist the students as they get back on track.

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

Student Support Programs

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

- Assignment of iSVHS student support personnel as part of the student support services
- Personal Interview to determine personal goals and interests (optional depending upon student circumstances)
- Collection of Personal Data (including confirmation of Idaho residency)
- iSVHS online Orientation module (for students and parents of minor students)
- Face-to-face school orientation (optional - recommended for students and parents/legal guardians)
- Readiness check prior to school start
- iSVHS social events (optional throughout the school year)
- Placement tests (if determined necessary by iSVHS)
- Course selection
- Start-up Check (typically within the first week - for technical issues and startup)
- Follow up Check (typically within the second/third week - further follow-up)
- First term review w/parents/legal guardians

Continuous Monitoring/Support

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

- Course selection
- Term parent/legal guardian reviews
- Weekly checks (if determined necessary by iSVHS)

Student Support Services

The educational experience provided by iSVHS has been designed with the students and families in mind. iSVHS utilizes computer technology as one component of the learning experience to connect students with courses, content, student support teams and other students. Students are supplied with

a computer technology, software and an internet stipend to help cover the costs of internet service. By supplying each student with a pre-configured hardware and software platform (“Student Technology”) fully loaded with all necessary software, filters and monitors necessary for each student to access their specific coursework, iSVHS can provide better support and ensure a consistent and secure educational environment for every student. Each student is required to enter into the school’s Technology Use Agreement to assure that the school’s technology and computer equipment are used in conformance with established Board technology use policies. The School’s Technology Use Agreement has been provided to the staff of the Idaho Public Charter School Commission.

Technical support begins the moment the student registers and the Student Technology is prepared to ship. iSVHS performs a detailed quality assurance check at the point of shipment to make sure all the necessary components are included in the shipment. In addition to the Student Technology, iSVHS includes a number of “Getting Started” documents to assist the student and their families. The iSVHS Technology Check provides a checklist including: shipment contents, hardware setup, internet connection, and software application check. Additionally, the Technology Check explains how to contact iSVHS should they have questions. Students and their families have numerous ways to access support from iSVHS.

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

Ongoing technical support is categorized as follows:

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

iSVHS is organized to ensure that specific questions can be responded to in an expedient fashion. iSVHS provides tech support in manners that, from experience, have proved to be most effective. This may include but not necessarily be limited to telephone and online support.

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

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

“The Life of an iSVHS Student”

Students enroll in an online learning environment for a variety of reasons. Some have work and family obligations, while other students are involved in activities and/or careers that require a flexible schedule. For this reason, there is no “typical” day for students enrolled at iSVHS; however, many students discover they can benefit from spending an extended amount of time on a single subject. Students are able to get into the flow of learning, build momentum, and become more accomplished than if they divided up that time between multiple classes. Through the learning styles assessment,

students discover not only how they learn best, but also at what times they learn best, thus making more effective use of their time.

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

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

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

Plan for Students who are Academically Low Achieving

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

iSVHS enrollment is based upon student transcript analysis and course requirement needs for graduation. As individual situations dictate, further assessment may occur for proper placement in enrollment and iSVHS uses other in-house assessment tools to help gauge student academic levels. Assessments may be an important piece in determining placement but are not the only indicator that is considered. The results of such assessments and review of additional data are used to carefully choose courses for the student and provide appropriate placement in differentiated instruction.

Supplemental instruction utilizing selected curriculum is provided for those students performing well below their achievement level. Utilizing a diagnostic assessment system, iSVHS is able to diagnose each student's ability, enabling iSVHS to direct the student to an appropriate course or lesson. iSVHS plans to utilize select foundational curriculum described in the course catalog for those students who are struggling academically.

Enrollment for middle grades would be based upon meeting the standards established by the Idaho Code and related Idaho Administrative Procedures Act associated with middle grade enrollment and/or advancement. The same holds true for students who wish to participate in any alternative school program. The plans and processes used for these students in addressing academic low achievement will be addressed in a similar fashion as any such similar school programs.

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

Plan for Gifted and Talented Students

Students who are academically high achieving are identified by members of the school's student support personnel through progress and attendance reports and standardized test results or through any other applicable measure or indicator for the respective student. Gifted students are able to move quickly through the curriculum while still under the supervision of a highly qualified, credentialed instructor. iSVHS's course catalog provides the flexibility to include challenge activities for honors students, which allow the student to complete a more in-depth study or to move more quickly through

the curriculum. Students are able to enroll in advanced courses, such as AP courses and dual credit courses. Dual credit courses are iSVHS courses that have gained prior approval from an institution of higher learning for credit acceptance within their program. These courses are clearly identified by iSVHS to the students as they become available. Further, students may also use AP/Dual Credit courses through IDLA and other course providers and/of Idaho higher educational institutions as may be available and may change from time to time.

Plan for English Learners

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

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

Language Survey

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

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

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

Reclassification Procedures

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

- Assessment of language proficiency using an objective assessment instrument,
- Participation of the pupil’s instructors and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil’s curriculum mastery,

- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents' opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process
- Comparison of the pupil's performance in basic skills against an empirically established range of performance and basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

iSVHS notifies all parents of responsibility for testing and of results. As addressed above, these tests shall be used to fulfill the requirements under any applicable state or federal law, rule or regulation for annual English proficiency testing.

Strategies for English Learner Instruction and Intervention

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

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

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

Targeted resources may additionally include the following:

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

Curriculum Overview

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

Content Selection Criteria

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

Course Organization and Structure

- The organization and sequence of content is clear and logical.
- Lessons and modules are easy to access and navigate among.
- The course structure is transparent to students.
- The organization of the course facilitates the construction of mental models and schemata.

- Lesson components include objectives, introduction and presentation of concepts, guided practice, application of concept, and assessment of understanding.
- Activities are authentic, challenging, and, where appropriate, interdisciplinary in approach.
- An organizational theme is used to enhance content and student engagement.
- Structure allows for adaptable, customizable pacing within the academic term.

Graphic Design

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

Communication and Interactivity

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

Content Quality

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

Web Resources

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

Accessibility

- Courses comply with ADA section 504 accessibility requirements.
- Images have alt tags.
- Text versions of audio and flash presentation are provided.

Assessment and Evaluation

- Assessment opportunities are authentic and mapped to the learning outcomes.
- Opportunities for pre-assessment are provided (as appropriate).

- Self-checks with automated feedback are used frequently to help students and instructors gauge how well a student is “getting it.”
- Multiple approaches to assessment, including objective and subjective quizzes and exams, creative writing assignments, research papers, and group projects, are included in the course.

Pedagogical Approach

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

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

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

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

Course Catalog

An iSVHS course catalog is created for each school year. The catalog offerings vary from year to year and it is intended that such will be developed to include a broad range of courses in each of the following areas:

1. AP Courses
2. Honors Courses
3. Core Courses
4. Foundation/Support Courses
5. Foreign Language Courses
6. Elective Courses
7. [Dual credit Courses](#)
8. [Career Pathway Courses](#)
9. [Career and Technology Education \(CTE\) Courses](#)
10. [Library of Skill-Building and Remediation Modules](#)
11. [Senior Project \(required for graduation\)](#)

All courses must align to Idaho state standards as applicable.

Standards Alignment

iSVHS may leverage curriculum from a variety of online content providers with the express purpose of providing the most effective, efficient, and appealing educational experience to its students. The current courses present, on average, 75-90 total hours of course work each term.¹ This work is completed in a mix of online and offline activities which may, include, but not limited to, online content presentations, practice activities, interactive modules, self-checks, quizzes, discussions, worksheets, group projects, web research projects, essays, and exams. Courses in the iSVHS catalog averages 50 assignments each term.

¹ The actual number of total course offerings will vary from year to year as program offerings change and dependent upon the school’s ability to retain Idaho Certified instructors for each of the identified potential course offerings and the course interests of the school’s students.

Core content courses are correlated to Idaho content standards using a combination of information provided by vendors and standards correlations created by instructors holding state certifications in the subject they are creating correlations for. These standards correlations show not only which standards are met in the course but also where in the course each standard is met.

Academic Tracks

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

Graduation Requirements

iSVHS's graduation requirements, at a minimum, will always meet state mandated graduation requirements as outlined in IDAPA 08.02.03, as such may change from time to time.

Middle School Requirements

If and when iSVS incorporates a Middle School into the school's offerings, at a minimum, it will always meet the Middle School course standards as outlined in IDAPA 08.02.03., as such may change from time to time.

Alternative School Requirements

If and when iSVHS incorporates an Alternative School into the school's offerings, at a minimum, it will always meet the Alternative School program requirements as outlined in IDAPA 08.02.03, as such may change from time to time.

Fulfillment of the Thoroughness Standards [33-1612]

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

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

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

Objectives: iSVHS:

1. Enables students to select the place and time that they engage in the learning process, including the location and time that best aligns with their life circumstances, providing them the optimal opportunity ability to learn. In doing so, iSVHS students are free from various social or physical safety issues often encountered in a traditional brick and mortar schools.
2. Maintains a strict discipline procedure associated with student behavior for both online and during face-to-face activities.
3. Provides students with school computer technology that is pre-configured and installed with the latest internet filtering technology. Adopt and maintain policies that prohibit the use of vulgar, obscene, abusive, or demeaning language, writing, pictures, signs, or acts in written or oral communications, including email, discussion board, listserv, virtual classroom, student websites, or in photographs. Policies will also prohibit students from posting content from or links to suggestive, lewd, or otherwise inappropriate websites. iSVHS sponsored bulletin boards, chat sessions, and virtual office sessions will be

monitored and all face-to-face field activities will be voluntary and heavily staffed to ensure that iSVHS students are safe while attending school online or during extra-curricular activities.

4. Requires all personnel employed at iSVHS to pass a background check and every instructor and administrator to be certified or licensed to work in the State of Idaho to ensure safety and a professional learning environment for iSVHS students.

Standard B: Educators are empowered to maintain classroom discipline.

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

Objectives: iSVHS :

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

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

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

Objectives: iSVHS:

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

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

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

Objectives: iSVHS:

1. Acknowledges that effective communication in the 21st century occurs through both the spoken and written word, as well as through new technologies such as those utilized in an online learning environment. Students will learn effective communication skills through a rigorous curriculum that tests their abilities through frequent formal testing. New technology skills will be taught by iSVHS instructors through example and practiced through formal course activities as well as through informal peer-to-peer dialog.

2. Provides frequent training to instructors on best practices in online learning such that they can utilize these new skills to communicate with school staff, as well as demonstrate and teach these practices to their students.
3. Encourages all students to participate in online forums to communicate, in writing, with staff and classmates.
4. Requires regular contact with Instructors and mentors/advisors using telephone, email, IM and virtual classroom sessions conversations, ensuring that students understand and have the chance to practice and perfect communication with authority figures.
5. Provides instruction in foreign language. Knowledge of a second language is essential in many occupations. In addition, knowledge of a second language will boost proficiency, improve memory and self-discipline, and enhance verbal and problem-solving skills.

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

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

Objectives: iSVHS:

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

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

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

Objectives: iSVHS:

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

Standard G: The students are introduced to current technology.

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

Objectives: iSVHS:

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

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

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

Objectives: iSVHS:

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

Learning Community

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

iSVHS students can join student clubs and organizations. The number and identification of student clubs varies from year to year, depending upon and driven by student interest. Students can even start their own club by engaging other students online to discuss specific areas of interest. Students may use

a school sponsored and staff monitored social media to engage in conversations ranging from academic to general interest topics. The same virtual classroom technology that is utilized by iSVHS for Instructor Office hours doubles as a platform for club members to come together and engaged in real-time club meetings or activities.

iSVHS, through the effort of our school personnel, organize various face-to-face activities such as an occasional dance, field trips or social gathering for students and families. The number and type of activities vary each year depending upon student and employee interests. Graduation ceremonies are held on a statewide or regional level, enabling students and families to meet and participate together.

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

A recent national survey of human resource officials found that:

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

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

All of these findings indicate that the traditional methods of education may fall short of what is needed to produce high school graduates that are prepared to participate and be productive in the global economy of the 21st century. iSVHS believes that through the incorporation of online learning “best practices” combined with rigorous curriculum and community activities, we can help our students to reach their potential and be prepared to enter into the 21st century workforce. Graduates of iSVHS will:

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

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

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

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

transportation. iSVHS is prepared to accommodate all students attending the school either directly or through contracted services with 3rd parties.

Enrolling Students with Special Needs

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

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

Student Services

iSVHS offers several types of academic support for students on IEP's. iSVHS offers different levels of most core academic classes or accommodation/modifications to allow for the student's special needs. Students with special needs who are admitted to the school are placed in the level of each core course that best corresponds to their current needs and abilities as well as to their target performance goals. Course placement decisions and student goals are made by the IEP Team. iSVHS has developed program adaptations or contract for services to address the needs of severely disabled students whose IEP's require full-time, one-on-one, or professional support.

In addition to instructional work with Special Education teachers, students' progress is monitored regularly by the Special Education Coordinator. The school's student support personnel will informally communicate progress to the student and family weekly by phone and coordinates with the rest of the personnel addressing the individual student's special needs to ensure that student academic needs are accommodated in the online classroom. A formal, written progress report is issued with the student's term course grades.

Identifying and Evaluating Students with Special Needs

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

Recommendations may be based on evidence including, but not limited to, student's cumulative academic records, enrollment records, health records, and report cards and must be made in writing to the school Principal and Special Education Coordinator. Once the parent(s)/legal guardian(s) permission to evaluate the student is obtained, the school either performs the initial evaluation directly

or contracts with a 3rd party to perform an initial evaluation of the student's academic achievement level and/or needs. The evaluation process is designed to assess at minimum the educational and learning needs of the individual student. Parents/legal guardians also have the right to obtain an independent evaluation.

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

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

Least Restrictive Environment (LRE)

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

Section 504 /ADA

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

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

Confidentiality

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

Record Keeping

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

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

In accordance with 33-203, local school districts and parents retain the decision-making capacity regarding dual enrollment. Requests for dual enrollment for courses not provided by iSVHS are honored by iSVHS with the understanding that shared state apportionment funding may be collected from the resident district, per State Board of Education rules, and Charter Board Policy, by the dually attended district.

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

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

Tab 4: Assessment of Student Educational Progress

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

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

Measurable Student Outcome
Student Performance On State Proficiency Test <ul style="list-style-type: none">iSucceed will strive to meet state Department of Education accountability expectations for standardized testing. For continuously enrolled students, student scores should meet the state average or better in applicable subjects. If a student scores fall below this benchmark, the school will implement an evidence-based intervention plan for those students.
Academic Progress <ul style="list-style-type: none">Of iSVHS students' who are engaged in courses, the schoolwide average term course completion rate will be 70% or higher.
Retention Rate <ul style="list-style-type: none">Within two years of the school's commencement, iSVHS will maintain a retention rate of 65% or higher from term to term within the school year.
Graduation Rate <ul style="list-style-type: none">iSucceed's mission is to serve students from a wide spectrum of demographics with an emphasis on at-risk and mobile students. iSucceed will target a graduation rate percentage of eligible to graduate students at 70% or higher.
Parent Satisfaction <ul style="list-style-type: none">Of the iSVHS parents responding to an annual parent survey, on a 1-5 scale, iSVHS will maintain a score of 75% or better satisfaction.
Professional Development <ul style="list-style-type: none">Each year 100% of iSVHS teachers will participate in a minimum of three school-sponsored professional development activities.

These and other similar curriculum specific educational objectives will enable iSVHS to measure not only individual student success but also overall program effectiveness.

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

Mastery of Course Content

Students demonstrate mastery of state standards through their ongoing success measured by assessments according to school-wide rubrics, with input from iSVHS instructors across all content areas, including successful completion of courses aligned to state standards and all necessary

graduation or middle grade advancement requirements. "Mastery" for special needs and LEP students will be defined appropriately according to the student's Individualized Education Plans ("IEP") and English proficiency levels.

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

Finally, iSVHS students may be required to participate in state standardized testing and complete the state mandated Senior Project in order to graduate with a high school diploma.

Traditional Academic Courses

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

Physical Education

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

Literacy, Numeracy, and Core Skills

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

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

Community-Based Service Project/Senior Project

Students will demonstrate their skills, knowledge, and awareness of their place in the local community by performing a community-based service project during their senior year that includes the following: a presentation and a research paper. iSVHS staff will facilitate students from the design and implementation phase to the completion of the community-based service project. The iSVHS community-based service project will meet the Idaho Administrative Procedures Act 08.02.03.107.10 Senior Project graduation requirements, as such may change from time to time.

Data Collection

iSVHS will leverage technology to collect and manage student data efficiently, accurately, and securely. iSVHS will utilize a Student Information System ("SIS") that integrates with the Learning Management System ("LMS") in order to collect essential data about student demographics and performance and to enable iSVHS to provide accurate information in a timely manner and in compliance with FERPA, Section 33-133, Idaho Code and other student privacy requirements.

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

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

Report of Individual Student Progress

Regular contacts are made between the student, parent/legal guardian, and student support personnel to report student progress and address any areas of concern. Parents/legal guardians are provided "observer access" to iSVHS's Learning Management System so they can review their student's performance (all course information, grades and internal messages) at any given time in real time. Additionally, throughout each term and school year, contact will be made via phone, email, text and mailings appropriate to the type of intervention or communication needed to share information or solicit parent input and involvement in the student's progress. If the student's progress or performance in a class is unsatisfactory, the parent/legal guardian will be contacted and, when possible to enlist support in the implementation of the interventions recommended to aid the student's progress.

Student support personnel will also be prepared to provide an informal overview of student progress to parent(s)/legal guardian(s) during the regular checkup calls and communications to students conducted by the school's personnel.

Diagnostic Student Tests

In addition to the methods of measuring and reporting of student performance described above, iSVHS may utilize *placement assessment testing* as well as *progress assessment testing*, as determined to be needed, for placement of an individual student and/or if there is an issue or concern raised with regard to an individual student's placement. The iSVHS learning model dictates that we will incorporate four overlapping, pedagogical "lenses" (Anderson 2004 and Bransford 1999) in order to impact student outcomes. These lenses are:

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

Placement Assessment Testing

Placement assessment testing can include a series of tests in Math, Science, Reading and Language Arts (Writing) that may be required by a new student and that may facilitate the appropriate placement of students into courses. Students may complete all subject area placement tests prior to starting the first

term with iSVHS or may take only the placement assessment tests for subjects areas that they are enrolled in during the first term.

Progress Assessment Testing

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

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

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

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

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

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

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

Tab 5: Governance

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

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

Board of Directors

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

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

Duties

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

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

1. Development, review, or revision of the school accountability and mission. (Upon Public Charter School Commission or designee approval)
2. Development of the school calendar and schedule of Board meeting.
3. Development of Board policies and procedures.
4. Approve of the annual budget and monthly financial reports.
5. Participation in the dispute resolution procedure and complaint procedures when necessary.
6. Election of the Board and Officers as necessary.
7. Approval of Charter amendments. (upon Public Charter School Commission or designee approval)
8. Approval of annual fiscal and performance audits.
9. Approval of personnel discipline (i.e., suspensions or dismissals) as needed.
10. Appoint an administrative panel to act as a hearing body and take action on recommended student expulsions.
11. Hiring, supervision, evaluation and if necessary, discipline and dismissal of iSVHS employees employed by iSucceed Virtual High School, Inc.

12. Creation of external or sub-committees as needed, including but not limited to, compensation committee and an audit committee.
13. Approve all contracts.
14. Hiring/employing teaching personnel.

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

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

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

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

Relationship between Board of Directors and School Administration

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

The ED is assigned to perform specific tasks and is required to undertake or delegate some or all of those detailed below. Refer to policy 030120 for job description. These tasks may include but are not limited to the following:

- Ensure the school enacts its mission
- Supervise and evaluate the school Principal and school personnel under their supervision
- Communicate and report to the Board of Directors
- Oversee school finances to ensure financial stability in consultation with Business Manager and Board of Directors
- Participate in and develop professional development workshops as needed
- Serve or appoint a designee to serve on any committees of the school
- Interview and recommend employee hiring, promotion, discipline, and/or dismissal
- Ensure compliance with all applicable state and federal laws and help secure local grants
- Communicate with parents/legal guardians, recruit new families and students, and assure families of academic growth
- Take responsible steps to secure full and regular attendance at school of the students enrolled in accordance with policies established by the Board of Directors
- Complete and submit required documents as requested or required by the charter and/or Board of Directors and/or the State

- Identify the staffing needs of the school and offer staff development as needed
- Maintain up-to-date financial records in cooperation with iSVHS employed financial personnel
- Ensure that appropriate evaluation techniques are used for both students and staff
- Establish and maintain a system to handle organizational tasks such as student records, instructor records, instructor credentialing information, contemporaneous attendance logs, purchasing, budgets, and timetables
- Hire qualified substitute instructors as needed
- Ensure the security of any school facilities or events
- Promote and publish the iSVHS program in the community and promote positive public relations and interact effectively with media
- Provide all necessary financial reports as required for proper reporting
- Manage student discipline, and as necessary participate in the suspension and expulsion process
- Participate in special education meetings as necessary

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

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

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

Report of Individual Student Progress

Regular communication will be scheduled between the student, parent/legal guardian, and school personnel to report student progress and address any issues of concern. Parents/legal guardians and students will be routinely informed of student progress through scheduled meetings. Parents/legal guardians are also provided “observer access” to iSVHS’s Learning Management System so that they can review their student’s performance at any given time.

Orientation

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

Parent Advisory Council

The iSVHS Parent Advisory Council is intended to be a school-facilitated informal group of parents/legal guardians of the school that meet virtually and/or face-to-face from time to time to; give input on how iSVHS can be improved for all students, serve as a resource for new families considering enrolling in iSVHS, and a forum for reaction to future school plans. While the existence of the Parent Advisory Council is encouraged by the school, it is not operated by the school and the school has no control over the activities or inaction of such Council.

Family Satisfaction Surveys

Student and parent satisfaction surveys are anonymous surveys that can be completed online. A satisfaction survey targeting course content and student support is administered every school year. The results of the satisfaction surveys are aggregated and distributed to the school’s administration. These results are used as part of iSVHS self-study and evaluation processes for continual improvement.

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

Independent Fiscal Audit

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

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

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

Audit of Programmatic Operations

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

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

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

Dispute Resolution

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

Tab 6: Employees of the Charter School

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

Employee Qualifications

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

iSVHS job postings and the hiring process will be free of discriminatory practices on the basis of race, ethnicity, religion, gender, sexual orientation, national origin, disability, or veteran status and the school shall comply with state mandates regarding hiring and screening activities.

Background Checks

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

Instructor Certification

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

Targeted Staff Size

iSVHS staffing will be dependent upon student enrollment and will fluctuate from year to year dependent upon student enrollment and course offerings.

Executive Director

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

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

Principal Description

The existence of a separate individual retained as a school principal shall be dependent upon student enrollment figures and financial considerations. In the absence of sufficient student enrollment figures, the ED will perform the duties of the Principal. Additionally, if the Board determines such to be in the

best interest of the school, the Board may choose to utilize a single individual in the dual role of ED and Principal.

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

Operational Manager Description (optional)

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

Instructor Profile

Online learning requires a new breed of instructor. While many face-to-face instructors have successfully made the transition to the online classroom, others have found that online teaching is not a good fit for them. Instructors typically need to have a strong grasp of technology in the educational setting, be independent in their operation and work ethic and have an understanding of the typical struggles experienced by non-traditional students.

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

Instructor Recruitment and Hiring

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

The Board will, from time to time, seek out the assistance of a Human Resources Committee to aid the Board in addressing, among other personnel related activities, the issues of recruitment and recommendations for hiring of personnel.

Instructor Evaluations

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

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

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

Instructor Training

iSVHS instructors will be highly qualified and highly trained to perform in their role as an online instructor.

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

Best practices in online communication and classroom management

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

Course content, assessment, and evaluation

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

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

iSVHS operations, policies and strategies for policy implementation

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

Effective use of the Learning Management System (LMS)

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

Student Support Personnel

iSVHS's ultimate goal is a personalized, customized education for each student requiring a new model of student support. Online instructors are trained in the roles and responsibilities of various members of the educational team as part of the student's overall educational support, as well as in their own roles and responsibilities as a critical participant in these learning teams.

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

Recruitment and Training of Local Administration and Support Personnel

The Human Resources Manager and Human Resources Committee will manage personnel recruitment and hiring recommendations. The administrative staff will be located in the local office and will, where possible, be recruited from the community.

Personnel will be trained using a combination of face-to-face and virtual training methods in the requirement of their position; the use of the Learning Management Systems; the Student Information

System; the various school programs, functions, and operations performed by the local and central offices; the organizational points-of-contact for each function; and the school governance and policies.

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

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

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

Staff Safety:

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

Student Safety:

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

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

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

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

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

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

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

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

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

Tab 7: Admission Procedure

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

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

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

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

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

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

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

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

Over Enrollment Procedure

With iSVHS being an online school, it is not anticipated that an over enrollment situation would occur, however if demand did greatly exceed the anticipated enrollment target for each year, iSVHS would utilize the following procedure. Enrollment deadline and/or student cap may be determined and established by the Board annually. Various considerations may be given in determining these dates and

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figures, including but not limited to; finances, cash flow and practical considerations related to the provision of a full educational program.

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

Applications will be drawn for placement using the Equitable Selection Process outlined in Subsection 203 of the Administrative Rules Governing Charter Schools (or any such subsequent applicable rule). The process will begin with a randomly drawn grade and continue with randomly selected grades. Those on the "final selection list" may be placed in the school any time during the year when an opening occurs. Available positions will be filled from the final selection list established from the initial lottery.

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

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

Standards for Behavior

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

The students and their families are provided information regarding the school's discipline expectations and discipline plan through the school's Student Handbook.

Discipline Procedures and Referrals

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

iSVHS, as a public virtual charter school, will adhere to all federal and state laws and regulations as well as school approved policies and procedures relating to student conduct and discipline, as well as the

required reports for disciplinary infractions by students. iSVHS will comply with all requirements of due process for student disciplinary violations.

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

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

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

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

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

Drugs and Weapons

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

Virtual Classroom Conduct

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

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

Use of Language and Images

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

Dress Code

iSVHS dress code guidelines reflect the following goals:

- To maintain an academic environment that is conducive to rigorous academic pursuits.
- To show respect for self and others.
- To minimize any distractions from the learning environment.

- To prepare students of life by encouraging personal responsibility and appropriateness in dress and appearance.
- To allow for consistent application of guidelines.

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

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

Personal Respect

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

Defiance

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

Harassment, Intimidation, and Bullying

iSVHS has a zero tolerance policy towards intimidation, harassment, bullying, and/or fighting. Intimidation, harassment, bullying, fighting and racial and/or sexual harassment are violent acts against others. These behaviors cannot be tolerated, and the natural consequence is to be barred from interactions with others. A warning letter will be sent home for the first harassment, bullying, or intimidation offense. Subsequent offenses will lead to suspensions in accordance with iSVHS discipline policy.

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

Academic Dishonesty

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

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

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

5. Student is placed on internal academic watch. Incident is reported to students' other instructors. Student's work may be routinely run through plagiarism-identification software.

Additional disciplinary action may be taken, as necessary.

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

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

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

Suspension and Expulsion

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

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

Suspension

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

Grounds for suspension may include the following:

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

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

Procedure for Suspension

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

Expulsion

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

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

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

A student may be expelled only for the following reasons:

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

Procedure for Expulsion

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

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

Discipline of Students with Disabilities

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

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

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

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

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

Procedures

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Provided as Exhibit H is the current iSVHS Student Handbook. This handbook is subject to amendment from year to year. The final Handbook is provided to all students and their parent(s)/legal guardian(s) prior to the start of the school year.

Tab 8: Business Plan

a. Detailed business plan

Business Description

iSucceed Virtual High School, Inc., an Idaho, non-profit public benefit corporation is organized exclusively for educational purposes within the meaning of IRC Section 501(c)(3) of the Internal Revenue Code. Notwithstanding any provision of the Articles, iSucceed Virtual High School, Inc., shall not carry on any other activities not permitted to be carried on:

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

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

Marketing Plan

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

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

iSVHS will also engage in community activities and events to provide prospective students/families with information about the school. This will occur through community events, as well as the school's own sponsored events, informational sessions and/or orientation sessions.

iSVHS provides information materials that may include general iSVHS marketing materials, a course catalog, course description, Idaho testing & graduation requirements, and enrollment forms. iSVHS also posts informational materials online and directly upon request.

Management Plan

iSucceed Virtual High School, Inc., operates the Virtual ~~High~~ School. The Board employs all teachers, administrative and support staff. From time to time the Board will negotiate and enter into arms-length agreements with various vendors to provide goods and services to the school. Such agreements may include matters of curriculum, technology, special education/504 services, accounting and auditing support etc. The Board of Directors of iSucceed Virtual High School, Inc., maintains ultimately legal responsibility for the performance, operation and management of iSVHS.

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

Exhibit C contains biographies for the Board of Directors.

Financial Plan

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

Start-up Budget with Assumptions Form

See Exhibit I

Three (3) – year Operating Budget Form

See Exhibit I

First Year Month-Month Cash Flow

See Exhibit I

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

See Exhibit I

c. A proposal for transportation services with an estimated first year cost as required by Section 33-5208(4), Idaho Code.

iSVHS will be a full-time, online public high school and will not require students to attend classes at a traditional school building, nor will students be required to participate in extra-curricular activities that may be scheduled from time-to-time. Therefore, no transportation services will be provided to iSVHS students.

d. Plans for a school lunch program, including how a determination of eligibility for free and reduced price meals will be made.

iSVHS will be a full-time, online public virtual high school and will not serve lunch.

Tab 9: If this is a virtual public charter school, a brief description of how the school meets the definition of a public virtual school as defined by Section 33-5202A(6), Idaho Code.

A public virtual school in Idaho is defined as a public charter school that may serve students in more than one school district and through which the primary method for the delivery of instruction to all of its pupils is through virtual distance learning or online technologies.

iSVHS is proposing a full-time, online charter school that serves ~~high~~-school aged students throughout the State of Idaho. iSVHS will provide a personalized, flexible, innovative, student-led/ instructor-facilitated and supervised learning program, where ~~high-school aged~~ students can study at their own pace, on their own schedule—with instruction, supervision, and support from a team of Idaho-certified instructors. We will also provide a broad selection of online courses aligned to Idaho state standards, while supplying each student with access to technology equipment and also providing a monthly internet stipend. Students and families may individually choose to opt-out of school provided technology equipment or the school's provided internet stipend.

The computer technology provided to the students for their educational use will be fitted with appropriate programming and platform structure to operate the school's program as well as appropriate filtering systems. Additionally each student and parent/guardian will be required to enter into a computer use agreement assuring that the provided technological equipment will be used solely for the student's educational purposes.

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

Students enrolled in iSVHS will engage in a combination of asynchronous study, where they work at their own pace to master the course content, as well as weekly synchronous activities where they can participate with their peers and certified instructors to review specific course material in real-time over the internet using the "virtual classroom".

As a public school, iSVHS must abide by all student performance criteria as established by Idaho State standards, as well as Federal ~~NCLB~~-standards. All students of iSVHS are required to participate in Idaho Standards assessment testing, and iSVHS is required to report the results of those tests to the Idaho State Board of Education and the Public Charter School Commission.

Based upon this brief summary, the petitioners believe the program proposed for iSVHS meets the definition of a public virtual school.

Tab 10: Business Partnerships and Plan for Termination

a. A description of any business arrangements or partnerships with other schools, educational programs, businesses, or non-profit organizations, and copies of any contracts or lease agreements

ISVHS currently has a business relationship with the following entities:

1. Curriculum Provision and Support – ~~American Virtual Academy Inc., d/b/a/~~ Flipswitch ~~d/b/a~~ ~~Strongmind. StrongmindAVA provides~~ operates virtual school ~~systems to clients programs~~ in the ~~southwest~~ United States. The company also has a component for those schools that simply wish to purchase curriculum access with related support. An arms-length contract has been in the process of negotiation. A final copy of such Agreement will be provided upon full party signature.

b. Additional information the petitioners want the authorizing chartering entity to consider as part of the petition.

c. A plan for termination of the charter by the board of the public charter school.

In the case of termination or non-renewal of ISVHS, the Board is responsible for the dissolution of all business and affairs of the school:

- All records of students attending the school will be immediately transferred to new student schools, including the providing of students with written notice of information as to how to request a transfer of student records.
- All requests for student record transfers will be accommodated for up to one year subsequent to dissolution.
- Upon dissolution of the Corporation, should any such dissolution ever occur, assets shall be distributed to creditors pursuant to sections 30-3-114 and 30-3-115, Idaho Code. After paying or adequately providing for the debts and obligations of the Corporation, the remaining assets shall be returned to the authorized chartering entity for distribution in accordance with applicable law.

Amendment 2

WITNESS WHEREOF, the Authorizer and iSucceed Virtual High School, Inc. have executed this amendment to the Performance Certificate, effective 4/8/2021:

1. To make the following changes to Section 3B of this Performance Certificate:

The School may serve students in grades 8 through 12 beginning July 1, 2021 and grades 7 through 12 beginning July 1, 2022.

2. To make the following change to Section 5B of this Performance Certificate:

The maximum number of students that shall be enrolled in the School shall be unlimited in grade 9-12 and shall be limited to 150 students in grades 7 and 8.

Chairman, Idaho Public Charter School Commission

Chairman, iSucceed Virtual High School, Inc., Board

iSUCCEED VIRTUAL HIGH SCHOOL

2020 ANNUAL PERFORMANCE REPORT

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 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 authorizing decisions, such as the evaluation of charter amendment proposals.

This report contains an overview of the school, including its 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 clearly sets forth the academic and operational performance indicators, measures, and metrics that will guide the PCSC's evaluations of the school. It contains indicators, measures, and metrics for student academic proficiency, student academic growth, post-secondary readiness (for high schools), and board performance and stewardship.

In accordance with Idaho law, the performance framework requires, at a minimum, that each school meet applicable federal, state, and authorizer goals for student achievement. It is designed to fulfill this requirement while respecting the diverse missions and student populations represented in PCSC portfolio schools. This performance framework was adopted by the Idaho Public Charter School Commission on May 4th, 2017.

To facilitate a clear context for the academic results contained in this report, the demographic, enrollment, and school leadership information provided is from the school year during which the data was gathered. Updated enrollment and school leadership information is available upon request from the school or PCSC office.

The data provided in this report was gathered primarily through the State Board of Education and State Department of Education. An independent financial audit and any applicable mission-specific data were submitted directly by the school. The school had a opportunity to correct or clarify its 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 a full, contextualized understanding of the school's performance.

PERFORMANCE FRAMEWORK STRUCTURE

The academic section comprises the primary indicators on which most renewal or non-renewal decisions are based. The mission-specific, operational, and financial sections contribute additional indicators that are, except in cases of egregious failure to meet standards, considered secondary.

Academic	The academic section focuses on quantitative academic outcomes. It reflects the PCSC's commitments to considering schools' performance in the context of their communities and student populations. Although some results may not be made publicly available in certain cases, in order to protect individually identifiable student information, the PCSC may still use this information for purposes of making authorizing decisions.
Mission-Specific	The mission-specific section provides an opportunity for meaningful acknowledgement of schools' achievements that are not reflected elsewhere in the framework. These measures may be academic or non-academic in nature, but must be objective and data-driven. Mission-specific measures are generally optional; however, inclusion of certain mission-specific measures may be required as a condition of the performance certificate.
Operational	The operational section considers whether schools are operating in compliance with federal and state law, authorizer requirements, and the provisions of their performance certificates.
Financial	The financial section evaluates the near-term and long-term financial status of the school. Schools with management contracts containing deficit protection clauses may be exempted from these indicators.

ACCOUNTABILITY DESIGNATIONS

Calculation of the percentage of eligible points earned for each school determines that school's accountability designation in each section. The accountability designations, in turn, guide authorizing decisions. The PCSC will consider contextual factors affecting a school's accountability designations when making authorizing decisions.

Honor	Schools achieving at this level in all sections are guaranteed renewal. Replication and expansion proposals are likely to succeed.
Good Standing	Schools achieving at this level in the academic section will be recommended for renewal; however, conditional renewal may be recommended if outcomes in other sections are poor. Replication and expansion proposals will be considered.
Remediation	Schools achieving at this level in the academic section may be recommended for non-renewal or conditional renewal, particularly if outcomes in other sections are poor. Replication and expansion proposals are unlikely to succeed.
Critical	Schools achieving at this level in the academic section face a strong likelihood of non-renewal, particularly if outcomes in other sections are also poor. Replication and expansion proposals will not be considered.

SCHOOL OVERVIEW			
Mission Statement	To engage and motivate all students in a quality personalized education that promotes individual success and lifelong learning.		
Key Design Elements	<ul style="list-style-type: none"> ● Provide a virtual setting that allows for flexibility and individualized scheduling ● Identify individual student needs and provide the appropriate interventions, programs and enrichment opportunities for all students regardless of prior academic performance and life circumstance. ● Provide Advisory Teachers for all students, who will support them throughout their high school career ● Foster parental involvement through a variety of opportunities to serve the school and its students ● Provide extra-curricular activities and offer opportunities for students to participate in non-academic endeavors ● Equip students with 21st Century Learning Skills and foster a technologically literate approach to learning that is both engaging and practical for use in the school setting as well as the real world. 		
School Location	6148 N Discovery Way, Suite 120 Boise, ID 83713	School Phone	(208) 375-3116
Surrounding District	State of Idaho		
Opening Year	2008		
Current Term	July 1, 2017-June 30, 2022		
Grades Served	9 to 12		
Enrollment (Approved)	Unlimited	Enrollment (Actual)	437

SCHOOL LEADERSHIP	
Dionicio Pena	Chair
Tina McDonald	Co-chair
Petra Jawregui	Treasurer
CD Breshears	Director
Amanda Leader	Secretary

STUDENT DEMOGRAPHICS				
	School	State	Surrounding District	Neighboring District
Non-White	17% / 21% Alt	25.00%	N/A	N/A
Limited English Proficiency	<2% / <3% Alt	7.00%	N/A	N/A
Special Needs	7% / 13% Alt	11.00%	N/A	N/A
Free and Reduced Lunch	45% / 59% Alt	44.00%	N/A	N/A

ACADEMIC	Measure	Points Possible K-8	Points Earned K-8	Points Possible 9-12	Points Earned 9-12	Points Possible K-12	Points Earned K-12	Points Possible Alternative	Points Earned Alternative
State Proficiency Comparison	1a	50	0	50	NA*	50	0		
	1b	50	0	50	NA*	50	0		
District Proficiency Comparison	2a	50	0	50	NA*	50	0	50	NA*
	2b	50	0	50	NA*	50	0	50	NA*
Criterion-Referenced Growth	3a	100	0			50	0		
	3b	100	0			50	0		
Norm-Referenced Growth	4a			100	NA*	50	0	50	NA*
	4b			100	NA*	50	0	50	NA*
Post-Secondary Readiness	5a			125	NA*	125	0	100	NA*
Total Academic Points		400	0	525	NA*	525	0	200	NA*
% of Academic Points			0%		NA*		0%		NA*

*Limited academic data for FY20 is available due to the COVID-19 pandemic.

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

iSVHS has chosen not to include mission-specific measures.

OPERATIONAL	Measure	Points Possible	Points Earned	FINANCIAL	Measure	Points Possible	Points Earned
Educational Program	1a	25	25	Near-Term	1a	50	50
	1b	25	25		1b	50	50
	1c	25	25		1c	50	50
	1d	25	25		1d	50	50
Financial Management & Oversight	2a	25	25	Sustainability	2a	50	50
	2b	25	25		2b	50	50
	2c	25	0		2c	50	50
Governance & Reporting	3a	25	25		2d	50	50
	3b	25	25	Total Financial Points		400	400
	3c	25	25	% of Financial Points			100%
	3d	25	25				
	3e	25	25				
	3f	25	25				
School Environment	4a	0	0				
	4b	25	25				
Additional Obligations	5a	25	25				
Total Operational Points		375	350				
% of Operational Points			93%				

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.

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%	NA*	NA	55% - 74%	NA	80% - 89%	93%	65% - 84%	100%
Remediation	31% - 54%			31% - 54%		61% - 79%		46% - 64%	
Critical	0% - 30%			0% - 30%		0% - 60%		0% - 45%	

*Limited academic data for FY20 is available due to the COVID-19 pandemic.

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

COLLEGE & CAREER READINESS - iSucceed Virtual High School			
Measure 5a	Are students graduating from high school on time?	Result	Points PossiblePoints 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>	26.24%	125100750-65NA
Notes	<p>iSucceed met its progress goal of 23.92%. iSucceed Academy had 224 students in this graduation cohort. The mean of the 4-year ACGR for all virtual schools in Idaho is 58% . A school approaches standard at 38%. This school's 4-Year ACGR has fluctuated between 17% and 23% over the past three years.</p>		

INDICATOR 1: EDUCATIONAL PROGRAM					
Measure 1a		Is the school implementing the material terms of the educational program as defined in the charter and performance certificate?	Result	Points Possible	Points Earned
Implementation of Educational Program					
			No instances of non-compliance documented	25	25
				15	
				0	
Notes					25
Measure 1b		Is the school complying with applicable educational requirements?	Result	Points Possible	Points Earned
Educational Requirements					
			No instances of non-compliance documented	25	25
				15	
				0	
Notes					25

Measure 1c	Is the school protecting the rights of students with disabilities?	Result	Points Possible	Points Earned
Students with Disabilities	<p>Meets 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 provisions 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 school's facility and programs; appropriate use of all available applicable funding.</p> <p>Partially 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 identifiable 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, or provisions of the performance certificate relating to the treatment of students with identifiable 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
			15	
			0	
				25
Notes				
Measure 1d	Is the school protecting the rights of English Language Learner (ELL) students?	Result	Points Possible	Points Earned
English Language Learners	<p>Meets 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 students from ELL services; and ongoing monitoring of exited students.</p> <p>Partially 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> <p>Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, or 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>	No instances of non-compliance documented	25	25
			15	
			0	
				25
Notes				

INDICATOR 2: FINANCIAL MANAGEMENT AND OVERSIGHT				
Measure 2a	Is the school meeting financial reporting and compliance requirements?	Result	Points Possible	Points Earned
Financial Reporting and Compliance	<p>Meets 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 PCSC, and any reporting requirements if the board contracts with an Education Service Provider; on-time completion and submission of the annual independent audit and corrective action plans (if applicable); and all reporting requirements related to the use of public funds.</p> <p>Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and 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 non-compliance with applicable laws, rules, regulations, or 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>	No instances of non-compliance documented	25	25
			15	
			0	
				25
Notes				
Measure 2b	Is the school following General Accepted Accounting Principles (GAAP)	Result	Points Possible	Points Earned
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 option, an audit devoid of significant findings and conditions, material weakness, 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> <p>Partially Meets Standard: The school largely exhibits compliance 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. Any matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits failure to comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit; 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
			15	
			0	
				25
Notes				
Measure 2c	Is the school successfully enrolling the projected number of students?	Result	Points Possible	Points Earned
Enrollment Variance	<p>Meets Standard: Enrollment variance equaled or exceeded 95 percent in the most recent fiscal year.</p> <p>Partially Meets Standard: Enrollment variance was between 90 and 95 percent in the most recent fiscal year.</p> <p>Does Not Meet Standard: Enrollment variance was less than 90 percent in the most recent fiscal year.</p>		25	
			15	
		75.42%	0	0
				0
Notes		Enrollment variance is calculated by dividing mid-term ADA by the enrollment projection reported to the PCSC at the beginning of the fiscal year.		

INDICATOR 3: GOVERNANCE AND REPORTING				
Measure 3a	Is the school complying with governance requirements?	Result	Points Possible	Points Earned
Governance Requirements				
Meets 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; code of ethics; conflicts of interest; board composition; and compensation for attendance at meetings.		No instances of non-compliance documented	25	25
Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and 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, or 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
Measure 3b	Is the board fulfilling its oversight obligations?	Result	Points Possible	Points Earned
Board Oversight				
Meets Standard: The school's board practices consistent, effective oversight of the school, including but not limited to frequent review of the school finances and academic outcomes. Board meeting agendas, packets, and minutes reflect competent oversight practices and actions to foster academic, operational, and financial strength of the school, including ongoing board training, policy review, and strategic planning. The school's board has adopted and maintains a complete policy book.		No instances of non-compliance documented	25	25
Partially Meets Standard: Some of the school board's oversight practices are underdeveloped, inconsistent, incomplete, or reflect a need for additional training. Board meeting agendas, packets, and minutes reflect meaningful efforts toward self-evaluation and improvement. The school's policy book may be substantially complete but require additional maintenance.			15	
Does Not Meet Standard: The school's board fails to practice consistent, effective oversight of the school, and/or documentation of competent oversight practices and actions is not maintained. The school's policy book may be incomplete, unmaintained, or non-existent.			0	
Notes				25

Measure 3c	Is the school complying with reporting requirements?	Result	Points Possible	Points Earned
Reporting Requirements	<p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, the SBOE, and/or federal authorities, including but not limited to: accountability tracking; attendance and enrollment reporting; compliance and oversight; and additional information requested by the authorizer.</p> <p>Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, the SBOE, and/or federal authorities. 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 materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, the SBOE, and/or federal authorities; 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
Notes				25
Measure 3d	Is the school complying with public transparency requirements?	Result	Points Possible	Points Earned
Public Transparency	<p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to public transparency, including but not limited to: maintenance of its website, timely availability of board meeting minutes, and accessibility of documents maintained by the school under the state's Freedom of Information Act, Open Meeting Law, Public Records Law, and other applicable authorities.</p> <p>Partially Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to public transparency. Any 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 materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to public transparency; 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
Notes				25
Measure 3e	Is the school meeting employee credentialing and background check requirements?	Result	Points Possible	Points Earned
Credentialing & Background Checks	<p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to state and federal certification and background check requirements.</p> <p>Partially Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to state and federal certification and background check 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 materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to state and federal certification and background check 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
Notes				25

Measure 3f	Is the school handling information appropriately?	Result	Points Possible	Points Earned
Information Handling	<p>Meets 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 student records under the Family Educational Rights and Privacy Act and other applicable authorities; storing and transferring student and personnel records; and securely maintaining testing materials.</p> <p>Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and 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.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or 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.</p>	No instances of non-compliance documented	25	25
			15	
			0	
Notes			25	
INDICATOR 4: SCHOOL ENVIRONMENT				
Measure 4a	Is the school complying with transportation requirements?	Result	Points Possible	Points Earned
Transportation	<p>Meets Standard: The school provides student transportation within its primary attendance area and materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to transportation.</p> <p>Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to transportation; and/or provides an incomplete form of transportation services. 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 materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to transportation; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board; and/or the school does not provide transportation.</p>		25	
			15	
			0	
Notes	This measure does not apply to online schools.		0	
Measure 4b	Is the school complying with facilities requirements?	Result	Points Possible	Points Earned
Facilities	<p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the school facilities and grounds, including but not limited to: Americans with Disabilities Act, fire inspections and related records, viable certification of occupancy or other required building use authorization, and documentation of requisite insurance coverage. The school facility is clean, well-maintained, and adequate for school operations.</p> <p>Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and requirements of the performance certificate relating to the school facilities and grounds. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board. Additional facility maintenance and/or updates have been recommended by DBS.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to the school facilities and grounds; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board. The school facility may be in need of modification or repair required by DBS.</p>	No instances of non-compliance documented	25	25
			15	
			0	
Notes			25	

INDICATOR 5: ADDITIONAL OBLIGATIONS				
Measure 5a	Is the school complying with all other obligations?	Result	Points Possible	Points Earned
Additional Obligations				
	Meets Standard: The school materially complies with all other material legal, statutory, regulatory, or contractual requirements that are not otherwise explicitly stated herein, including but not limited to requirements from the following sources: revisions to statute and administrative rule; requirements of the State Department of Education; and requirements of the accrediting body.	No instances of non-compliance documented	25	25
	Partially Meets Standard: The school largely complies with all other material legal, statutory, regulatory, or contractual requirements that are not otherwise explicitly stated herein. Matters of non-compliance, if any, 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 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.		0	
Notes				25

INDICATOR 1: NEAR-TERM			
Measure 1a	Current Ratio: Current Assets divided by Current Liabilities	Result	Points Possible Points Earned
Current Ratio	<p>Meets Standard: Current Ratio is greater than or equal to 1.1 OR Current Ratio is between 1.0 and 1.1 and one-year trend is positive (current year ratio is higher than last year's). <i>Note: For schools in their first or second year of operation, the current ratio must be greater than or equal to 1.1.</i></p> <p>Does Not Meet: 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.</p> <p>Falls Far Below Standard: Current ratio is less than or equal to 0.9.</p>	8.94	50 50
Notes		10	
		0	50
Measure 1b	Current Ratio: Cash divided by Current Liabilities	Result	Points Possible Points Earned
Cash Ratio	<p>Meets Standard: Cash Ratio is greater than 1.0 OR Cash Ratio is equal to 1.0 and one-year trend is positive (current year ratio is higher than last year's).</p> <p>Does Not Meet: Cash Ratio is between 0.9 and 1.0 OR Cash Ratio equals 1.0 and one-year trend is negative.</p> <p>Falls Far Below Standard: Cash ratio is equal to or less than 0.9.</p>	6.7	50 50
Notes		10	
		0	50
Measure 1c	Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses minus Depreciation Expense/365)	Result	Points Possible Points Earned
Unrestricted Days Cash	<p>Meets Standard: 60 Days Cash OR Between 30 and 60 Days Cash and one-year trend is positive. <i>Note: Schools in their first or second year of operation must have a minimum of 30 Days Cash.</i></p> <p>Does Not Meet: Days Cash is between 15-30 days OR Days Cash is between 30-60 days and one-year trend is negative.</p> <p>Falls Far Below Standard: Fewer than 15 Days Cash.</p>	316 days	50 50
Notes		10	
		0	50
Measure 1d	Default	Result	Points Possible Points Earned
Default	<p>Meets Standard: School is not in default of financial obligations. Financial obligations include, but are not limited to: nonpayment, breach of financial representation, non-reporting, non-compliance, financial judgements, loan covenants, and/or tax obligations.</p> <p>Does Not Meet: School is in default of financial obligations.</p>	No default noted	50 50
Notes		0	50

INDICATOR 2: SUSTAINABILITY			
Measure 2a	Total Margin: Net Income divided by Total Revenue AND Aggregated Total Margins: Total 3-Year Net Income divided by Total 3-Year Revenues.	Result	Points Possible Points Earned
Total Margin and Aggregated			
3-Year Total Margin	<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: 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>	See note	50 50
			30
			0
			50
Notes	The aggregated 3-year Total Margin is positive (25.03%). The most recent year total margin is also positive (28.47%).		
Measure 2b	Debt to Asset Ratio: Total Liabilities divided by Total Assets	Result	Points Possible Points Earned
Debt to Asset Ratio			
	<p>Meets Standard: Debt to Asset Ratio is less than 0.9.</p> <p>Does Not Meet: 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>	0.11	50 50
			30
			0
			50
Notes	Due to the Reinstatement of Pension Liability, as required by GASB 68, Net Position may be higher than expected. Changes in Net Position due to pension reinstatement that do not provide or require current financial resources have been removed from the Net Position calculation. This reinstatement had no material effect on the outcome for this measure.		
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 Points Earned
Cash Flow			
	<p>Meets Standard: 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: 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>	See note	50 50
			30
			0
			50
Notes	The Multi-Year Cash Flow is positive (\$2,361,605) The Cash Flow in the most recent year is positive (\$1,034,602).		
Measure 2d	Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)	Result	Points Possible Points Earned
Debt Service Coverage Ratio			
	<p>Meets Standard: Debt Service Coverage Ratio is equal to or exceeds 1.1</p> <p>Does Not Meet: Debt Service Coverage Ratio is less than 1.1</p>	15.89	50 50
			0
			50
Notes	Due to the Reinstatement of Pension Liability, as required by GASB 68, Net Position may be higher than expected. Changes in Net Position due to pension reinstatement that do not provide or require current financial resources have been removed from the Net Position calculation. This reinstatement had no material effect on the outcome for this measure.		

iSucceed Virtual High School Longitudinal Results

ACADEMIC	Measure	Percentage of Points Earned					
		2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
State Proficiency Comparison	1a			18%	NA		
	1b			39%	NA		
District Proficiency Comparison	2a			43%	NA		
	2b			28%	NA		
Norm-Referenced Growth	4a			Masked	NA		
	4b			Masked	NA		
Post-Secondary Readiness	5a			14%	NA		
% of Possible Academic Points for this School		33%	31%	30%	NA		

OPERATIONAL	Measure	Percentage of Points Earned					
		2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Educational Program	1a -1d	100%	100%	100%	100%		
Financial Management	2a - 2c	67%	67%	100%	75%		
Governance & Reporting	3a - 3f	100%	100%	100%	100%		
School Environment	4a - 4b	100%	100%	100%	100%		
Additional Obligations	5a	100%	100%	100%	100%		
% of Possible Operational Points for this School		94%	93%	100%	93%		

FINANCIAL	Measure	Percentage of Points Earned					
		2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Near-Term	1a - 1d	80%	100%	100%	100%		
Sustainability	2a - 2d	90%	100%	100%	100%		
% of Possible Financial Points for this School		85%	100%	100%	100%		

ACCOUNTABILITY DESIGNATION		2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Academic		Remediation	Remediation	Remediation	N/A*		
Mission Specific		N/A	N/A	N/A	N/A		
Operational		Honor	Honor	Honor	Honor		
Financial		Honor	Honor	Honor	Honor		

*Limited academic data for FY20 is available due to the COVID-19 pandemic.

SUBJECT

Director's Report

APPLICABLE STATUTE, RULE, OR POLICY

Not applicable

BACKGROUND

The PCSC Director oversees the day to day management of the authorizing office. This agenda item provides opportunity for a brief report regarding actions taken and work in progress at the staff level.

DISCUSSION

Director Thompson will address the following:

- New legislation
- Rebranding efforts
- Strategic planning
- Assessment
- Article: "Measuring Up to the Model 2021"

SPEAKER

PCSC Director, Jenn Thompson

IMPACT

Information item only.

STAFF COMMENTS AND RECOMMENDATIONS

Staff has no comments or recommendations.

COMMISSION ACTION

N/A

[Legislative Update](#)

Commission Reappointments - Brian Scigliano, Wanda Quinn, Sherrilynn Bair were appointed by Governor Little and confirmed by Senate to serve as Idaho Public Charter School Commissioners through May 12, 2024.

House Bills

[HB22 – Public Charter Schools, Funding - LAW](#)

This bill renders the following language invalid for the 2020-2021 school year only: I.C. § 33-5208(1) “no public charter school shall receive an increase in support units that exceeds the support units it received in the prior year by more than thirty (30)”.

[HB67 – Schools, Infectious Disease - LAW](#)

This bill proposes to remove the requirement that schools close for the purposes of public safety upon the order of the state board of health or local health district, and proposes that the authority to make such a decision be placed in the hands of the school’s governing board based on their own judgement.

[HB111 – School Employees, Category 3 - LAW](#)

This bill proposes that employees who have taken an alternative route to authorization and have not completed the requirements at the end of 3 years may not move beyond a category 3 status.

[HB172 – Extended Learning Opportunities - LAW](#)

This bill provides that students can request credit toward graduation for extracurricular opportunities they are engaged in outside of school.

[HB175 – Education, In-Person](#) – 3rd Reading Senate Floor

This bill establishes that in-person education will be provided whenever practicable.

[HB203 – School Bus Drivers, Retired](#) – 3rd Reading Senate Floor

This bill provides for re-employment of retirees receiving PERSI as bus drivers without penalty to their benefit.

[HB222 – CIP Plan](#) – 3rd Reading Senate Floor

Amends existing law to provide for a commission on continuous improvement plans and student achievement measures and to revise provisions regarding staff evaluations, college and career advising, and literacy intervention.

Senate Bills

[SB1006 – Literacy Achievement Act](#) - 3rd Reading House Floor

This bill proposes to create a new chapter of code to be known as the Idaho Literacy Achievement and Accountability Act. The bill proposes a structure for individual school literacy intervention plans and provides guidance regarding what data will be collected and how it will be reported at the state level. This bill also requires all charter school board directors and district school board trustees engage in a training in improvement of literacy outcomes.

[SB1039aa – Workforce Readiness Diploma – 3rd Reading House Floor](#)

This bill proposes to create a workforce readiness diploma. Charters and districts may choose to offer a specifically designated diploma to students who have passed a technical skills assessment, the workplace readiness assessment, and demonstrated competency of career technical education (CTE) program standards as defined by the CTE department. This option could be useful for schools like Elevate and ITCA.

[SB1043 – School Board Hearings, Executive Session - 3rd Reading House Floor](#)

This bill proposes to allow a school board to vote during executive session if the vote is in consideration of a student suspension or expulsion. Currently, the law allows a suspension or expulsion hearing to take place in executive session, but the vote must be made in open session. This bill proposes further protection of student privacy by allowing the vote to also take place in executive session.

[SB1045 – Education, Advanced Opportunities, Non-Public School – 3rd Reading House Floor](#)

This bill proposes to expand the use of advanced opportunities dollars to include private school students. It would allow each student to access up to \$750.00 for use in paying for college entrance exams, college credit-bearing courses, etc. Public school students currently have access to approximately \$ 4,000 for such purposes.

[SB1046 – Innovative Classrooms – 3rd Reading House Floor](#)

This bill proposes to add a new section of code that would allow teachers and parents to request that alternative curriculum be delivered in a classroom. The curriculum would be proposed by the teachers or parents and participating students would be exempt from accountability measures.

[SB1075 – Kindergarten, Jump-Start Program – 3rd Reading House Floor](#)

This bill proposes that a school that uses a kindergarten readiness screener in the spring may use existing funds to provide up to 4 weeks of summer jump-start work for students who tested at a below ready level.

[SB1115 – Public Charter Schools – 3rd Reading House Floor](#)

This bill establishes that the PCSC hires its own director and that commissioners are appointed by the governor and that the mission specific goals section of a performance certificate are removed from the law.

[SB1116a – Weapons, School Property – 3rd Reading House Floor](#)

Amends existing law to revise provisions regarding expulsion of or denial of enrollment to students who possess dangerous or deadly weapons or firearms on school property.

[SB1192 – Appropriation, Ed. Board, Charter Commission – Printed.](#)

This bill shifts spending authority of the PCSC's budget from the Office of the State Board of Education to the PCSC directly.

March 5th, 2021

ABC Name of Charter School
12345 street name
Somewhere, ID 98745

Dear School Board of Directors,

This letter serves as an update to share our rebranded logo.

Sample

Our existing logo:



Our new logo:

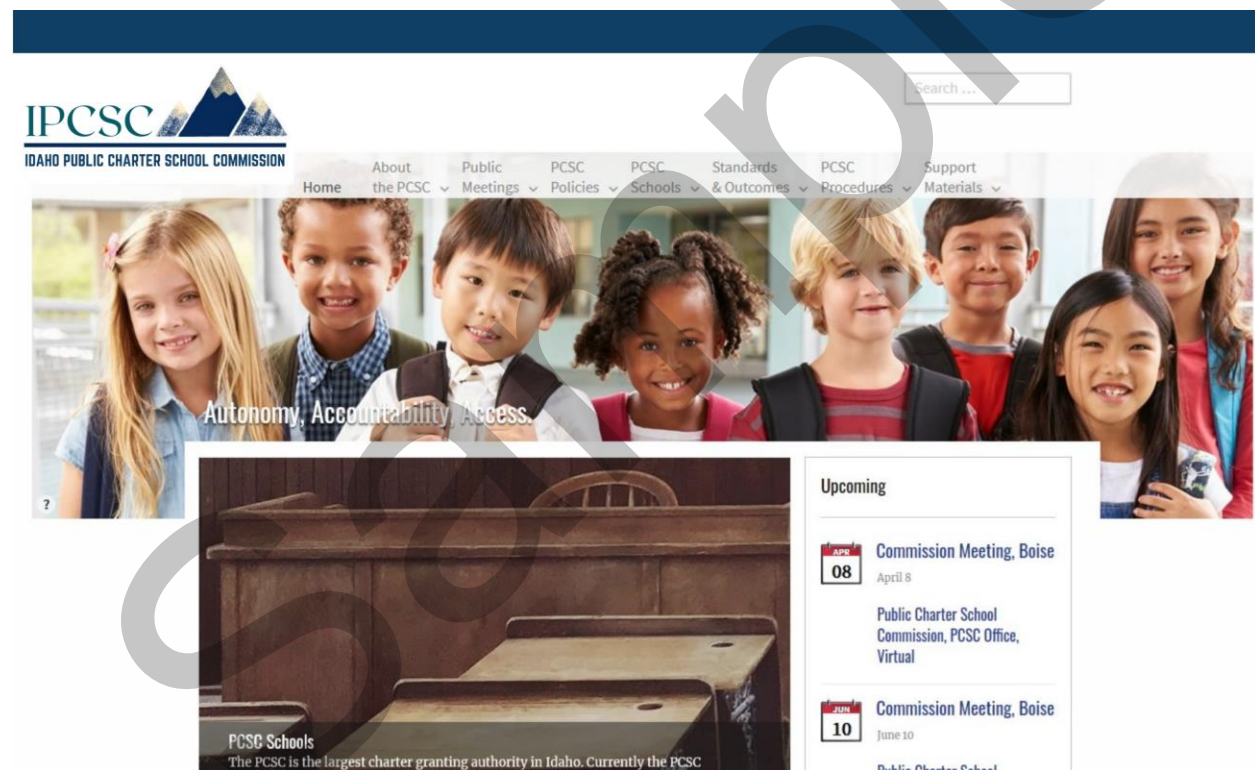


Sample

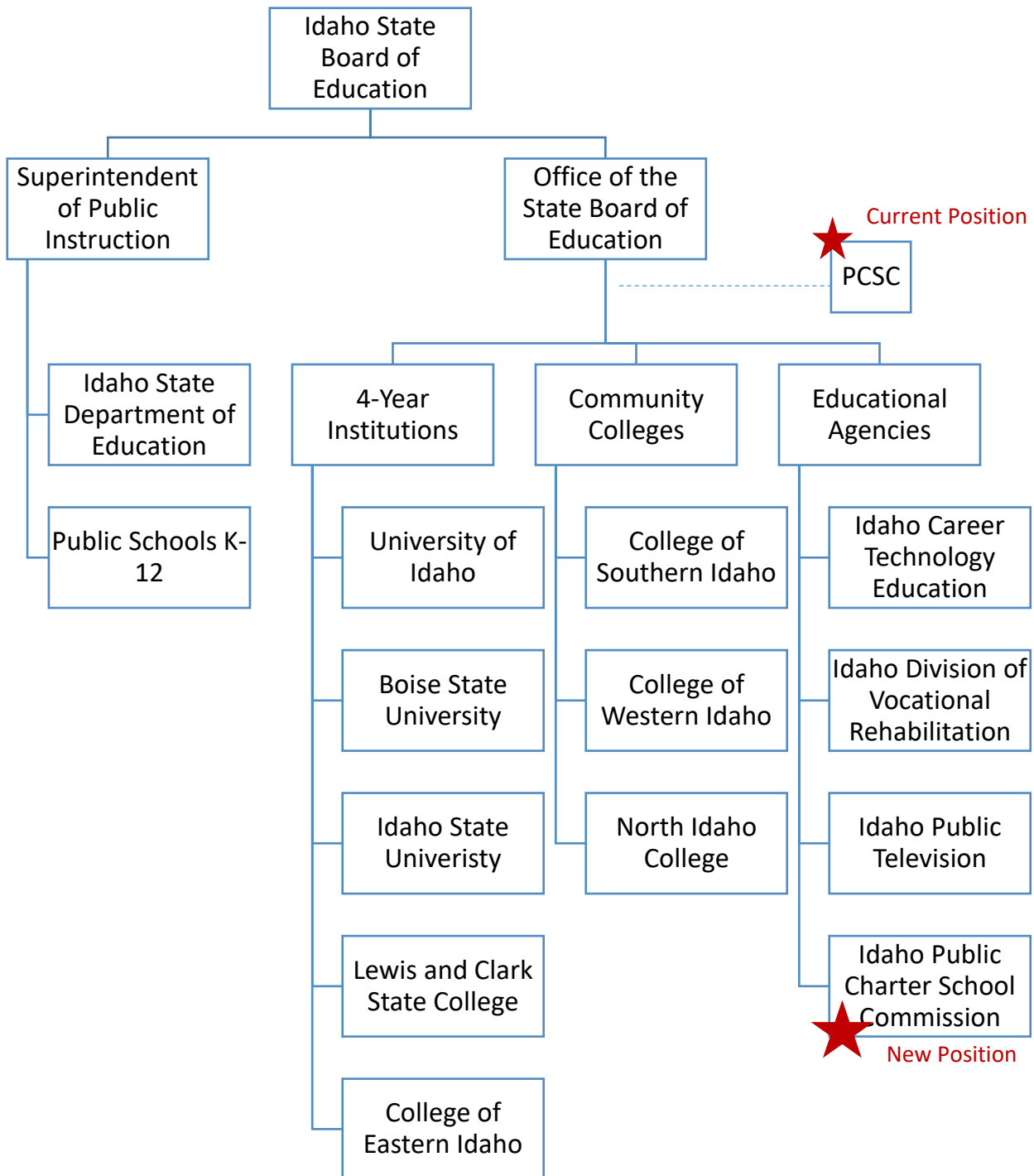
Sample Business Card



Sample Website Homepage



Idaho Public Charter School Commission Organizational Movement



IDAHO PUBLIC CHARTER SCHOOL COMMISSION

Finance Program Manager

PURPOSE

The Finance Program Manager serves at the pleasure of the Director of the Idaho Public Charter School Commission. The Finance Program Manager provides financial oversight for schools and supports the internal financial operations of the IPCSC team. This position is responsible for advising the IPCSC Director on matters of fiscal oversight and operations of schools, providing technical assistance to schools, and for managing the basic financial operations of the IPCSC. The IPCSC consists of a 7-member governing body and a staff of 5 (Director, Administrative Assistant, and 3 Program Managers). We oversee approximately 60 schools in Idaho.

PRIMARY DUTIES: SCHOOL OVERSIGHT AND SUPPORT

- Evaluate each school's financial operations (i.e. internal controls and other board policy) for compliance with federal and state laws.
- Evaluate each school's annual budget, annual audit, and quarterly financial reports.
- Investigate concerns, make recommendations for interventions, and oversee progress monitoring and improvement plans when necessary.
- Evaluate data and makes recommendations regarding the issuance or removal of notifications of fiscal concern.
- Maintain a database of fiscal data regarding all portfolio schools.
- Assess and collect authorizer fees.
- Provide technical assistance to schools and generally be a source of expertise for schools regarding financial practices and facility financing.
- Collaborate with staff to evaluate new charter school petitions and school renewal applications.
- Assist in preparation of the financial section of each school's annual performance report.
- Engage in state-level policy discussions regarding school funding, including gathering feedback from schools, informally participating in discussions, and advocating for charter school needs.
- Assist with new school openings and/or school closures as necessary.
- Remain abreast of national trends, research, and best practices relevant to charter school finance.
- Develop resources to support schools and provide training to business managers, school leaders, and school board directors.
- Perform other duties as may be assigned by the IPCSC Director.

PRIMARY DUTIES: IPCSC FINANCIAL MANAGEMENT

- Facilitate the transition of financial services from the SBE to the IPCSC.
- Direct the establishment of internal financial controls and ensure that financial operations and reporting are in compliance with applicable federal and state laws, and with SBE policy.
- Manage accounts payable, accounts receivable, payroll, and travel for the IPCSC.
- Manage vendors and contracts specific to the IPCSC.
- Develop and prepare financial reports and presentations.
- Perform other duties as may be assigned by the IPCSC Director.

PROFESSIONAL SKILLS

- Excellent written and verbal communications skills, including public speaking and ability to compile and summarize complex material.
- Excellent record -keeping and organizational skills.
- Ability to make unbiased decisions in unique and often confrontational situations.
- Ability to travel occasionally for school oversight and professional development purposes.
- Ability to establish and maintain effective working relationships with school business managers, financial advisors, and various related professionals and elected officials.
- Embraces a culture of collaboration.
- Ability to navigate a political environment with understanding of the legislative process.

MINIMUM QUALIFICATIONS

- 3 years of experience working in public school finance, preferably charter school finance.
- Bachelor's degree in accounting or a Bachelor's degree in business with at least 20 semester credit hours in accounting.

2021 PCSC Strategic Planning Meeting

Proposed Work Session Agenda for Wednesday, June 9th

11:30	Introduction /Overview
11:45-12:45	OML/ Ethics in Government training – Guest Trainer.
12:45-1:45	Lunch
1:45-2:15	Overview of Strategic Plan structure
2:15-3:45	Goals/benchmarks/action plans
3:45-4:00	Break
4:00-4:30	MOU with OSBE
4:30-5:00	Policy Overview
5:00-5:30	Budget Review FY21, FY22, and FY23 (requests for FY23 are due in August)

Proposed Meeting Agenda for Thursday, June 10th

9:00-12:00	Regular meeting as per agenda: <ul style="list-style-type: none">▪ Consideration of new charter school petition – Kootenai Classical (North)▪ Notifications of Fiscal Concern – Peace Valley, Bingham, The Village▪ Pre-Opening Schools Update – GPM North, Alturas Prep, Cardinal▪ Consideration of Failure to Meet Conditions (if applicable)▪ Policy Revision/Adoption (Effective July 1)▪ Edit of PCSC director's employment agreement (Effective July 1)▪ Approval of MOU with OSBE (Effective July 1)▪ Adoption of Strategic Plan 2021-2025 (Due July 1)
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In future years we will consider votes for officers and committees at this meeting.



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

February 22, 2021

Dear Chief State School Officer:

In these challenging times, we at the U.S. Department of Education stand with you and are committed to doing everything in our power to support the students, educators, and schools in your state. Please know that we are grateful for your leadership and for the extraordinary work of educators across the Nation.

I am writing to provide an update on assessment, accountability, and reporting requirements for the 2020-2021 school year. President Biden's first priority is to safely re-open schools and get students back in classrooms, learning face-to-face from teachers with their fellow students. To be successful once schools have re-opened, we need to understand the impact COVID-19 has had on learning and identify what resources and supports students need. We must also specifically be prepared to address the educational inequities that have been exacerbated by the pandemic, including by using student learning data to enable states, school districts, and schools to target resources and supports to the students with the greatest needs. In addition, parents need information on how their children are doing.

State assessment and accountability systems play an important role in advancing educational equity. At the same time, it is clear that the pandemic requires significant flexibility for the 2020-2021 school year so that states can respond to the unique circumstances they are facing; keep students, staff, and their families safe; and maintain their immediate focus on supporting students' social, emotional, and academic development.

We remain committed to supporting all states in assessing the learning of all students. The Department is, therefore, offering the following flexibility with respect to your assessment, accountability, and reporting systems for the 2020-2021 school year:

- **Accountability and School Identification.** We are inviting states to request a waiver for the 2020-2021 school year of the accountability and school identification requirements in the Elementary and Secondary Education Act of 1965 (ESEA). A state receiving this waiver would not be required to implement and report the results of its accountability system, including calculating progress toward long-term goals and measurements of interim progress or indicators, or to annually meaningfully differentiate among its public schools using data from the 2020-2021 school year. This flexibility would explicitly include waiving the requirement that the Academic Achievement indicator be adjusted to account for a participation rate below 95 percent. The state would also not be required to identify schools for comprehensive support and improvement (CSI), targeted support and improvement (TSI), and additional targeted support and improvement (ATSI) based on data from the 2020-2021 school year. Each state that receives the accountability and school identification waivers would be required to continue to support previously identified schools in the 2021-2022 school year, resume school identification in the fall of 2022, and ensure transparency to parents and the public, as

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www.ed.gov

described below, including publicly reporting the percentage of students not assessed, disaggregated by student subgroup. The Department will follow up shortly with an optional state accountability waiver template. Beyond the scope of these waivers, we also encourage states and school districts to consider other steps within your purview to further reduce the stakes of assessments this year, such as excluding their use from students' final grades and grade promotion decisions.

- **Transparency and Public Reporting.** It remains vitally important that parents, educators, and the public have access to data on student learning and success. The Department will therefore maintain all state and local report card requirements, including the requirements to disaggregate data by student subgroup (except for reporting related to accountability, such as school ratings). As a condition of waiving accountability and school identification requirements, the Department will require all states to publicly report disaggregated chronic absenteeism data and, to the extent the state or school district already collects such information, data on student and educator access to technology devices like laptops or tablets and to high-speed internet at home. Transparency on opportunity to learn measures, such as chronic absenteeism and access to key resources like technology, can help inform decisions about student supports for the 2021-2022 school year and beyond.
- **Assessments.** It is urgent to understand the impact of COVID-19 on learning. We know, however, that some schools and school districts may face circumstances in which they are not able to safely administer statewide summative assessments this spring using their standard practices. Certainly, we do not believe that if there are places where students are unable to attend school safely in person because of the pandemic that they should be brought into school buildings for the sole purpose of taking a test.

We emphasize the importance of flexibility in the administration of statewide assessments. A state should use that flexibility to consider:

- Administering a shortened version of its statewide assessments;
- Offering remote administration, where feasible; and/or
- Extending the testing window to the greatest extent practicable. That could include offering multiple testing windows and/or extending the testing window into the summer or even the beginning of the 2021-2022 school year. States that elect to extend testing windows should also consider how they can make results available to the public in a timely manner after assessments are administered.

In particular, we know that English language proficiency (ELP) assessments are often given earlier in the school year than content assessments and are underway already in most states. We specifically encourage states to extend the testing window for their ELP assessment, including beyond the end of the 2020-2021 school year, if necessary, to ensure that districts are administering this assessment when it safe for them to do so.

The intent of these flexibilities, and the accountability waivers described above, is to focus on assessments to provide information to parents, educators, and the public about student performance and to help target resources and supports. For that reason, we are not inviting blanket waivers of assessments. We also recognize that individual states may need additional assessment flexibility based on the specific circumstances across or within the state, and we

will work with states to address their individual needs and conditions while ensuring the maximum available statewide data to inform the targeting of resources and supports.

If a request for a waiver is appropriate, prior to submitting a waiver request (including through the optional template described above), as required under ESEA section 8401(b)(3)(A), you must provide the public and interested local educational agencies notice and a reasonable time for them to comment in the manner in which the state educational agency customarily provides notice and the opportunity to comment to the public.

If you have any questions, please contact OESE.TitleI-a@ed.gov.

Sincerely,

/s/

Ian Rosenblum
Delegated the Authority to Perform the Functions and
Duties of the Assistant Secretary
Office of Elementary and Secondary Education

cc: Governors
State Title I Directors
State Title III Directors
State Special Education Directors
State Assessment Directors



MONTH DD, YYYY

Ruth Ryder
Deputy Assistant Secretary for Formula Grants Programs
Office of Elementary and Secondary Education
U.S. Department of
Education 400 Maryland
Avenue, SW Washington,
DC 20202

Dear Ms. Ryder:

On behalf of the Idaho State Department of Education, I respectfully request a waiver, pursuant to section 8401(b) of The Every Student Succeeds Act (ESSA), from the following statutory provision:

- Section 1111(c)(4)(C)(iii) which requires states to identify schools for targeted support and improvement based on consistently underperforming student subgroups.

Idaho's targeted support and improvement (TSI) methodology is based on calculating performance gaps among different student groups across three consecutive years for all of the metrics used in the state's comprehensive support and improvement calculations. Schools are identified for TSI among a specific student group and metric when a performance gap is thirty-five percentage points or higher in all years during the most recent three-year period.

The COVID-19 disruptions during spring 2020 affected several of the metrics that the state uses for TSI identification under the currently approved methodology. Idaho canceled the statewide assessments in English Language Arts/Literacy and Mathematics. These data are necessary to calculate proficiency and student growth, the latter of which is Idaho's other academic indicator for K-8 schools. School closures also began in the middle of the state's student engagement survey window. Consequently, Idaho was not able to produce any valid school level data on this measure last spring, which is the school quality and student success indicator for K-8 schools.

Although Idaho is planning to have statewide summative assessment and engagement survey data available at the end of this school year, limitations remain. For example, Idaho's normal growth metric is based on student progress from one year to the next on the summative assessments in English Language Arts/Literacy and Mathematics. However, as 2020 data are not available, Idaho is having to amend its growth metric for this school year, as outlined in the addendum.

To identify schools for TSI following the 2020-2021 school year would require Idaho to use either fewer years of data or incorporate results from earlier years, while also using a modified growth metric for this year's results. Neither approach is sufficient for identifying consistent, and current, patterns of underperformance among student groups.

Furthermore, this has been an unprecedented year where schools and students have encountered various challenges. The data from this year is best used to support teaching and learning rather than accountability identification. Waiving the TSI requirement would be consistent with Idaho's addendum proposal to not identify schools for any other accountability categories following the 2020-2021 school year.

Prior to submitting this waiver request, Idaho asked for public feedback. This information was widely shared with various stakeholders and posted on the ISDE's public website for 21 days. Copies of all comments received in response to this notice are attached.

I appreciate your consideration of this waiver request and look forward to your response.

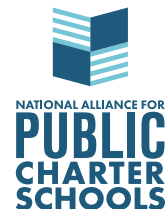
Sincerely,

<SUPERINTENDENT APPROVAL PENDING PUBLIC COMMENT>

MEASURING UP TO THE MODEL

A RANKING OF STATE PUBLIC CHARTER SCHOOL LAWS

TWELFTH ANNUAL EDITION, FEBRUARY 2021



TODD ZIEBARTH

NATIONAL ALLIANCE FOR PUBLIC
CHARTER SCHOOLS



ACKNOWLEDGMENTS

This report was written by Todd Ziebarth, senior vice president for state advocacy and support at the National Alliance for Public Charter Schools. The National Alliance would like to thank Louann Bierlein Palmer, an educational leadership professor at Western Michigan University, for her research support in creating this report. We shared draft analyses with individuals in the jurisdictions in this report, including individuals working at state departments of education, state public charter school associations and resource centers, and other organizations. We want to acknowledge and thank them for their invaluable feedback. Any remaining errors and omissions in the state analyses and rankings are the responsibility of the author, not the reviewers from the states.

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INTRODUCTION

The COVID-19 pandemic upended just about every aspect of our lives in 2020, including the work of state lawmakers across the country. When the pandemic hit in March 2020, most state legislatures adjourned. When state legislative bodies did reconvene later in the year, most primarily focused on enacting legislation to deal with the pandemic. Given this situation, many charter school advocates geared their work toward making sure that charter schools were treated fairly by their state officials in any policymaking regarding schooling during the pandemic.

As a result, there weren't as many charter school bills enacted in 2020 as in the past. In some states, the lack of such bills was mostly good news, as charter school opponents were pushing harmful anti-charter school bills. In other states, this development was bad news, as pro-charter school bills had to be shelved for the session. Because there were relatively few charter school bills enacted in 2020, we didn't see much movement in our annual state charter school laws rankings this year.

As state legislatures convene for their 2021 sessions, we expect much of their focus will continue to be on the pandemic. However, we also anticipate that there might be more opportunities to enact charter school bills in several states. As we navigate some of the most challenging political terrain that charter schools have ever faced, we hope this report helps charter school supporters defeat harmful bills while boosting their efforts to get helpful legislation enacted.



Nina Rees
President and CEO



Todd Ziebarth
Senior Vice President of
State Advocacy and Support



KEY TAKEAWAYS

Some key takeaways from this year's rankings include:

- ▶ For the sixth year in a row, **Indiana** has the nation's strongest charter school law in the country, ranking No. 1 (out of 45). Indiana's law does not cap charter school growth, includes multiple authorizers, and provides a fair amount of autonomy and accountability. Indiana has also made notable strides in recent years to provide more equitable funding to charter schools, although work remains to be done.
- ▶ The **Top 10** includes a mixture of states with more mature movements (**Indiana** at No. 1, **Colorado** at No. 2, **Minnesota** at No. 4, **Florida** at No. 7, **Louisiana** at No. 8, and the **District of Columbia** at No. 10¹) and states with newer movements (**Washington** at No. 3, **Alabama** at No. 5, **Mississippi** at No. 6, and **Maine** at No. 9). The fact that these states are in the Top 10 shows that many states with mature movements continue to strengthen their laws based on what's working (and what's not working) and that many states new to the movement rely heavily on those lessons learned so they don't repeat the mistakes of the states that came before them.
- ▶ States that are enacting laws for the first time and states that are overhauling their laws are bypassing states that were previously more highly ranked, such as **Massachusetts**, **Arizona**, and **New York**. That doesn't mean that the laws have gotten weaker in the states being bypassed. They remain strong. What it does mean, though, is that more states have better laws across the country, a good place to be if you believe that all states should have high-quality charter school laws
- ▶ **Maryland** has the nation's weakest charter school law, ranking No. 45 (out of 45). While Maryland's law does not cap charter public school growth, it allows only district authorizers and provides little autonomy, insufficient accountability, and inequitable funding to charter schools. Rounding out the bottom five states are **Iowa** (No. 41), **Wyoming** (No. 42), **Alaska** (No. 43), and **Kansas** (No. 44).

1 | For the purposes of this report, the District of Columbia is treated as a state.

2 | We did not include Kentucky in this year's report. Kentucky enacted its charter school law in 2017. For a variety of reasons, the state enacted a temporary funding mechanism for charter schools that year. Since that time, Kentucky has failed to enact a new funding mechanism, essentially making the charter school law meaningless. Therefore, we decided to remove the state from the report. We will include Kentucky again once the state enacts a new funding mechanism.



TABLE 1: 2021 STATE PUBLIC CHARTER SCHOOL LAW RANKINGS

RANKING	STATE	SCORE
1	Indiana	181
2	Colorado	181
3	Washington	179
4	Minnesota	178
5	Alabama	177
6	Mississippi	169
7	Florida	169
8	Louisiana	168
9	Maine	167
10	District of Columbia	166
11	Nevada	166
12	Massachusetts	162
13	Arizona	160
14	North Carolina	160
15	Delaware	160
16	Georgia	158
17	Idaho	157
18	New York	156
19	South Carolina	155
20	California	154
21	Utah	154
22	Oklahoma	153
23	▲3 New Hampshire	153

RANKING	STATE	SCORE
24	▼1 Ohio	153
25	▼1 Tennessee	153
26	▼1 New Mexico	152
27	Missouri	147
28	Michigan	147
29	Texas	145
30	▲1 Hawaii	143 ▲2
31	▼1 Arkansas	141
32	West Virginia	134
33	Oregon	131
34	New Jersey	131
35	Pennsylvania	131
36	Connecticut	126
37	▲1 Rhode Island	126 ▲3
38	▼1 Illinois	124
39	Wisconsin	109
40	Virginia	94
41	Iowa	91
42	Wyoming	87
43	Alaska	83
44	Kansas	69
45	Maryland	61

NOTE: THE TOTAL POINTS POSSIBLE IS 240.

It is important to note that our primary focus was to assess whether and how state laws and regulations addressed the National Alliance model law, not whether and how practices in the state addressed it. In a couple of areas—such as caps and funding—we incorporated what was happening in practice because we felt it was necessary to do so to fairly capture the strength of the law. Notwithstanding these instances, the purpose of the analyses is to encourage state laws and regulations to require best practices and guarantee charter school rights and freedoms so that state charter school movements will benefit from a supportive legal and policy environment.

3 | In case of a tie, we first looked at each state's total weighted score for the four "quality control" components (#6, #7, #8, and #9). Whichever state had the highest score was ranked higher. If the states had the same total weighted score for these components, we looked at each state's total weighted score for the three autonomy components (#11, #13, and #14). Whichever state had the highest score was ranked higher.

ESSENTIAL COMPONENTS OF A STRONG PUBLIC CHARTER SCHOOL LAW

In this report, we evaluate each state's public charter school law against the 21 essential components of a strong charter school law. These 21 components are drawn from the National Alliance's *A New Model Law for Supporting the Growth of High-Quality Public Charter Schools: Second Edition*. Table 2 lists the 21 essential components and a brief description of each.

2021 STATE PUBLIC CHARTER SCHOOL LAW RANKINGS

TABLE 2: ESSENTIAL COMPONENTS OF A STRONG PUBLIC CHARTER SCHOOL LAW

#	ESSENTIAL COMPONENT
1	No Caps on the growth of charter schools in a state.
2	A Variety of Charter Schools Allowed , including new startups and public school conversions.
3	Non-district Authorizers Available , to which charter applicants may directly apply.
4	Authorizer and Overall Program Accountability System Required , whereby all authorizers must affirm interest to become an authorizer (except for a legislatively created state charter school commission) and participate in an authorizer reporting program based on objective data, as overseen by some state-level entity with the power to sanction.
5	Adequate Authorizer Funding , including provisions for guaranteed funding from the state or authorizer fees and public accountability for such expenditures.
6	Transparent Charter School Application, Review, and Decision-making Processes , including comprehensive academic, operational, and governance application requirements, with such applications reviewed and acted on following professional authorizer standards.
7	Performance-based Charter School Contracts Required , with such contracts created as separate post-application documents between authorizers and charter schools detailing academic performance expectations, operational performance expectations, and school and authorizer rights and duties.
8	Comprehensive Charter School Monitoring and Data Collection Processes so that all authorizers can verify charter school compliance with applicable law and their performance-based contracts.
9	Clear Processes for Renewal, Nonrenewal, and Revocation Decisions , including school closure and dissolution procedures to be used by all authorizers.
10	Transparency Regarding Educational Service Providers , provided there is a clear performance contract between an independent charter school board and the service provider and there are no conflicts of interest between the two entities.
11	Fiscally and Legally Autonomous Schools with Independent Charter School Boards , whereby charter schools are created as autonomous entities with their boards having most of the powers granted to traditional school boards.
12	Clear Student Enrollment and Lottery Procedures , which must be followed by all charter schools.

2021 STATE PUBLIC CHARTER SCHOOL LAW RANKINGS

TABLE 2: ESSENTIAL COMPONENTS OF A STRONG PUBLIC CHARTER SCHOOL LAW

#	ESSENTIAL COMPONENT
13	Automatic Exemptions from Many State and District Laws and Regulations , except for those covering health, safety, civil rights, student accountability, employee criminal history checks, open meetings, freedom of information requirements, and generally accepted accounting principles.
14	Automatic Collective Bargaining Exemption , whereby charter schools are exempt from any outside collective bargaining agreements, while not interfering with laws and other applicable rules protecting the rights of employees to organize and be free from discrimination.
15	Multi-school Charter Contract and/or Multi-charter School Contract Boards Allowed , whereby an independent charter school board may oversee multiple schools linked under a single charter contract or may hold multiple charter contracts.
16	Extracurricular and Interscholastic Activities Eligibility and Access , whereby (a) charter school students and employees are eligible for state- and district-sponsored interscholastic leagues, competitions, awards, scholarships, and recognition programs to the same extent as district public school students and employees; and (b) students at charter schools that do not provide extracurricular and interscholastic activities have access to those activities at district- public schools for a fee via a mutual agreement.
17	Clear Identification of Special Education Responsibilities , including clarity on which entity is the local education agency responsible for such services and how such services are to be funded (especially for low-incident, high-cost cases).
18	Equitable Operational Funding and Equal Access to All State and Federal Categorical Funding , flowing to the school in a timely fashion and in the same amount as district schools following eligibility criteria similar to all other public schools.
19	Equitable Access to Capital Funding and Facilities , including multiple provisions such as facilities funding, access to public space, and access to financing tools.
20	Access to Relevant Employee Retirement Systems , with the option to participate in a similar manner as all other public schools.
21	Full-time Virtual Charter School Provisions , including specific provisions regarding authorizing structure, enrollment criteria, enrollment levels, accountability for performance, funding levels based on costs, and performance-based funding.

LEADING STATES FOR THE 21 ESSENTIAL COMPONENTS OF THE NATIONAL ALLIANCE MODEL LAW

This year's rankings report again details the leaders for each of the 21 essential components of the National Alliance model law—i.e., those states that received the highest rating for a particular component. For 17 of the 21 components, the leading states received a rating of 4 on a scale of 0 to 4. For Components 9, 18, and 19, no states received a 4, so the leading states are those that received a rating of 3. For Component 21, no states received higher than a 2, so no states are listed.

2021 STATE PUBLIC CHARTER SCHOOL LAW RANKINGS

TABLE 3: LEADING STATES FOR THE 21 ESSENTIAL COMPONENTS OF THE NATIONAL ALLIANCE MODEL LAW

ESSENTIAL COMPONENT	
1	No Caps (23 States) Alaska, Arizona, Colorado, Delaware, Florida, Georgia, Hawaii, Idaho, Indiana, Iowa, Kansas, Louisiana, Maryland, Minnesota, Nevada, New Hampshire, New Jersey, North Carolina, Oregon, South Carolina, Tennessee, Virginia, Wyoming
2	A Variety of Charter Schools Allowed (42 states) Alabama, Alaska, Arizona, Arkansas, California, Colorado, Connecticut, Delaware, District of Columbia, Florida, Georgia, Hawaii, Idaho, Illinois, Indiana, Iowa, Kansas, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, New Hampshire, New Jersey, New York, North Carolina, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, Tennessee, Texas, Utah, Virginia, Wisconsin, Wyoming
3	Non-district Authorizers Available (24 states) Arizona, Arkansas, Delaware, District of Columbia, Georgia, Hawaii, Idaho, Indiana, Louisiana, Maine, Michigan, Minnesota, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Carolina, Ohio, South Carolina, Texas, Utah, Washington, Wisconsin
4	Authorizer and Overall Program Accountability System Required (12 states) Alabama, Arkansas, Connecticut, District of Columbia, Hawaii, Indiana, Mississippi, Missouri, Nevada, North Carolina, Ohio, Washington
5	Adequate Authorizer Funding (9 states): Colorado, Florida, Louisiana, Maine, Minnesota, Nevada, Ohio, Tennessee, Washington
6	Transparent Charter School Application, Review, and Decision-making Processes (4 states) Alabama, Louisiana, Mississippi, Washington
7	Performance-based Charter School Contracts Required (7 states) Alabama, District of Columbia, Kentucky, Maine, Mississippi, Missouri, Washington
8	Comprehensive Charter School Monitoring and Data Collection Processes (1 state) Washington

2021 STATE PUBLIC CHARTER SCHOOL LAW RANKINGS

TABLE 3: LEADING STATES FOR THE 21 ESSENTIAL COMPONENTS OF THE NATIONAL ALLIANCE MODEL LAW

ESSENTIAL COMPONENT

9 Clear Processes for Renewal, Nonrenewal, and Revocation Decisions (23 states)

Alabama, Arkansas, California, Colorado, Delaware, District of Columbia, Florida, Georgia, Hawaii, Idaho, Indiana, Maine, Massachusetts, Minnesota, Mississippi, Missouri, Nevada, New Mexico, New York, North Carolina, Oklahoma, Washington, West Virginia

10 Transparency Regarding Educational Service Providers (1 state)

Florida

11 Fiscally and Legally Autonomous Schools with Independent Charter School Boards (30 states)

Alabama, Colorado, Connecticut, Delaware, District of Columbia, Hawaii, Idaho, Indiana, Louisiana, Maine, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Carolina, Oklahoma, Oregon, Pennsylvania, South Carolina, Tennessee, Utah, Washington, West Virginia, Wisconsin

12 Clear Student Enrollment and Lottery Procedures (13 states)

Alabama, California, District of Columbia, Maine, Massachusetts, Minnesota, New Hampshire, New York, Ohio, South Carolina, Tennessee, Washington, Wisconsin

13 Automatic Exemptions from Many State and District Laws and Regulations (6 states)

Alabama, Arizona, District of Columbia, Louisiana, Oklahoma, West Virginia

14 Automatic Collective Bargaining Exemption (26 states)

Alabama, Arizona, California, Colorado, Delaware, District of Columbia, Georgia, Idaho, Illinois, Indiana, Michigan, Minnesota, Mississippi, Missouri, Nevada, New Hampshire, New Mexico, North Carolina, Oklahoma, Oregon, Pennsylvania, Tennessee, Utah, Washington, West Virginia, Wyoming

15 Multi-school Charter Contracts and/or Multi-charter School Contract Boards Allowed (18 states)

Alabama, Arkansas, Colorado, Delaware, Hawaii, Idaho, Indiana, Louisiana, Maine, Massachusetts, Minnesota, Mississippi, Nevada, New York, Oklahoma, Texas, Washington, Wisconsin

16 Extracurricular and Interscholastic Activities Eligibility and Access (6 states)

Colorado, Florida, Minnesota, South Carolina, Utah, Washington

17 Clear Identification of Special Education Responsibilities (4 states)

California, Indiana, Ohio, Pennsylvania

18 Equitable Operational Funding and Equal Access to All State and Federal Categorical Funding (4 states)

Colorado, Illinois, New Mexico, Utah

19 Equitable Access to Capital Funding and Facilities (10 states)

California, Colorado, District of Columbia, Florida, Idaho, Indiana, New Mexico, Tennessee, Texas, Utah

20 Access to Relevant Employee Retirement Systems (15 states)

Arizona, California, Delaware, Florida, Indiana, Maine, Michigan, Mississippi, New Hampshire, New York, North Carolina, Oklahoma, Pennsylvania, Utah, West Virginia

21 Full-time Virtual Charter School Provisions (0 states)

ALABAMA

CHARTER SCHOOL LAW ENACTED IN 2015

MODEL LAW STATE RANKINGS

5th

OUT OF 45

177

TOTAL POINTS

RECOMMENDATIONS

Alabama's law contains a cap that allows for ample growth, includes a state authorizing pathway, has strong quality-control components, gives operational autonomy to public charter schools, and provides equitable operational and categorical funding to charter schools. The primary weaknesses of the law are that it provides inequitable facilities funding and inadequate accountability for full-time virtual charter schools.

The main places for improvement are ensuring equitable access to capital funding and facilities and strengthening accountability for full-time virtual charter schools.

STATE CHARTER SCHOOL OVERVIEW

CHARTER SCHOOL STUDENTS (2018-19 SCHOOL YEAR)

Number of Students 598

Public School Student Enrollment Share 0%

Student Demographics

White 32%

Black 64%

Hispanic 1%

Asian 1%

Other 2%

FRPL Participation Rate 56%

CHARTER SCHOOLS (2018-19 SCHOOL YEAR)

Number of Schools 2

Public School Share 0%

School Openings 1

MODEL LAW COMPONENT SCORE

COMPONENT	RATING x WEIGHT		TOTAL
1 No Caps	3	3	9
2 A Variety of Charter Schools Allowed	4	2	8
3 Non-district Authorizers Available	3	3	9
4 Authorizer and Overall Program Accountability System Required	4	3	12
5 Adequate Authorizer Funding	3	2	6
6 Transparent Charter Application, Review, and Decisionmaking Processes	4	4	16
7 Performance-based Charter Contracts Required	4	4	16
8 Comprehensive Charter School Monitoring and Data Collection Processes	3	4	12
9 Clear Processes for Renewal, Nonrenewal, and Revocation Decisions	3	4	12
10 Transparency Regarding Educational Service Providers	2	2	4
11 Fiscally and Legally Autonomous Schools with Independent Charter School Boards	4	3	12
12 Clear Student Enrollment and Lottery Procedures	4	2	8
13 Automatic Exemptions from Many State and District Laws and Regulations	4	3	12
14 Automatic Collective Bargaining Exemption	4	3	12
15 Multischool Charter Contracts and/or Multicharter Contract Boards Allowed	4	2	8
16 Extracurricular and Interscholastic Activities Eligibility and Access	3	1	3
17 Clear Identification of Special Education Responsibilities	2	2	4
18 Equitable Operational Funding and Equal Access to All State and Federal Categorical Funding	1	4	4
19 Equitable Access to Capital Funding and Facilities	1	4	4
20 Access to Relevant Employee Retirement Systems	3	2	6
21 Full-time Virtual Charter School Provisions	0	3	0
TOTAL SCORE			177

201



ALASKA

CHARTER SCHOOL LAW ENACTED IN 1995

MODEL LAW STATE RANKINGS

43rd

OUT OF 45

83

TOTAL POINTS

RECOMMENDATIONS

Alaska's law does not cap public charter school growth and includes an appellate mechanism for charter school applicants rejected by districts, but it also provides little autonomy, insufficient accountability, and inequitable facilities funding.

Alaska's law still needs major improvement. Potential starting points include beefing up the law in relation to the model law's four quality-control components (Components #6 through #9), increasing operational autonomy, ensuring equitable access to capital funding and facilities, ensuring transparency regarding educational service providers, and strengthening accountability for full-time virtual charter schools.

STATE CHARTER SCHOOL OVERVIEW

CHARTER SCHOOL STUDENTS (2018-19 SCHOOL YEAR)

Number of Students 7,126

Public School Student Enrollment Share 6%

Student Demographics

White 65%

Black 1%

Hispanic 5%

Asian 2%

Other 27%

FRPL Participation Rate 16%

CHARTER SCHOOLS (2018-19 SCHOOL YEAR)

Number of Schools 30

Public School Share 6%

School Openings 0

MODEL LAW COMPONENT SCORE

COMPONENT	RATING x WEIGHT		TOTAL
1 No Caps	4	3	12
2 A Variety of Charter Schools Allowed	4	2	8
3 Non-district Authorizers Available	3	3	9
4 Authorizer and Overall Program Accountability System Required	0	3	0
5 Adequate Authorizer Funding	2	2	4
6 Transparent Charter Application, Review, and Decisionmaking Processes	1	4	4
7 Performance-based Charter Contracts Required	2	4	8
8 Comprehensive Charter School Monitoring and Data Collection Processes	1	4	4
9 Clear Processes for Renewal, Nonrenewal, and Revocation Decisions	1	4	4
10 Transparency Regarding Educational Service Providers	0	2	0
11 Fiscally and Legally Autonomous Schools with Independent Charter School Boards	0	3	0
12 Clear Student Enrollment and Lottery Procedures	1	2	2
13 Automatic Exemptions from Many State and District Laws and Regulations	2	3	6
14 Automatic Collective Bargaining Exemption	1	3	3
15 Multischool Charter Contracts and/or Multicharter Contract Boards Allowed	1	2	2
16 Extracurricular and Interscholastic Activities Eligibility and Access	3	1	3
17 Clear Identification of Special Education Responsibilities	1	2	2
18 Equitable Operational Funding and Equal Access to All State and Federal Categorical Funding	1	4	4
19 Equitable Access to Capital Funding and Facilities	1	4	4
20 Access to Relevant Employee Retirement Systems	2	2	4
21 Full-time Virtual Charter School Provisions	0	3	0
TOTAL SCORE			83



ARIZONA

CHARTER SCHOOL LAW ENACTED IN 1994

MODEL LAW STATE RANKINGS

13th
OUT OF 45

160
TOTAL POINTS

RECOMMENDATIONS

Arizona's law does not have a cap on public charter school growth, allows multiple nondistrict authorizing entities, and provides a fair amount of autonomy and accountability to its charter schools. However, the law still provides inequitable funding to charter school students by barring their access to significant funding streams.

Potential areas for improvement in Arizona's law include ensuring equitable operational funding and equitable access to capital funding and facilities, providing adequate authorizer funding, and strengthening accountability for full-time virtual charter schools.

STATE CHARTER SCHOOL OVERVIEW

CHARTER SCHOOL STUDENTS (2018-19 SCHOOL YEAR)

Number of Students 207,923

Public School Student Enrollment Share 22%

Student Demographics

White 43%

Black 6%

Hispanic 39%

Asian 6%

Other 7%

FRPL Participation Rate 24%

CHARTER SCHOOLS (2018-19 SCHOOL YEAR)

Number of Schools 557

Public School Share 26%

School Openings 16

MODEL LAW COMPONENT SCORE

COMPONENT	RATING x WEIGHT		TOTAL
1 No Caps	4	3	12
2 A Variety of Charter Schools Allowed	4	2	8
3 Non-district Authorizers Available	4	3	12
4 Authorizer and Overall Program Accountability System Required	2	3	6
5 Adequate Authorizer Funding	2	2	4
6 Transparent Charter Application, Review, and Decisionmaking Processes	2	4	8
7 Performance-based Charter Contracts Required	3	4	12
8 Comprehensive Charter School Monitoring and Data Collection Processes	3	4	12
9 Clear Processes for Renewal, Nonrenewal, and Revocation Decisions	2	4	8
10 Transparency Regarding Educational Service Providers	2	2	4
11 Fiscally and Legally Autonomous Schools with Independent Charter School Boards	3	3	9
12 Clear Student Enrollment and Lottery Procedures	3	2	6
13 Automatic Exemptions from Many State and District Laws and Regulations	4	3	12
14 Automatic Collective Bargaining Exemption	4	3	12
15 Multischool Charter Contracts and/or Multicharter Contract Boards Allowed	2	2	4
16 Extracurricular and Interscholastic Activities Eligibility and Access	1	1	1
17 Clear Identification of Special Education Responsibilities	3	2	6
18 Equitable Operational Funding and Equal Access to All State and Federal Categorical Funding	2	4	8
19 Equitable Access to Capital Funding and Facilities	2	4	8
20 Access to Relevant Employee Retirement Systems	4	2	8
21 Full-time Virtual Charter School Provisions	0	3	0
TOTAL SCORE			160

203



ARKANSAS

CHARTER SCHOOL LAW ENACTED IN 1995

MODEL LAW STATE RANKINGS

31st

OUT OF 45

↓1

141

TOTAL POINTS

RECOMMENDATIONS

While Arkansas' law has a cap on public charter school growth, it is structured in a way that allows ample growth. Although the state law provides a state authorizer and adequate accountability provisions, it provides inadequate autonomy and inequitable funding to charter schools.

Potential areas for improvement include increasing operational autonomy, ensuring equitable operational funding, further ensuring equitable access to capital funding and facilities, ensuring transparency regarding educational service providers, and strengthening accountability for full-time virtual charter schools.

STATE CHARTER SCHOOL OVERVIEW

CHARTER SCHOOL STUDENTS (2018-19 SCHOOL YEAR)

Number of Students 35,432

Public School Student Enrollment Share 8%

Student Demographics

White 51%

Black 30%

Hispanic 13%

Asian 3%

Other 4%

FRPL Participation Rate 62%

CHARTER SCHOOLS (2018-19 SCHOOL YEAR)

Number of Schools 86

Public School Share 8%

School Openings 6

MODEL LAW COMPONENT SCORE

COMPONENT	RATING x WEIGHT		TOTAL
1 No Caps	3	3	9
2 A Variety of Charter Schools Allowed	4	2	8
3 Non-district Authorizers Available	4	3	12
4 Authorizer and Overall Program Accountability System Required	4	3	12
5 Adequate Authorizer Funding	1	2	2
6 Transparent Charter Application, Review, and Decisionmaking Processes	3	4	12
7 Performance-based Charter Contracts Required	2	4	8
8 Comprehensive Charter School Monitoring and Data Collection Processes	3	4	12
9 Clear Processes for Renewal, Nonrenewal, and Revocation Decisions	3	4	12
10 Transparency Regarding Educational Service Providers	1	2	2
11 Fiscally and Legally Autonomous Schools with Independent Charter School Boards	2	3	6
12 Clear Student Enrollment and Lottery Procedures	3	2	6
13 Automatic Exemptions from Many State and District Laws and Regulations	2	3	6
14 Automatic Collective Bargaining Exemption	2	3	6
15 Multischool Charter Contracts and/or Multicharter Contract Boards Allowed	4	2	8
16 Extracurricular and Interscholastic Activities Eligibility and Access	1	1	1
17 Clear Identification of Special Education Responsibilities	2	2	4
18 Equitable Operational Funding and Equal Access to All State and Federal Categorical Funding	0	4	0
19 Equitable Access to Capital Funding and Facilities	2	4	8
20 Access to Relevant Employee Retirement Systems	2	2	4
21 Full-time Virtual Charter School Provisions	1	3	3
TOTAL SCORE			141

204



CALIFORNIA

CHARTER SCHOOL LAW ENACTED IN 1992

MODEL LAW STATE RANKINGS

20th
OUT OF 45

154
TOTAL POINTS

RECOMMENDATIONS

California's law has a cap that allows ample growth, provides an appellate process, and provides some autonomy, but it lacks certain aspects of the model law's accountability provisions. It has also made notable strides in recent years to provide more equitable funding to public charter schools—although some work remains to be done.

Potential areas for improvement in its charter school law include strengthening authorizer accountability, beefing up requirements for performance-based charter contracts, and ensuring transparency regarding educational service providers.

STATE CHARTER SCHOOL OVERVIEW

CHARTER SCHOOL STUDENTS (2018-19 SCHOOL YEAR)

Number of Students 654,549

Public School Student Enrollment Share 12%

Student Demographics

White 28%

Black 8%

Hispanic 51%

Asian 6%

Other 7%

FRPL Participation Rate 57%

CHARTER SCHOOLS (2018-19 SCHOOL YEAR)

Number of Schools 1,351

Public School Share 13%

School Openings 133

MODEL LAW COMPONENT SCORE

COMPONENT	RATING x WEIGHT		TOTAL
1 No Caps	3	3	9
2 A Variety of Charter Schools Allowed	4	2	8
3 Non-district Authorizers Available	2	3	6
4 Authorizer and Overall Program Accountability System Required	1	3	3
5 Adequate Authorizer Funding	2	2	4
6 Transparent Charter Application, Review, and Decisionmaking Processes	2	4	8
7 Performance-based Charter Contracts Required	1	4	4
8 Comprehensive Charter School Monitoring and Data Collection Processes	3	4	12
9 Clear Processes for Renewal, Nonrenewal, and Revocation Decisions	3	4	12
10 Transparency Regarding Educational Service Providers	1	2	2
11 Fiscally and Legally Autonomous Schools with Independent Charter School Boards	3	3	9
12 Clear Student Enrollment and Lottery Procedures	4	2	8
13 Automatic Exemptions from Many State and District Laws and Regulations	2	3	6
14 Automatic Collective Bargaining Exemption	4	3	12
15 Multischool Charter Contracts and/or Multicharter Contract Boards Allowed	3	2	6
16 Extracurricular and Interscholastic Activities Eligibility and Access	3	1	3
17 Clear Identification of Special Education Responsibilities	4	2	8
18 Equitable Operational Funding and Equal Access to All State and Federal Categorical Funding	2	4	8
19 Equitable Access to Capital Funding and Facilities	3	4	12
20 Access to Relevant Employee Retirement Systems	4	2	8
21 Full-time Virtual Charter School Provisions	2	3	6
TOTAL SCORE			154

205



COLORADO

CHARTER SCHOOL LAW ENACTED IN 1993

MODEL LAW STATE RANKINGS

2nd

OUT OF 45

181

TOTAL POINTS

RECOMMENDATIONS

Colorado's law does not cap public charter school growth, provides a fair amount of autonomy and accountability to charter schools, and provides multiple authorizers and a robust appellate process for charter school applicants. It has also made notable strides in recent years to provide more equitable funding to charter public schools—although some work remains to be done.

Potential areas for improvement in the law include continuing to strengthen equitable access to capital funding and facilities and strengthening accountability for full-time virtual charter schools.

STATE CHARTER SCHOOL OVERVIEW

CHARTER SCHOOL STUDENTS (2018-19 SCHOOL YEAR)

Number of Students 125,017

Public School Student Enrollment Share 16%

Student Demographics

White 52%

Black 6%

Hispanic 33%

Asian 4%

Other 5%

FRPL Participation Rate 35%

CHARTER SCHOOLS (2018-19 SCHOOL YEAR)

Number of Schools 261

Public School Share 14%

School Openings 13

MODEL LAW COMPONENT SCORE

COMPONENT	RATING x WEIGHT		TOTAL
1 No Caps	4	3	12
2 A Variety of Charter Schools Allowed	4	2	8
3 Non-district Authorizers Available	3	3	9
4 Authorizer and Overall Program Accountability System Required	2	3	6
5 Adequate Authorizer Funding	4	2	8
6 Transparent Charter Application, Review, and Decisionmaking Processes	3	4	12
7 Performance-based Charter Contracts Required	3	4	12
8 Comprehensive Charter School Monitoring and Data Collection Processes	3	4	12
9 Clear Processes for Renewal, Nonrenewal, and Revocation Decisions	3	4	12
10 Transparency Regarding Educational Service Providers	2	2	4
11 Fiscally and Legally Autonomous Schools with Independent Charter School Boards	4	3	12
12 Clear Student Enrollment and Lottery Procedures	2	2	4
13 Automatic Exemptions from Many State and District Laws and Regulations	3	3	9
14 Automatic Collective Bargaining Exemption	4	3	12
15 Multischool Charter Contracts and/or Multicharter Contract Boards Allowed	4	2	8
16 Extracurricular and Interscholastic Activities Eligibility and Access	4	1	4
17 Clear Identification of Special Education Responsibilities	3	2	6
18 Equitable Operational Funding and Equal Access to All State and Federal Categorical Funding	3	4	12
19 Equitable Access to Capital Funding and Facilities	3	4	12
20 Access to Relevant Employee Retirement Systems	2	2	4
21 Full-time Virtual Charter School Provisions	1	3	3
TOTAL SCORE			181

206



CONNECTICUT

CHARTER SCHOOL LAW ENACTED IN 1996

MODEL LAW STATE RANKINGS

36th

OUT OF 45

126

TOTAL POINTS

RECOMMENDATIONS

Connecticut's law contains significant restrictions on growth and provides inadequate autonomy, insufficient accountability, and inequitable funding to public charter schools. Also, it creates a nondistrict authorizing option, but it connects the school approval and opening process to legislative decisions about funding in a way that significantly inhibits school approvals and openings.

Much improvement is still needed in Connecticut's charter school law, including lifting its remaining restrictions on growth and ensuring equitable operational funding and equitable access to capital funding and facilities.

STATE CHARTER SCHOOL OVERVIEW

CHARTER SCHOOL STUDENTS (2018-19 SCHOOL YEAR)

Number of Students 10,433

Public School Student Enrollment Share 2%

Student Demographics

White 7%

Black 59%

Hispanic 30%

Asian 2%

Other 2%

FRPL Participation Rate 66%

CHARTER SCHOOLS (2018-19 SCHOOL YEAR)

Number of Schools 25

Public School Share 2%

School Openings 1

MODEL LAW COMPONENT SCORE

COMPONENT	RATING x WEIGHT		TOTAL
1 No Caps	1	3	3
2 A Variety of Charter Schools Allowed	4	2	8
3 Non-district Authorizers Available	1	3	3
4 Authorizer and Overall Program Accountability System Required	4	3	12
5 Adequate Authorizer Funding	0	2	0
6 Transparent Charter Application, Review, and Decisionmaking Processes	2	4	8
7 Performance-based Charter Contracts Required	3	4	12
8 Comprehensive Charter School Monitoring and Data Collection Processes	3	4	12
9 Clear Processes for Renewal, Nonrenewal, and Revocation Decisions	2	4	8
10 Transparency Regarding Educational Service Providers	3	2	6
11 Fiscally and Legally Autonomous Schools with Independent Charter School Boards	4	3	12
12 Clear Student Enrollment and Lottery Procedures	3	2	6
13 Automatic Exemptions from Many State and District Laws and Regulations	2	3	6
14 Automatic Collective Bargaining Exemption	3	3	9
15 Multischool Charter Contracts and/or Multicharter Contract Boards Allowed	0	2	0
16 Extracurricular and Interscholastic Activities Eligibility and Access	1	1	1
17 Clear Identification of Special Education Responsibilities	3	2	6
18 Equitable Operational Funding and Equal Access to All State and Federal Categorical Funding	0	4	0
19 Equitable Access to Capital Funding and Facilities	2	4	8
20 Access to Relevant Employee Retirement Systems	3	2	6
21 Full-time Virtual Charter School Provisions	0	3	0
TOTAL SCORE			126

207



DELAWARE

CHARTER SCHOOL LAW ENACTED IN 1995

MODEL LAW STATE RANKINGS

15th
OUT OF 45

152/160
TOTAL POINTS*

RECOMMENDATIONS

Delaware's law does not cap public charter school growth, allows multiple authorizing entities, and provides a fair amount of autonomy and accountability to its public charter schools, but it provides inequitable funding to charter schools.

Delaware's law still needs improvement in several areas, including ensuring equitable operational and facilities funding, ensuring adequate authorizing funding, and ensuring transparency regarding educational service providers.

**Since Delaware does not allow full-time virtual charter schools, the highest score possible is 228 for the remaining 20 components. However, we converted this score to one that is comparable to the states that allow full-time virtual charter schools. Delaware received 152 out of the 228 points available for the remaining 20 components, or 67 percent. We then multiplied the total points possible for all 21 components (240) by 67 percent to get a score comparable to the other states (160).*

STATE CHARTER SCHOOL OVERVIEW

CHARTER SCHOOL STUDENTS (2018-19 SCHOOL YEAR)

Number of Students 16,086

Public School Student Enrollment Share 13%

Student Demographics

White 40%

Black 36%

Hispanic 13%

Asian 7%

Other 4%

FRPL Participation Rate N/A

CHARTER SCHOOLS (2018-19 SCHOOL YEAR)

Number of Schools 23

Public School Share 10%

School Openings 0

MODEL LAW COMPONENT SCORE

COMPONENT	RATING x WEIGHT		TOTAL
1 No Caps	4	3	12
2 A Variety of Charter Schools Allowed	4	2	8
3 Non-district Authorizers Available	4	3	12
4 Authorizer and Overall Program Accountability System Required	2	3	6
5 Adequate Authorizer Funding	0	2	0
6 Transparent Charter Application, Review, and Decisionmaking Processes	3	4	12
7 Performance-based Charter Contracts Required	2	4	8
8 Comprehensive Charter School Monitoring and Data Collection Processes	3	4	12
9 Clear Processes for Renewal, Nonrenewal, and Revocation Decisions	3	4	12
10 Transparency Regarding Educational Service Providers	3	2	6
11 Fiscally and Legally Autonomous Schools with Independent Charter School Boards	4	3	12
12 Clear Student Enrollment and Lottery Procedures	3	2	6
13 Automatic Exemptions from Many State and District Laws and Regulations	3	3	9
14 Automatic Collective Bargaining Exemption	4	3	12
15 Multischool Charter Contracts and/or Multicharter Contract Boards Allowed	4	2	8
16 Extracurricular and Interscholastic Activities Eligibility and Access	1	1	1
17 Clear Identification of Special Education Responsibilities	2	2	4
18 Equitable Operational Funding and Equal Access to All State and Federal Categorical Funding	0	4	0
19 Equitable Access to Capital Funding and Facilities	1	4	4
20 Access to Relevant Employee Retirement Systems	4	2	8
21 Full-time Virtual Charter School Provisions	N/A	3	N/A
TOTAL SCORE			152/160



DISTRICT OF COLUMBIA

CHARTER SCHOOL LAW ENACTED IN 1996

MODEL LAW STATE RANKINGS

10th

OUT OF 45

166

TOTAL POINTS

RECOMMENDATIONS

D.C.'s law has a cap on public charter schools that allows for ample growth, includes an independent charter board as the authorizer, and provides a fair amount of autonomy and accountability. However, it also provides inequitable funding to charter schools.

The biggest area for potential improvement is ensuring equitable funding for charter schools.

STATE CHARTER SCHOOL OVERVIEW

CHARTER SCHOOL STUDENTS (2018-19 SCHOOL YEAR)

Number of Students 39,085

Public School Student Enrollment Share 80%

Student Demographics

White 7%

Black 78%

Hispanic 11%

Asian 1%

Other 3%

FRPL Participation Rate N/A

CHARTER SCHOOLS (2018-19 SCHOOL YEAR)

Number of Schools 122

Public School Share 52%

School Openings 5

MODEL LAW COMPONENT SCORE

COMPONENT	RATING x WEIGHT		TOTAL
1 No Caps	3	3	9
2 A Variety of Charter Schools Allowed	4	2	8
3 Non-district Authorizers Available	4	3	12
4 Authorizer and Overall Program Accountability System Required	4	3	12
5 Adequate Authorizer Funding	1	2	2
6 Transparent Charter Application, Review, and Decisionmaking Processes	2	4	8
7 Performance-based Charter Contracts Required	4	4	16
8 Comprehensive Charter School Monitoring and Data Collection Processes	3	4	12
9 Clear Processes for Renewal, Nonrenewal, and Revocation Decisions	3	4	12
10 Transparency Regarding Educational Service Providers	2	2	4
11 Fiscally and Legally Autonomous Schools with Independent Charter School Boards	4	3	12
12 Clear Student Enrollment and Lottery Procedures	4	2	8
13 Automatic Exemptions from Many State and District Laws and Regulations	4	3	12
14 Automatic Collective Bargaining Exemption	4	3	12
15 Multischool Charter Contracts and/or Multicharter Contract Boards Allowed	1	2	2
16 Extracurricular and Interscholastic Activities Eligibility and Access	3	1	3
17 Clear Identification of Special Education Responsibilities	3	2	6
18 Equitable Operational Funding and Equal Access to All State and Federal Categorical Funding	0	4	0
19 Equitable Access to Capital Funding and Facilities	3	4	12
20 Access to Relevant Employee Retirement Systems	2	2	4
21 Full-time Virtual Charter School Provisions	0	3	0
TOTAL SCORE			166

209



FLORIDA

CHARTER SCHOOL LAW ENACTED IN 1996

MODEL LAW STATE RANKINGS

7th

OUT OF 45

169

TOTAL POINTS

RECOMMENDATIONS

Florida's law does not have a cap on public charter school growth, provides a fair amount of autonomy and accountability, and provides a robust appellate process for charter school applicants. It has also made notable strides in recent years to provide more equitable funding to charter public schools—although some work remains to be done.

Potential areas for improvement include continuing to strengthen equitable funding, creating authorizer accountability requirements, and strengthening accountability for full-time virtual charter schools.

STATE CHARTER SCHOOL OVERVIEW

CHARTER SCHOOL STUDENTS (2018-19 SCHOOL YEAR)

Number of Students 312,367

Public School Student Enrollment Share 12%

Student Demographics

White 31%

Black 20%

Hispanic 43%

Asian 3%

Other 4%

FRPL Participation Rate 49%

CHARTER SCHOOLS (2018-19 SCHOOL YEAR)

Number of Schools 654

Public School Share 16%

School Openings 27

MODEL LAW COMPONENT SCORE

COMPONENT	RATING x WEIGHT		TOTAL
1 No Caps	4	3	12
2 A Variety of Charter Schools Allowed	4	2	8
3 Non-district Authorizers Available	3	3	9
4 Authorizer and Overall Program Accountability System Required	1	3	3
5 Adequate Authorizer Funding	4	2	8
6 Transparent Charter Application, Review, and Decisionmaking Processes	3	4	12
7 Performance-based Charter Contracts Required	4	4	16
8 Comprehensive Charter School Monitoring and Data Collection Processes	3	4	12
9 Clear Processes for Renewal, Nonrenewal, and Revocation Decisions	3	4	12
10 Transparency Regarding Educational Service Providers	4	2	8
11 Fiscally and Legally Autonomous Schools with Independent Charter School Boards	3	3	9
12 Clear Student Enrollment and Lottery Procedures	3	2	6
13 Automatic Exemptions from Many State and District Laws and Regulations	2	3	6
14 Automatic Collective Bargaining Exemption	3	3	9
15 Multischool Charter Contracts and/or Multicharter Contract Boards Allowed	2	2	4
16 Extracurricular and Interscholastic Activities Eligibility and Access	4	1	4
17 Clear Identification of Special Education Responsibilities	2	2	4
18 Equitable Operational Funding and Equal Access to All State and Federal Categorical Funding	1	4	4
19 Equitable Access to Capital Funding and Facilities	3	4	12
20 Access to Relevant Employee Retirement Systems	4	2	8
21 Full-time Virtual Charter School Provisions	1	3	3
TOTAL SCORE			169

210



GEORGIA

CHARTER SCHOOL LAW ENACTED IN 1994

MODEL LAW STATE RANKINGS

16th

OUT OF 45

158

TOTAL POINTS

RECOMMENDATIONS

Georgia's law does not cap public charter school growth, provides multiple authorizers to charter school applicants, and provides adequate autonomy and accountability. It has also made notable strides in recent years to provide more equitable funding to charter public schools—although some work remains to be done.

Potential areas for improvement include continuing to strengthen equitable funding, ensuring transparency regarding educational service providers, allowing multi-school charter contracts and/or multi-charter school contract boards, and strengthening accountability for full-time virtual charter schools.

STATE CHARTER SCHOOL OVERVIEW

CHARTER SCHOOL STUDENTS (2018-19 SCHOOL YEAR)

Number of Students 69,855

Public School Student Enrollment Share 4%

Student Demographics

White 37%

Black 46%

Hispanic 10%

Asian 3%

Other 4%

FRPL Participation Rate 50%

CHARTER SCHOOLS (2018-19 SCHOOL YEAR)

Number of Schools 94

Public School Share 4%

School Openings 3

MODEL LAW COMPONENT SCORE

COMPONENT	RATING x WEIGHT		TOTAL
1 No Caps	4	3	12
2 A Variety of Charter Schools Allowed	4	2	8
3 Non-district Authorizers Available	4	3	12
4 Authorizer and Overall Program Accountability System Required	3	3	9
5 Adequate Authorizer Funding	3	2	6
6 Transparent Charter Application, Review, and Decisionmaking Processes	2	4	8
7 Performance-based Charter Contracts Required	3	4	12
8 Comprehensive Charter School Monitoring and Data Collection Processes	3	4	12
9 Clear Processes for Renewal, Nonrenewal, and Revocation Decisions	3	4	12
10 Transparency Regarding Educational Service Providers	2	2	4
11 Fiscally and Legally Autonomous Schools with Independent Charter School Boards	3	3	9
12 Clear Student Enrollment and Lottery Procedures	3	2	6
13 Automatic Exemptions from Many State and District Laws and Regulations	2	3	6
14 Automatic Collective Bargaining Exemption	4	3	12
15 Multischool Charter Contracts and/or Multicharter Contract Boards Allowed	1	2	2
16 Extracurricular and Interscholastic Activities Eligibility and Access	1	1	1
17 Clear Identification of Special Education Responsibilities	2	2	4
18 Equitable Operational Funding and Equal Access to All State and Federal Categorical Funding	2	4	8
19 Equitable Access to Capital Funding and Facilities	2	4	8
20 Access to Relevant Employee Retirement Systems	2	2	4
21 Full-time Virtual Charter School Provisions	1	3	3
TOTAL SCORE			158

211



HAWAII

CHARTER SCHOOL LAW ENACTED IN 1994

MODEL LAW STATE RANKINGS

30th

OUT OF 45

↑1

143

TOTAL POINTS

↑2

RECOMMENDATIONS

Hawaii's law does not cap public charter school growth, includes an independent charter board as the authorizer, and provides sufficient accountability. However, the law still provides inadequate autonomy and inequitable funding to charter schools.

Hawaii's law still needs significant improvement in several areas, including beefing up the requirements for charter application, review, and decision-making processes, exempting charter schools from collective bargaining agreements, ensuring equitable operational funding and equitable access to capital funding and facilities, and ensuring transparency regarding educational service providers.

Hawaii's score increased because of clarification about the policies for Component #17 (Clear Provisions Regarding Special Education Responsibilities).

STATE CHARTER SCHOOL OVERVIEW

CHARTER SCHOOL STUDENTS (2018-19 SCHOOL YEAR)

Number of Students 11,565

Public School Student Enrollment Share 7%

Student Demographics

White 27%

Black 1%

Hispanic 14%

Asian 10%

Other 48%

FRPL Participation Rate 46%

CHARTER SCHOOLS (2018-19 SCHOOL YEAR)

Number of Schools 36

Public School Share 12%

School Openings 1

MODEL LAW COMPONENT SCORE

COMPONENT	RATING x WEIGHT		TOTAL
1 No Caps	4	3	12
2 A Variety of Charter Schools Allowed	4	2	8
3 Non-district Authorizers Available	4	3	12
4 Authorizer and Overall Program Accountability System Required	4	3	12
5 Adequate Authorizer Funding	3	2	6
6 Transparent Charter Application, Review, and Decisionmaking Processes	2	4	8
7 Performance-based Charter Contracts Required	3	4	12
8 Comprehensive Charter School Monitoring and Data Collection Processes	3	4	12
9 Clear Processes for Renewal, Nonrenewal, and Revocation Decisions	3	4	12
10 Transparency Regarding Educational Service Providers	1	2	2
11 Fiscally and Legally Autonomous Schools with Independent Charter School Boards	4	3	12
12 Clear Student Enrollment and Lottery Procedures	2	2	4
13 Automatic Exemptions from Many State and District Laws and Regulations	1	3	3
14 Automatic Collective Bargaining Exemption	1	3	3
15 Multischool Charter Contracts and/or Multicharter Contract Boards Allowed	4	2	8
16 Extracurricular and Interscholastic Activities Eligibility and Access	3	1	3
17 Clear Identification of Special Education Responsibilities	3	2	6
18 Equitable Operational Funding and Equal Access to All State and Federal Categorical Funding	0	4	0
19 Equitable Access to Capital Funding and Facilities	1	4	4
20 Access to Relevant Employee Retirement Systems	2	2	4
21 Full-time Virtual Charter School Provisions	0	3	0
TOTAL SCORE			143

212



IDAHO

CHARTER SCHOOL LAW ENACTED IN 1998

MODEL LAW STATE RANKINGS

17th

OUT OF 45

157

TOTAL POINTS

RECOMMENDATIONS

Idaho's law is cap-free, provides multiple authorizers, and provides a fair amount of autonomy and accountability. However, it still provides inequitable funding to public charter schools.

Potential areas for improvement include creating authorizer accountability requirements, ensuring equitable operational funding and equitable access to capital funding and facilities, and strengthening accountability for full-time virtual charter schools.

STATE CHARTER SCHOOL OVERVIEW

CHARTER SCHOOL STUDENTS (2018-19 SCHOOL YEAR)

Number of Students 23,552

Public School Student Enrollment Share 8%

Student Demographics

White 80%

Black 1%

Hispanic 12%

Asian 2%

Other 6%

FRPL Participation Rate 15%

CHARTER SCHOOLS (2018-19 SCHOOL YEAR)

Number of Schools 62

Public School Share 8%

School Openings 5

MODEL LAW COMPONENT SCORE

COMPONENT	RATING x WEIGHT		TOTAL
1 No Caps	4	3	12
2 A Variety of Charter Schools Allowed	4	2	8
3 Non-district Authorizers Available	4	3	12
4 Authorizer and Overall Program Accountability System Required	1	3	3
5 Adequate Authorizer Funding	1	2	2
6 Transparent Charter Application, Review, and Decisionmaking Processes	2	4	8
7 Performance-based Charter Contracts Required	3	4	12
8 Comprehensive Charter School Monitoring and Data Collection Processes	3	4	12
9 Clear Processes for Renewal, Nonrenewal, and Revocation Decisions	3	4	12
10 Transparency Regarding Educational Service Providers	2	2	4
11 Fiscally and Legally Autonomous Schools with Independent Charter School Boards	4	3	12
12 Clear Student Enrollment and Lottery Procedures	3	2	6
13 Automatic Exemptions from Many State and District Laws and Regulations	2	3	6
14 Automatic Collective Bargaining Exemption	4	3	12
15 Multischool Charter Contracts and/or Multicharter Contract Boards Allowed	4	2	8
16 Extracurricular and Interscholastic Activities Eligibility and Access	1	1	1
17 Clear Identification of Special Education Responsibilities	2	2	4
18 Equitable Operational Funding and Equal Access to All State and Federal Categorical Funding	1	4	4
19 Equitable Access to Capital Funding and Facilities	3	4	12
20 Access to Relevant Employee Retirement Systems	2	2	4
21 Full-time Virtual Charter School Provisions	1	3	3
TOTAL SCORE			157

213



ILLINOIS

CHARTER SCHOOL LAW ENACTED IN 1996

MODEL LAW STATE RANKINGS

38th

OUT OF 45

↓1

124

TOTAL POINTS

RECOMMENDATIONS

While Illinois' law provides a fair amount of autonomy and accountability, it contains caps on charter school growth, only allows charter schools facing nonrenewal and revocation decisions by districts to appeal to the state (instead of also allowing applicants for new charter schools to appeal district denials to the state), and provides inequitable facilities funding to charter schools.

Illinois' law needs major work in several areas—most significantly, ensuring equitable access to capital funding and facilities, creating one or more nondistrict authorizers or allowing applicants for new charter schools to appeal denials to the state, and ensuring transparency regarding educational service providers.

STATE CHARTER SCHOOL OVERVIEW

CHARTER SCHOOL STUDENTS (2018-19 SCHOOL YEAR)

Number of Students 64,795

Public School Student Enrollment Share 3%

Student Demographics

White 3%

Black 53%

Hispanic 41%

Asian 1%

Other 2%

FRPL Participation Rate 84%

CHARTER SCHOOLS (2018-19 SCHOOL YEAR)

Number of Schools 141

Public School Share 3%

School Openings 1

MODEL LAW COMPONENT SCORE

COMPONENT	RATING x WEIGHT		TOTAL
1 No Caps	2	3	6
2 A Variety of Charter Schools Allowed	4	2	8
3 Non-district Authorizers Available	1	3	3
4 Authorizer and Overall Program Accountability System Required	3	3	9
5 Adequate Authorizer Funding	2	2	4
6 Transparent Charter Application, Review, and Decisionmaking Processes	2	4	8
7 Performance-based Charter Contracts Required	2	4	8
8 Comprehensive Charter School Monitoring and Data Collection Processes	3	4	12
9 Clear Processes for Renewal, Nonrenewal, and Revocation Decisions	2	4	8
10 Transparency Regarding Educational Service Providers	1	2	2
11 Fiscally and Legally Autonomous Schools with Independent Charter School Boards	3	3	9
12 Clear Student Enrollment and Lottery Procedures	2	2	4
13 Automatic Exemptions from Many State and District Laws and Regulations	2	3	6
14 Automatic Collective Bargaining Exemption	4	3	12
15 Multischool Charter Contracts and/or Multicharter Contract Boards Allowed	2	2	4
16 Extracurricular and Interscholastic Activities Eligibility and Access	1	1	1
17 Clear Identification of Special Education Responsibilities	1	2	2
18 Equitable Operational Funding and Equal Access to All State and Federal Categorical Funding	3	4	12
19 Equitable Access to Capital Funding and Facilities	1	4	4
20 Access to Relevant Employee Retirement Systems	1	2	2
21 Full-time Virtual Charter School Provisions	0	3	0
TOTAL SCORE			124

214



INDIANA

CHARTER SCHOOL LAW ENACTED IN 2001

MODEL LAW STATE RANKINGS

1st

OUT OF 45

181

TOTAL POINTS

RECOMMENDATIONS

Indiana's law does not cap public charter school growth, includes multiple authorizers, and provides a fair amount of autonomy and accountability. It has also made notable strides in recent years to provide more equitable funding to public charter schools—although some work remains to be done.

The biggest area for improvement in Indiana's law is continuation of efforts to close the inequitable funding gap between charter school students and their counterparts in district public schools. Another area is strengthening accountability for full-time virtual charter schools.

STATE CHARTER SCHOOL OVERVIEW

CHARTER SCHOOL STUDENTS (2018-19 SCHOOL YEAR)

Number of Students	49,813
Public School Student Enrollment Share	5%
Student Demographics	
White	40%
Black	39%
Hispanic	14%
Asian	1%
Other	6%
FRPL Participation Rate	72%

CHARTER SCHOOLS (2018-19 SCHOOL YEAR)

Number of Schools	104
Public School Share	6%
School Openings	11

MODEL LAW COMPONENT SCORE

COMPONENT	RATING x WEIGHT		TOTAL
1 No Caps	4	3	12
2 A Variety of Charter Schools Allowed	4	2	8
3 Non-district Authorizers Available	4	3	12
4 Authorizer and Overall Program Accountability System Required	4	3	12
5 Adequate Authorizer Funding	3	2	6
6 Transparent Charter Application, Review, and Decisionmaking Processes	3	4	12
7 Performance-based Charter Contracts Required	3	4	12
8 Comprehensive Charter School Monitoring and Data Collection Processes	3	4	12
9 Clear Processes for Renewal, Nonrenewal, and Revocation Decisions	3	4	12
10 Transparency Regarding Educational Service Providers	2	2	4
11 Fiscally and Legally Autonomous Schools with Independent Charter School Boards	4	3	12
12 Clear Student Enrollment and Lottery Procedures	3	2	6
13 Automatic Exemptions from Many State and District Laws and Regulations	3	3	9
14 Automatic Collective Bargaining Exemption	4	3	12
15 Multischool Charter Contracts and/or Multicharter Contract Boards Allowed	4	2	8
16 Extracurricular and Interscholastic Activities Eligibility and Access	1	1	1
17 Clear Identification of Special Education Responsibilities	4	2	8
18 Equitable Operational Funding and Equal Access to All State and Federal Categorical Funding	0	4	0
19 Equitable Access to Capital Funding and Facilities	3	4	12
20 Access to Relevant Employee Retirement Systems	4	2	8
21 Full-time Virtual Charter School Provisions	1	3	3
TOTAL SCORE			181

215



IOWA

CHARTER SCHOOL LAW ENACTED IN 2002

MODEL LAW STATE RANKINGS

41st

OUT OF 45

91

TOTAL POINTS

RECOMMENDATIONS

While Iowa's law does not cap public charter school growth, it allows only district authorizers and provides little autonomy, insufficient accountability, and inequitable funding to charter schools.

Iowa's law needs improvement across the board. Potential starting points include expanding authorizing options, beefing up the law in relation to the model law's four quality-control components (Components #6 through #9), increasing operational autonomy, ensuring equitable operational funding and equitable access to capital funding and facilities, ensuring transparency regarding educational service providers, and strengthening accountability for full-time virtual charter schools.

STATE CHARTER SCHOOL OVERVIEW

CHARTER SCHOOL STUDENTS (2018-19 SCHOOL YEAR)

Number of Students	442
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Public School Student Enrollment Share	0%
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Student Demographics

White	43%
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Black	28%
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Hispanic	10%
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Asian	3%
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Other	16%
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FRPL Participation Rate	65%
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CHARTER SCHOOLS (2018-19 SCHOOL YEAR)

Number of Schools	3
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Public School Share	0%
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School Openings	0
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MODEL LAW COMPONENT SCORE

COMPONENT	RATING x WEIGHT		TOTAL
1 No Caps	4	3	12
2 A Variety of Charter Schools Allowed	4	2	8
3 Non-district Authorizers Available	3	3	9
4 Authorizer and Overall Program Accountability System Required	1	3	3
5 Adequate Authorizer Funding	0	2	0
6 Transparent Charter Application, Review, and Decisionmaking Processes	2	4	8
7 Performance-based Charter Contracts Required	2	4	8
8 Comprehensive Charter School Monitoring and Data Collection Processes	2	4	8
9 Clear Processes for Renewal, Nonrenewal, and Revocation Decisions	2	4	8
10 Transparency Regarding Educational Service Providers	1	2	2
11 Fiscally and Legally Autonomous Schools with Independent Charter School Boards	1	3	3
12 Clear Student Enrollment and Lottery Procedures	3	2	6
13 Automatic Exemptions from Many State and District Laws and Regulations	1	3	3
14 Automatic Collective Bargaining Exemption	0	3	0
15 Multischool Charter Contracts and/or Multicharter Contract Boards Allowed	1	2	2
16 Extracurricular and Interscholastic Activities Eligibility and Access	1	1	1
17 Clear Identification of Special Education Responsibilities	3	2	6
18 Equitable Operational Funding and Equal Access to All State and Federal Categorical Funding	0	4	0
19 Equitable Access to Capital Funding and Facilities	0	4	0
20 Access to Relevant Employee Retirement Systems	2	2	4
21 Full-time Virtual Charter School Provisions	0	3	0
TOTAL SCORE			91

216



KANSAS

CHARTER SCHOOL LAW ENACTED IN 1994

MODEL LAW STATE RANKINGS

44th

OUT OF 45

69

TOTAL POINTS

RECOMMENDATIONS

While Kansas' law does not cap public charter school growth, it allows only district authorizers and provides little autonomy, insufficient accountability, and inequitable funding to charter schools.

Kansas' law needs improvement across the board. Potential starting points include expanding authorizing options, beefing up the law in relation to the model law's four quality-control components (Components #6 through #9), increasing operational autonomy, ensuring equitable operational funding and equitable access to capital funding and facilities, ensuring transparency regarding educational service providers, and strengthening accountability for full-time virtual charter schools.

STATE CHARTER SCHOOL OVERVIEW

CHARTER SCHOOL STUDENTS (2018-19 SCHOOL YEAR)

Number of Students 3,077

Public School Student Enrollment Share 1%

Student Demographics

White 75%

Black 6%

Hispanic 12%

Asian 1%

Other 6%

FRPL Participation Rate 10%

CHARTER SCHOOLS (2018-19 SCHOOL YEAR)

Number of Schools 9

Public School Share 1%

School Openings 0

MODEL LAW COMPONENT SCORE

COMPONENT	RATING x WEIGHT		TOTAL
1 No Caps	4	3	12
2 A Variety of Charter Schools Allowed	4	2	8
3 Non-district Authorizers Available	0	3	0
4 Authorizer and Overall Program Accountability System Required	2	3	6
5 Adequate Authorizer Funding	0	2	0
6 Transparent Charter Application, Review, and Decisionmaking Processes	1	4	4
7 Performance-based Charter Contracts Required	1	4	4
8 Comprehensive Charter School Monitoring and Data Collection Processes	1	4	4
9 Clear Processes for Renewal, Nonrenewal, and Revocation Decisions	2	4	8
10 Transparency Regarding Educational Service Providers	1	2	2
11 Fiscally and Legally Autonomous Schools with Independent Charter School Boards	0	3	0
12 Clear Student Enrollment and Lottery Procedures	2	2	4
13 Automatic Exemptions from Many State and District Laws and Regulations	1	3	3
14 Automatic Collective Bargaining Exemption	1	3	3
15 Multischool Charter Contracts and/or Multicharter Contract Boards Allowed	1	2	2
16 Extracurricular and Interscholastic Activities Eligibility and Access	1	1	1
17 Clear Identification of Special Education Responsibilities	0	2	0
18 Equitable Operational Funding and Equal Access to All State and Federal Categorical Funding	0	4	0
19 Equitable Access to Capital Funding and Facilities	1	4	4
20 Access to Relevant Employee Retirement Systems	2	2	4
21 Full-time Virtual Charter School Provisions	0	3	0
TOTAL SCORE			69



LOUISIANA

CHARTER SCHOOL LAW ENACTED IN 1995

MODEL LAW STATE RANKINGS

8th

OUT OF 45

168

TOTAL POINTS

RECOMMENDATIONS

Louisiana's law does not cap public charter school growth, includes multiple authorizers, provides a fair amount of autonomy and accountability, and provides relatively equitable operational and categorical funding to charter schools. However, it does not provide equitable facilities funding to charter schools.

Potential areas for improvement are ensuring equitable access to capital funding and facilities and strengthening accountability for full-time virtual charter schools.

STATE CHARTER SCHOOL OVERVIEW

CHARTER SCHOOL STUDENTS (2018-19 SCHOOL YEAR)

Number of Students 86,437

Public School Student Enrollment Share 14%

Student Demographics

White 20%

Black 69%

Hispanic 7%

Asian 1%

Other 2%

FRPL Participation Rate 61%

CHARTER SCHOOLS (2018-19 SCHOOL YEAR)

Number of Schools 156

Public School Share 11%

School Openings 12

MODEL LAW COMPONENT SCORE

COMPONENT	RATING x WEIGHT		TOTAL
1 No Caps	4	3	12
2 A Variety of Charter Schools Allowed	4	2	8
3 Non-district Authorizers Available	4	3	12
4 Authorizer and Overall Program Accountability System Required	2	3	6
5 Adequate Authorizer Funding	4	2	8
6 Transparent Charter Application, Review, and Decisionmaking Processes	4	4	16
7 Performance-based Charter Contracts Required	3	4	12
8 Comprehensive Charter School Monitoring and Data Collection Processes	3	4	12
9 Clear Processes for Renewal, Nonrenewal, and Revocation Decisions	2	4	8
10 Transparency Regarding Educational Service Providers	2	2	4
11 Fiscally and Legally Autonomous Schools with Independent Charter School Boards	4	3	12
12 Clear Student Enrollment and Lottery Procedures	3	2	6
13 Automatic Exemptions from Many State and District Laws and Regulations	4	3	12
14 Automatic Collective Bargaining Exemption	3	3	9
15 Multischool Charter Contracts and/or Multicharter Contract Boards Allowed	4	2	8
16 Extracurricular and Interscholastic Activities Eligibility and Access	1	1	1
17 Clear Identification of Special Education Responsibilities	2	2	4
18 Equitable Operational Funding and Equal Access to All State and Federal Categorical Funding	1	4	4
19 Equitable Access to Capital Funding and Facilities	2	4	8
20 Access to Relevant Employee Retirement Systems	3	2	6
21 Full-time Virtual Charter School Provisions	0	3	0
TOTAL SCORE			168

218



MAINE

CHARTER SCHOOL LAW ENACTED IN 2011

MODEL LAW STATE RANKINGS

9th

OUT OF 45

167

TOTAL POINTS

RECOMMENDATIONS

Maine's law allows multiple authorizers via districts and a statewide authorizer, has strong quality-control components, provides operational autonomy to public charter schools, and provides equitable operational funding to charter schools. The three major weaknesses of the law include a cap of 10 charter schools, a relatively small number of provisions for supporting charter-school facilities' needs, and inadequate accountability for full-time virtual charter schools.

Potential areas for improvement in the law are lifting the state's cap on charter schools, ensuring equitable access to capital funding and facilities, and strengthening accountability for full-time virtual charter schools.

STATE CHARTER SCHOOL OVERVIEW

CHARTER SCHOOL STUDENTS (2018-19 SCHOOL YEAR)

Number of Students 2,453

Public School Student Enrollment Share 1%

Student Demographics

White 92%

Black 2%

Hispanic 2%

Asian 1%

Other 4%

FRPL Participation Rate 44%

CHARTER SCHOOLS (2018-19 SCHOOL YEAR)

Number of Schools 9

Public School Share 2%

School Openings 1

MODEL LAW COMPONENT SCORE

COMPONENT	RATING x WEIGHT		TOTAL
1 No Caps	0	3	0
2 A Variety of Charter Schools Allowed	4	2	8
3 Non-district Authorizers Available	4	3	12
4 Authorizer and Overall Program Accountability System Required	3	3	9
5 Adequate Authorizer Funding	4	2	8
6 Transparent Charter Application, Review, and Decisionmaking Processes	3	4	12
7 Performance-based Charter Contracts Required	4	4	16
8 Comprehensive Charter School Monitoring and Data Collection Processes	3	4	12
9 Clear Processes for Renewal, Nonrenewal, and Revocation Decisions	3	4	12
10 Transparency Regarding Educational Service Providers	2	2	4
11 Fiscally and Legally Autonomous Schools with Independent Charter School Boards	4	3	12
12 Clear Student Enrollment and Lottery Procedures	4	2	8
13 Automatic Exemptions from Many State and District Laws and Regulations	3	3	9
14 Automatic Collective Bargaining Exemption	3	3	9
15 Multischool Charter Contracts and/or Multicharter Contract Boards Allowed	4	2	8
16 Extracurricular and Interscholastic Activities Eligibility and Access	3	1	3
17 Clear Identification of Special Education Responsibilities	3	2	6
18 Equitable Operational Funding and Equal Access to All State and Federal Categorical Funding	1	4	4
19 Equitable Access to Capital Funding and Facilities	1	4	4
20 Access to Relevant Employee Retirement Systems	4	2	8
21 Full-time Virtual Charter School Provisions	1	3	3
TOTAL SCORE			167

219



MARYLAND

CHARTER SCHOOL LAW ENACTED IN 2003

MODEL LAW STATE RANKINGS

45th

OUT OF 45

58/61

TOTAL POINTS*

RECOMMENDATIONS

While Maryland's law does not cap public charter school growth, it allows only district authorizers and provides little autonomy, insufficient accountability, and inequitable funding to charter schools.

Maryland's law needs improvement across the board. Potential starting points include expanding authorizing options, beefing up the law in relation to the model law's four quality-control components (Components #6 through #9), increasing operational autonomy, ensuring equitable operational funding and equitable access to capital funding and facilities, and ensuring transparency regarding educational service providers.

* Since Maryland does not allow full-time virtual charter schools, the highest score possible is 228 for the remaining 20 components. We converted this score to one that is comparable to the states that allow full-time virtual charter schools. Maryland received 58 out of the 228 points available for the remaining 20 components, or 26 percent. We then multiplied the total points possible for all 21 components (240) by 26 percent to get a score comparable to the other states (61).

STATE CHARTER SCHOOL OVERVIEW

CHARTER SCHOOL STUDENTS (2018-19 SCHOOL YEAR)

Number of Students 25,194

Public School Student Enrollment Share 3%

Student Demographics

White 11%

Black 77%

Hispanic 8%

Asian 2%

Other 3%

FRPL Participation Rate 76%

CHARTER SCHOOLS (2018-19 SCHOOL YEAR)

Number of Schools 51

Public School Share 4%

School Openings 0

MODEL LAW COMPONENT SCORE

COMPONENT	RATING x WEIGHT		TOTAL
1 No Caps	4	3	12
2 A Variety of Charter Schools Allowed	4	2	8
3 Non-district Authorizers Available	0	3	0
4 Authorizer and Overall Program Accountability System Required	1	3	3
5 Adequate Authorizer Funding	0	2	0
6 Transparent Charter Application, Review, and Decisionmaking Processes	1	4	4
7 Performance-based Charter Contracts Required	0	4	0
8 Comprehensive Charter School Monitoring and Data Collection Processes	1	4	4
9 Clear Processes for Renewal, Nonrenewal, and Revocation Decisions	1	4	4
10 Transparency Regarding Educational Service Providers	0	2	0
11 Fiscally and Legally Autonomous Schools with Independent Charter School Boards	0	3	0
12 Clear Student Enrollment and Lottery Procedures	3	2	6
13 Automatic Exemptions from Many State and District Laws and Regulations	1	3	3
14 Automatic Collective Bargaining Exemption	1	3	3
15 Multischool Charter Contracts and/or Multicharter Contract Boards Allowed	1	2	2
16 Extracurricular and Interscholastic Activities Eligibility and Access	1	1	1
17 Clear Identification of Special Education Responsibilities	0	2	0
18 Equitable Operational Funding and Equal Access to All State and Federal Categorical Funding	0	4	0
19 Equitable Access to Capital Funding and Facilities	1	4	4
20 Access to Relevant Employee Retirement Systems	2	2	4
21 Full-time Virtual Charter School Provisions	N/A	3	N/A
TOTAL SCORE			58/61

220



MASSACHUSETTS

CHARTER SCHOOL LAW ENACTED IN 1993

MODEL LAW STATE RANKINGS

12th

OUT OF 45

154/162

TOTAL POINTS*

RECOMMENDATIONS

Massachusetts' law includes a state authorizing pathway and provides a fair amount of autonomy and accountability to public charter schools, but it contains a variety of caps on charter school growth and provides inequitable funding.

Potential areas for improvement include removing the state's caps on charter school growth and ensuring equitable operational funding and equitable access to capital funding and facilities.

* Since Massachusetts does not allow full-time virtual charter schools, the highest score possible is 228 for the remaining 20 components. However, we converted this score to one that is comparable to the states that allow full-time virtual charter schools. Massachusetts received 151 out of the 228 points available for the remaining 20 components, or 68 percent. We then multiplied the total points possible for all 21 components (240) by 68 percent to get a score comparable to the other states (162).

STATE CHARTER SCHOOL OVERVIEW

CHARTER SCHOOL STUDENTS (2018-19 SCHOOL YEAR)

Number of Students 46,954

Public School Student Enrollment Share 5%

Student Demographics

White 28%

Black 30%

Hispanic 34%

Asian 5%

Other 4%

FRPL Participation Rate N/A

CHARTER SCHOOLS (2018-19 SCHOOL YEAR)

Number of Schools 87

Public School Share 5%

School Openings 3

MODEL LAW COMPONENT SCORE

COMPONENT	RATING x WEIGHT		TOTAL
1 No Caps	1	3	3
2 A Variety of Charter Schools Allowed	4	2	8
3 Non-district Authorizers Available	4	3	12
4 Authorizer and Overall Program Accountability System Required	3	3	9
5 Adequate Authorizer Funding	1	2	2
6 Transparent Charter Application, Review, and Decisionmaking Processes	3	4	12
7 Performance-based Charter Contracts Required	3	4	12
8 Comprehensive Charter School Monitoring and Data Collection Processes	3	4	12
9 Clear Processes for Renewal, Nonrenewal, and Revocation Decisions	3	4	12
10 Transparency Regarding Educational Service Providers	3	2	6
11 Fiscally and Legally Autonomous Schools with Independent Charter School Boards	4	3	12
12 Clear Student Enrollment and Lottery Procedures	4	2	8
13 Automatic Exemptions from Many State and District Laws and Regulations	2	3	6
14 Automatic Collective Bargaining Exemption	3	3	9
15 Multischool Charter Contracts and/or Multicharter Contract Boards Allowed	4	2	8
16 Extracurricular and Interscholastic Activities Eligibility and Access	1	1	1
17 Clear Identification of Special Education Responsibilities	3	2	6
18 Equitable Operational Funding and Equal Access to All State and Federal Categorical Funding	1	4	4
19 Equitable Access to Capital Funding and Facilities	2	4	8
20 Access to Relevant Employee Retirement Systems	2	2	4
21 Full-time Virtual Charter School Provisions	N/A	3	N/A
TOTAL SCORE			154/162

221



MICHIGAN

CHARTER SCHOOL LAW ENACTED IN 1993

MODEL LAW STATE RANKINGS

28th

OUT OF 45

147

TOTAL POINTS

RECOMMENDATIONS

Michigan's law contains caps on public charter schools that allow for ample growth, includes multiple authorizers, and provides a fair amount of autonomy and accountability. However, it provides inequitable funding.

Potential areas for improvement include beefing up the law's application requirements, ensuring equitable access to capital funding and facilities, and strengthening accountability for full-time virtual charter schools.

STATE CHARTER SCHOOL OVERVIEW

CHARTER SCHOOL STUDENTS (2018-19 SCHOOL YEAR)

Number of Students	146,420
Public School Student Enrollment Share	11%
Student Demographics	
White	33%
Black	50%
Hispanic	10%
Asian	3%
Other	5%
FRPL Participation Rate	75%

CHARTER SCHOOLS (2018-19 SCHOOL YEAR)

Number of Schools	370
Public School Share	11%
School Openings	17

MODEL LAW COMPONENT SCORE

COMPONENT	RATING x WEIGHT		TOTAL
1 No Caps	3	3	9
2 A Variety of Charter Schools Allowed	4	2	8
3 Non-district Authorizers Available	4	3	12
4 Authorizer and Overall Program Accountability System Required	3	3	9
5 Adequate Authorizer Funding	2	2	4
6 Transparent Charter Application, Review, and Decisionmaking Processes	1	4	4
7 Performance-based Charter Contracts Required	3	4	12
8 Comprehensive Charter School Monitoring and Data Collection Processes	3	4	12
9 Clear Processes for Renewal, Nonrenewal, and Revocation Decisions	2	4	8
10 Transparency Regarding Educational Service Providers	3	2	6
11 Fiscally and Legally Autonomous Schools with Independent Charter School Boards	4	3	12
12 Clear Student Enrollment and Lottery Procedures	3	2	6
13 Automatic Exemptions from Many State and District Laws and Regulations	2	3	6
14 Automatic Collective Bargaining Exemption	4	3	12
15 Multischool Charter Contracts and/or Multicharter Contract Boards Allowed	2	2	4
16 Extracurricular and Interscholastic Activities Eligibility and Access	1	1	1
17 Clear Identification of Special Education Responsibilities	1	2	2
18 Equitable Operational Funding and Equal Access to All State and Federal Categorical Funding	2	4	8
19 Equitable Access to Capital Funding and Facilities	1	4	4
20 Access to Relevant Employee Retirement Systems	4	2	8
21 Full-time Virtual Charter School Provisions	0	3	0
TOTAL SCORE			147

222



MINNESOTA

CHARTER SCHOOL LAW ENACTED IN 1991

MODEL LAW STATE RANKINGS

4th

OUT OF 45

178

TOTAL POINTS

RECOMMENDATIONS

Minnesota's law does not cap public charter school growth, includes multiple authorizers, and provides a fair amount of autonomy and accountability. However, it also provides inequitable funding to charter schools.

The biggest areas for improvement in Minnesota's law are ensuring equitable funding and strengthening accountability for full-time virtual charter schools.

STATE CHARTER SCHOOL OVERVIEW

CHARTER SCHOOL STUDENTS (2018-19 SCHOOL YEAR)

Number of Students 59,492

Public School Student Enrollment Share 7%

Student Demographics

White 40%

Black 27%

Hispanic 11%

Asian 16%

Other 6%

FRPL Participation Rate 53%

CHARTER SCHOOLS (2018-19 SCHOOL YEAR)

Number of Schools 233

Public School Share 10%

School Openings 19

MODEL LAW COMPONENT SCORE

COMPONENT	RATING x WEIGHT		TOTAL
1 No Caps	4	3	12
2 A Variety of Charter Schools Allowed	4	2	8
3 Non-district Authorizers Available	4	3	12
4 Authorizer and Overall Program Accountability System Required	3	3	9
5 Adequate Authorizer Funding	4	2	8
6 Transparent Charter Application, Review, and Decisionmaking Processes	3	4	12
7 Performance-based Charter Contracts Required	3	4	12
8 Comprehensive Charter School Monitoring and Data Collection Processes	3	4	12
9 Clear Processes for Renewal, Nonrenewal, and Revocation Decisions	3	4	12
10 Transparency Regarding Educational Service Providers	3	2	6
11 Fiscally and Legally Autonomous Schools with Independent Charter School Boards	4	3	12
12 Clear Student Enrollment and Lottery Procedures	4	2	8
13 Automatic Exemptions from Many State and District Laws and Regulations	2	3	6
14 Automatic Collective Bargaining Exemption	4	3	12
15 Multischool Charter Contracts and/or Multicharter Contract Boards Allowed	4	2	8
16 Extracurricular and Interscholastic Activities Eligibility and Access	4	1	4
17 Clear Identification of Special Education Responsibilities	3	2	6
18 Equitable Operational Funding and Equal Access to All State and Federal Categorical Funding	1	4	4
19 Equitable Access to Capital Funding and Facilities	2	4	8
20 Access to Relevant Employee Retirement Systems	2	2	4
21 Full-time Virtual Charter School Provisions	1	3	3
TOTAL SCORE			178

223



MISSISSIPPI

CHARTER SCHOOL LAW ENACTED IN 2010

MODEL LAW STATE RANKINGS

6th

OUT OF 45

169

TOTAL POINTS

RECOMMENDATIONS

Mississippi's law contains a cap with room for ample growth, includes a state authorizer, provides a fair amount of autonomy and accountability, and includes equitable operational and categorical funding.

Potential areas of improvement in Mississippi's law include providing applicants in all districts with direct access to the state authorizer and providing equitable access to capital funding and facilities.

STATE CHARTER SCHOOL OVERVIEW

CHARTER SCHOOL STUDENTS (2018-19 SCHOOL YEAR)

Number of Students 1,607

Public School Student Enrollment Share 0%

Student Demographics

White 1%

Black 98%

Hispanic 0%

Asian 0%

Other 0%

FRPL Participation Rate 98%

CHARTER SCHOOLS (2018-19 SCHOOL YEAR)

Number of Schools 5

Public School Share 1%

School Openings 2

MODEL LAW COMPONENT SCORE

COMPONENT	RATING x WEIGHT		TOTAL
1 No Caps	3	3	9
2 A Variety of Charter Schools Allowed	4	2	8
3 Non-district Authorizers Available	2	3	6
4 Authorizer and Overall Program Accountability System Required	4	3	12
5 Adequate Authorizer Funding	2	2	4
6 Transparent Charter Application, Review, and Decisionmaking Processes	4	4	16
7 Performance-based Charter Contracts Required	4	4	16
8 Comprehensive Charter School Monitoring and Data Collection Processes	3	4	12
9 Clear Processes for Renewal, Nonrenewal, and Revocation Decisions	3	4	12
10 Transparency Regarding Educational Service Providers	2	2	4
11 Fiscally and Legally Autonomous Schools with Independent Charter School Boards	4	3	12
12 Clear Student Enrollment and Lottery Procedures	3	2	6
13 Automatic Exemptions from Many State and District Laws and Regulations	3	3	9
14 Automatic Collective Bargaining Exemption	4	3	12
15 Multischool Charter Contracts and/or Multicharter Contract Boards Allowed	4	2	8
16 Extracurricular and Interscholastic Activities Eligibility and Access	3	1	3
17 Clear Identification of Special Education Responsibilities	2	2	4
18 Equitable Operational Funding and Equal Access to All State and Federal Categorical Funding	1	4	4
19 Equitable Access to Capital Funding and Facilities	1	4	4
20 Access to Relevant Employee Retirement Systems	4	2	8
21 Full-time Virtual Charter School Provisions	0	3	0
TOTAL SCORE			169

224



MISSOURI

CHARTER SCHOOL LAW ENACTED IN 1998

MODEL LAW STATE RANKINGS

27th

OUT OF 45

147

TOTAL POINTS

RECOMMENDATIONS

Missouri's law is largely cap-free and provides a fair amount of autonomy and accountability to public charter schools. However, it includes multiple authorizing options in some districts, but not others, and provides inequitable funding to charter schools.

Potential areas for improvement include providing multiple authorizing options in all districts and ensuring equitable operational funding and equitable access to capital funding and facilities.

STATE CHARTER SCHOOL OVERVIEW

CHARTER SCHOOL STUDENTS (2018-19 SCHOOL YEAR)

Number of Students 24,477

Public School Student Enrollment Share 3%

Student Demographics

White 13%

Black 59%

Hispanic 17%

Asian 1%

Other 9%

FRPL Participation Rate 80%

CHARTER SCHOOLS (2018-19 SCHOOL YEAR)

Number of Schools 76

Public School Share 3%

School Openings 11

MODEL LAW COMPONENT SCORE

COMPONENT	RATING x WEIGHT		TOTAL
1 No Caps	3	3	9
2 A Variety of Charter Schools Allowed	4	2	8
3 Non-district Authorizers Available	2	3	6
4 Authorizer and Overall Program Accountability System Required	4	3	12
5 Adequate Authorizer Funding	2	2	4
6 Transparent Charter Application, Review, and Decisionmaking Processes	2	4	8
7 Performance-based Charter Contracts Required	4	4	16
8 Comprehensive Charter School Monitoring and Data Collection Processes	3	4	12
9 Clear Processes for Renewal, Nonrenewal, and Revocation Decisions	3	4	12
10 Transparency Regarding Educational Service Providers	3	2	6
11 Fiscally and Legally Autonomous Schools with Independent Charter School Boards	4	3	12
12 Clear Student Enrollment and Lottery Procedures	2	2	4
13 Automatic Exemptions from Many State and District Laws and Regulations	3	3	9
14 Automatic Collective Bargaining Exemption	4	3	12
15 Multischool Charter Contracts and/or Multicharter Contract Boards Allowed	1	2	2
16 Extracurricular and Interscholastic Activities Eligibility and Access	1	1	1
17 Clear Identification of Special Education Responsibilities	3	2	6
18 Equitable Operational Funding and Equal Access to All State and Federal Categorical Funding	0	4	0
19 Equitable Access to Capital Funding and Facilities	1	4	4
20 Access to Relevant Employee Retirement Systems	2	2	4
21 Full-time Virtual Charter School Provisions	0	3	0
TOTAL SCORE			147

225



NEVADA

CHARTER SCHOOL LAW ENACTED IN 1997

MODEL LAW STATE RANKINGS

11th

OUT OF 45

166

TOTAL POINTS

RECOMMENDATIONS

Nevada's law does not have a cap on public charter school growth, allows multiple authorizing entities, and provides a fair amount of autonomy and accountability. Still, the law provides inequitable funding to charter schools.

Potential areas for improvement include ensuring equitable operational funding and equitable access to capital funding and facilities and continuing to strengthen accountability for full-time virtual charter schools.

STATE CHARTER SCHOOL OVERVIEW

CHARTER SCHOOL STUDENTS (2018-19 SCHOOL YEAR)

Number of Students 52,457

Public School Student Enrollment Share 12%

Student Demographics

White 38%

Black 12%

Hispanic 33%

Asian 6%

Other 11%

FRPL Participation Rate 39%

CHARTER SCHOOLS (2018-19 SCHOOL YEAR)

Number of Schools 82

Public School Share 12%

School Openings 8

MODEL LAW COMPONENT SCORE

COMPONENT	RATING x WEIGHT		TOTAL
1 No Caps	4	3	12
2 A Variety of Charter Schools Allowed	3	2	6
3 Non-district Authorizers Available	4	3	12
4 Authorizer and Overall Program Accountability System Required	4	3	12
5 Adequate Authorizer Funding	4	2	8
6 Transparent Charter Application, Review, and Decisionmaking Processes	3	4	12
7 Performance-based Charter Contracts Required	3	4	12
8 Comprehensive Charter School Monitoring and Data Collection Processes	3	4	12
9 Clear Processes for Renewal, Nonrenewal, and Revocation Decisions	3	4	12
10 Transparency Regarding Educational Service Providers	2	2	4
11 Fiscally and Legally Autonomous Schools with Independent Charter School Boards	4	3	12
12 Clear Student Enrollment and Lottery Procedures	3	2	6
13 Automatic Exemptions from Many State and District Laws and Regulations	2	3	6
14 Automatic Collective Bargaining Exemption	4	3	12
15 Multischool Charter Contracts and/or Multicharter Contract Boards Allowed	4	2	8
16 Extracurricular and Interscholastic Activities Eligibility and Access	3	1	3
17 Clear Identification of Special Education Responsibilities	1	2	2
18 Equitable Operational Funding and Equal Access to All State and Federal Categorical Funding	1	4	4
19 Equitable Access to Capital Funding and Facilities	1	4	4
20 Access to Relevant Employee Retirement Systems	2	2	4
21 Full-time Virtual Charter School Provisions	1	3	3
TOTAL SCORE			166

226



NEW HAMPSHIRE

CHARTER SCHOOL LAW ENACTED IN 1996

MODEL LAW STATE RANKINGS

23rd

OUT OF 45

↑3

153

TOTAL POINTS

↑2

RECOMMENDATIONS

While New Hampshire's law is cap-free, provides multiple authorizing options, and provides a fair amount of autonomy and accountability to public charter schools, the law provides inequitable funding to charter schools.

Potential areas for improvement in New Hampshire's charter school law include ensuring equitable operational funding and equitable access to capital funding and facilities.

New Hampshire's score increased because of clarification about the policies for Component #17 (Clear Provisions Regarding Special Education Responsibilities).

STATE CHARTER SCHOOL OVERVIEW

CHARTER SCHOOL STUDENTS (2018-19 SCHOOL YEAR)

Number of Students 3,934

Public School Student Enrollment Share 2%

Student Demographics

White 81%

Black 2%

Hispanic 4%

Asian 8%

Other 5%

FRPL Participation Rate 19%

CHARTER SCHOOLS (2018-19 SCHOOL YEAR)

Number of Schools 35

Public School Share 7%

School Openings 4

MODEL LAW COMPONENT SCORE

COMPONENT	RATING x WEIGHT		TOTAL
1 No Caps	4	3	12
2 A Variety of Charter Schools Allowed	4	2	8
3 Non-district Authorizers Available	4	3	12
4 Authorizer and Overall Program Accountability System Required	2	3	6
5 Adequate Authorizer Funding	0	2	0
6 Transparent Charter Application, Review, and Decisionmaking Processes	3	4	12
7 Performance-based Charter Contracts Required	3	4	12
8 Comprehensive Charter School Monitoring and Data Collection Processes	3	4	12
9 Clear Processes for Renewal, Nonrenewal, and Revocation Decisions	2	4	8
10 Transparency Regarding Educational Service Providers	2	2	4
11 Fiscally and Legally Autonomous Schools with Independent Charter School Boards	4	3	12
12 Clear Student Enrollment and Lottery Procedures	4	2	8
13 Automatic Exemptions from Many State and District Laws and Regulations	3	3	9
14 Automatic Collective Bargaining Exemption	4	3	12
15 Multischool Charter Contracts and/or Multicharter Contract Boards Allowed	1	2	2
16 Extracurricular and Interscholastic Activities Eligibility and Access	3	1	3
17 Clear Identification of Special Education Responsibilities	3	2	6
18 Equitable Operational Funding and Equal Access to All State and Federal Categorical Funding	0	4	0
19 Equitable Access to Capital Funding and Facilities	1	4	4
20 Access to Relevant Employee Retirement Systems	4	2	8
21 Full-time Virtual Charter School Provisions	1	3	3
TOTAL SCORE			153

227



NEW JERSEY

CHARTER SCHOOL LAW ENACTED IN 1995

MODEL LAW STATE RANKINGS

34th
OUT OF 45

124/131
TOTAL POINTS*

RECOMMENDATIONS

New Jersey's law does not contain caps on public charter school growth, includes a statewide authorizing entity, and provides a fair amount of accountability, but it provides insufficient autonomy and inequitable funding to charter schools.

Potential areas for improvement include increasing operational autonomy and ensuring equitable operational funding and equitable access to capital funding and facilities.

* Since New Jersey does not allow full-time virtual charter schools, the highest score possible is 228 for the remaining 20 components. However, we converted this score to one that is comparable to the states that allow full-time virtual charter schools. New Jersey received 124 out of the 228 points available for the remaining 20 components, or 54 percent. We then multiplied the total points possible for all 21 components (240) by 54 percent to get a score comparable to the other states (131).

STATE CHARTER SCHOOL OVERVIEW

CHARTER SCHOOL STUDENTS (2018-19 SCHOOL YEAR)

Number of Students 51,999

Public School Student Enrollment Share 4%

Student Demographics

White 7%

Black 50%

Hispanic 36%

Asian 6%

Other 2%

FRPL Participation Rate 70%

CHARTER SCHOOLS (2018-19 SCHOOL YEAR)

Number of Schools 111

Public School Share 4%

School Openings 2

MODEL LAW COMPONENT SCORE

COMPONENT	RATING x WEIGHT		TOTAL
1 No Caps	4	3	12
2 A Variety of Charter Schools Allowed	4	2	8
3 Non-district Authorizers Available	4	3	12
4 Authorizer and Overall Program Accountability System Required	2	3	6
5 Adequate Authorizer Funding	0	2	0
6 Transparent Charter Application, Review, and Decisionmaking Processes	2	4	8
7 Performance-based Charter Contracts Required	2	4	8
8 Comprehensive Charter School Monitoring and Data Collection Processes	3	4	12
9 Clear Processes for Renewal, Nonrenewal, and Revocation Decisions	2	4	8
10 Transparency Regarding Educational Service Providers	1	2	2
11 Fiscally and Legally Autonomous Schools with Independent Charter School Boards	4	3	12
12 Clear Student Enrollment and Lottery Procedures	3	2	6
13 Automatic Exemptions from Many State and District Laws and Regulations	1	3	3
14 Automatic Collective Bargaining Exemption	2	3	6
15 Multischool Charter Contracts and/or Multicharter Contract Boards Allowed	2	2	4
16 Extracurricular and Interscholastic Activities Eligibility and Access	3	1	3
17 Clear Identification of Special Education Responsibilities	3	2	6
18 Equitable Operational Funding and Equal Access to All State and Federal Categorical Funding	0	4	0
19 Equitable Access to Capital Funding and Facilities	1	4	4
20 Access to Relevant Employee Retirement Systems	2	2	4
21 Full-time Virtual Charter School Provisions	N/A	3	N/A
TOTAL SCORE			124/131

228



NEW MEXICO

CHARTER SCHOOL LAW ENACTED IN 1993

MODEL LAW STATE RANKINGS

26th

OUT OF 45

+1

152

TOTAL POINTS

RECOMMENDATIONS

New Mexico's law provides multiple authorizers and a fair amount of accountability but contains some caps on public charter school growth and provides insufficient autonomy and inequitable funding to charter schools.

Potential areas for improvement include increasing operational autonomy, allowing multi-school charter contracts and/or multi-charter school contract boards, ensuring transparency regarding educational service providers, and strengthening accountability for full-time virtual charter schools.

STATE CHARTER SCHOOL OVERVIEW

CHARTER SCHOOL STUDENTS (2018-19 SCHOOL YEAR)

Number of Students 26,640

Public School Student Enrollment Share 8%

Student Demographics

White 30%

Black 2%

Hispanic 59%

Asian 1%

Other 8%

FRPL Participation Rate 57%

CHARTER SCHOOLS (2018-19 SCHOOL YEAR)

Number of Schools 97

Public School Share 10%

School Openings 4

MODEL LAW COMPONENT SCORE

COMPONENT	RATING x WEIGHT		TOTAL
1 No Caps	2	3	6
2 A Variety of Charter Schools Allowed	3	2	6
3 Non-district Authorizers Available	4	3	12
4 Authorizer and Overall Program Accountability System Required	2	3	6
5 Adequate Authorizer Funding	3	2	6
6 Transparent Charter Application, Review, and Decisionmaking Processes	2	4	8
7 Performance-based Charter Contracts Required	3	4	12
8 Comprehensive Charter School Monitoring and Data Collection Processes	3	4	12
9 Clear Processes for Renewal, Nonrenewal, and Revocation Decisions	3	4	12
10 Transparency Regarding Educational Service Providers	1	2	2
11 Fiscally and Legally Autonomous Schools with Independent Charter School Boards	4	3	12
12 Clear Student Enrollment and Lottery Procedures	3	2	6
13 Automatic Exemptions from Many State and District Laws and Regulations	1	3	3
14 Automatic Collective Bargaining Exemption	4	3	12
15 Multischool Charter Contracts and/or Multicharter Contract Boards Allowed	1	2	2
16 Extracurricular and Interscholastic Activities Eligibility and Access	3	1	3
17 Clear Identification of Special Education Responsibilities	2	2	4
18 Equitable Operational Funding and Equal Access to All State and Federal Categorical Funding	3	4	12
19 Equitable Access to Capital Funding and Facilities	3	4	12
20 Access to Relevant Employee Retirement Systems	2	2	4
21 Full-time Virtual Charter School Provisions	0	3	0
TOTAL SCORE			152

229



NEW YORK

CHARTER SCHOOL LAW ENACTED IN 1998

MODEL LAW STATE RANKINGS

18th
OUT OF 45

148/156
TOTAL POINTS*

RECOMMENDATIONS

New York's law provides multiple authorizers and a fair amount of autonomy and accountability, but it has a cap on public charter schools that allows for limited growth and provides inequitable funding.

Potential areas for improvement include lifting the cap on public charter schools and ensuring equitable operational funding and equitable access to capital funding and facilities.

* Since New York does not allow full-time virtual charter schools, the highest score possible is 228 for the remaining 20 components. However, we converted this score to one that is comparable to the states that allow full-time virtual charter schools. New York received 148 out of the 228 points available for the remaining 20 components, or 65 percent. We then multiplied the total points possible for all 21 components (240) by 65 percent to get a score comparable to the other states (156).

STATE CHARTER SCHOOL OVERVIEW

CHARTER SCHOOL STUDENTS (2018-19 SCHOOL YEAR)

Number of Students 147,345

Public School Student Enrollment Share 6%

Student Demographics

White 6%

Black 53%

Hispanic 35%

Asian 3%

Other 3%

FRPL Participation Rate 79%

CHARTER SCHOOLS (2018-19 SCHOOL YEAR)

Number of Schools 311

Public School Share 6%

School Openings 19

MODEL LAW COMPONENT SCORE

COMPONENT	RATING x WEIGHT		TOTAL
1 No Caps	1	3	3
2 A Variety of Charter Schools Allowed	4	2	8
3 Non-district Authorizers Available	4	3	12
4 Authorizer and Overall Program Accountability System Required	2	3	6
5 Adequate Authorizer Funding	0	2	0
6 Transparent Charter Application, Review, and Decisionmaking Processes	2	4	8
7 Performance-based Charter Contracts Required	3	4	12
8 Comprehensive Charter School Monitoring and Data Collection Processes	3	4	12
9 Clear Processes for Renewal, Nonrenewal, and Revocation Decisions	3	4	12
10 Transparency Regarding Educational Service Providers	2	2	4
11 Fiscally and Legally Autonomous Schools with Independent Charter School Boards	4	3	12
12 Clear Student Enrollment and Lottery Procedures	4	2	8
13 Automatic Exemptions from Many State and District Laws and Regulations	3	3	9
14 Automatic Collective Bargaining Exemption	3	3	9
15 Multischool Charter Contracts and/or Multicharter Contract Boards Allowed	4	2	8
16 Extracurricular and Interscholastic Activities Eligibility and Access	3	1	3
17 Clear Identification of Special Education Responsibilities	3	2	6
18 Equitable Operational Funding and Equal Access to All State and Federal Categorical Funding	0	4	0
19 Equitable Access to Capital Funding and Facilities	2	4	8
20 Access to Relevant Employee Retirement Systems	4	2	8
21 Full-time Virtual Charter School Provisions	N/A	3	N/A
TOTAL SCORE			148/156

230



NORTH CAROLINA

CHARTER SCHOOL LAW ENACTED IN 1996

MODEL LAW STATE RANKINGS

14th

OUT OF 45

160

TOTAL POINTS

RECOMMENDATIONS

North Carolina's law does not cap public charter school growth, includes a statewide authorizing entity, and provides a fair amount of autonomy and accountability to charter schools, but it provides inequitable funding.

Potential areas of improvement include ensuring equitable operational funding and equitable access to capital funding and facilities, providing adequate authorizer funding, ensuring transparency regarding educational service providers, and strengthening accountability for full-time virtual charter schools.

STATE CHARTER SCHOOL OVERVIEW

CHARTER SCHOOL STUDENTS (2018-19 SCHOOL YEAR)

Number of Students 110,605

Public School Student Enrollment Share 8%

Student Demographics

White 54%

Black 26%

Hispanic 11%

Asian 4%

Other 6%

FRPL Participation Rate 29%

CHARTER SCHOOLS (2018-19 SCHOOL YEAR)

Number of Schools 188

Public School Share 7%

School Openings 12

MODEL LAW COMPONENT SCORE

COMPONENT	RATING x WEIGHT		TOTAL
1 No Caps	4	3	12
2 A Variety of Charter Schools Allowed	4	2	8
3 Non-district Authorizers Available	4	3	12
4 Authorizer and Overall Program Accountability System Required	4	3	12
5 Adequate Authorizer Funding	1	2	2
6 Transparent Charter Application, Review, and Decisionmaking Processes	3	4	12
7 Performance-based Charter Contracts Required	2	4	8
8 Comprehensive Charter School Monitoring and Data Collection Processes	3	4	12
9 Clear Processes for Renewal, Nonrenewal, and Revocation Decisions	3	4	12
10 Transparency Regarding Educational Service Providers	2	2	4
11 Fiscally and Legally Autonomous Schools with Independent Charter School Boards	4	3	12
12 Clear Student Enrollment and Lottery Procedures	3	2	6
13 Automatic Exemptions from Many State and District Laws and Regulations	3	3	9
14 Automatic Collective Bargaining Exemption	4	3	12
15 Multischool Charter Contracts and/or Multicharter Contract Boards Allowed	2	2	4
16 Extracurricular and Interscholastic Activities Eligibility and Access	1	1	1
17 Clear Identification of Special Education Responsibilities	1	2	2
18 Equitable Operational Funding and Equal Access to All State and Federal Categorical Funding	2	4	8
19 Equitable Access to Capital Funding and Facilities	1	4	4
20 Access to Relevant Employee Retirement Systems	4	2	8
21 Full-time Virtual Charter School Provisions	0	3	0
TOTAL SCORE			160

231



OHIO

CHARTER SCHOOL LAW ENACTED IN 1997

MODEL LAW STATE RANKINGS

24th

OUT OF 45

↓1

153

TOTAL POINTS

RECOMMENDATIONS

While Ohio's law allows multiple authorizing entities and provides sufficient autonomy and accountability to public charter schools, it allows only brick-and-mortar startup charter schools in about 10% of the state's school districts and provides inequitable funding to charter schools.

Potential areas of improvement include removing all caps on charter school growth, beefing up the law's requirements for charter application, review, and decision-making processes, ensuring equitable operational funding and equitable access to capital funding and facilities, and strengthening accountability for full-time virtual charter schools.

STATE CHARTER SCHOOL OVERVIEW

CHARTER SCHOOL STUDENTS (2018-19 SCHOOL YEAR)

Number of Students	108,781
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Public School Student Enrollment Share	7%
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Student Demographics

White	36%
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Black	48%
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Hispanic	8%
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Asian	1%
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Other	7%
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FRPL Participation Rate	14%
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CHARTER SCHOOLS (2018-19 SCHOOL YEAR)

Number of Schools	322
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Public School Share	9%
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School Openings	14
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MODEL LAW COMPONENT SCORE

COMPONENT	RATING x WEIGHT		TOTAL
1 No Caps	2	3	6
2 A Variety of Charter Schools Allowed	4	2	8
3 Non-district Authorizers Available	4	3	12
4 Authorizer and Overall Program Accountability System Required	4	3	12
5 Adequate Authorizer Funding	4	2	8
6 Transparent Charter Application, Review, and Decisionmaking Processes	1	4	4
7 Performance-based Charter Contracts Required	3	4	12
8 Comprehensive Charter School Monitoring and Data Collection Processes	3	4	12
9 Clear Processes for Renewal, Nonrenewal, and Revocation Decisions	2	4	8
10 Transparency Regarding Educational Service Providers	3	2	6
11 Fiscally and Legally Autonomous Schools with Independent Charter School Boards	2	3	6
12 Clear Student Enrollment and Lottery Procedures	4	2	8
13 Automatic Exemptions from Many State and District Laws and Regulations	3	3	9
14 Automatic Collective Bargaining Exemption	3	3	9
15 Multischool Charter Contracts and/or Multicharter Contract Boards Allowed	2	2	4
16 Extracurricular and Interscholastic Activities Eligibility and Access	3	1	3
17 Clear Identification of Special Education Responsibilities	4	2	8
18 Equitable Operational Funding and Equal Access to All State and Federal Categorical Funding	1	4	4
19 Equitable Access to Capital Funding and Facilities	2	4	8
20 Access to Relevant Employee Retirement Systems	3	2	6
21 Full-time Virtual Charter School Provisions	0	3	0
TOTAL SCORE			153

232



OKLAHOMA

CHARTER SCHOOL LAW ENACTED IN 1999

MODEL LAW STATE RANKINGS

22nd

OUT OF 45

153

TOTAL POINTS

RECOMMENDATIONS

Oklahoma's law contains caps on public charter schools that allow for ample growth, provides a fair amount of autonomy and accountability to charter schools, and includes multiple authorizers or a robust appeals process for applicants (depending on the district in which the applicant is located). However, it provides inequitable funding to charter schools.

The biggest areas for improvement in Oklahoma's law are ensuring equitable operational funding and equitable access to capital funding and facilities, ensuring transparency regarding educational service providers, and strengthening accountability for full-time virtual charter schools.

STATE CHARTER SCHOOL OVERVIEW

CHARTER SCHOOL STUDENTS (2018-19 SCHOOL YEAR)

Number of Students 38,425

Public School Student Enrollment Share 6%

Student Demographics

White 47%

Black 14%

Hispanic 25%

Asian 1%

Other 14%

FRPL Participation Rate 70%

CHARTER SCHOOLS (2018-19 SCHOOL YEAR)

Number of Schools 59

Public School Share 3%

School Openings 4

MODEL LAW COMPONENT SCORE

COMPONENT	RATING x WEIGHT		TOTAL
1 No Caps	3	3	9
2 A Variety of Charter Schools Allowed	4	2	8
3 Non-district Authorizers Available	3	3	9
4 Authorizer and Overall Program Accountability System Required	2	3	6
5 Adequate Authorizer Funding	1	2	2
6 Transparent Charter Application, Review, and Decisionmaking Processes	2	4	8
7 Performance-based Charter Contracts Required	3	4	12
8 Comprehensive Charter School Monitoring and Data Collection Processes	3	4	12
9 Clear Processes for Renewal, Nonrenewal, and Revocation Decisions	3	4	12
10 Transparency Regarding Educational Service Providers	2	2	4
11 Fiscally and Legally Autonomous Schools with Independent Charter School Boards	4	3	12
12 Clear Student Enrollment and Lottery Procedures	3	2	6
13 Automatic Exemptions from Many State and District Laws and Regulations	4	3	12
14 Automatic Collective Bargaining Exemption	4	3	12
15 Multischool Charter Contracts and/or Multicharter Contract Boards Allowed	4	2	8
16 Extracurricular and Interscholastic Activities Eligibility and Access	2	1	2
17 Clear Identification of Special Education Responsibilities	2	2	4
18 Equitable Operational Funding and Equal Access to All State and Federal Categorical Funding	0	4	0
19 Equitable Access to Capital Funding and Facilities	1	4	4
20 Access to Relevant Employee Retirement Systems	4	2	8
21 Full-time Virtual Charter School Provisions	1	3	3
TOTAL SCORE			153

233



OREGON

CHARTER SCHOOL LAW ENACTED IN 1999

MODEL LAW STATE RANKINGS

33rd

OUT OF 45

131

TOTAL POINTS

RECOMMENDATIONS

While Oregon's law does not contain a cap on public charter school growth and provides adequate autonomy to charter schools, it also includes limited authorizing options, insufficient accountability, and inadequate funding.

Oregon's law needs significant work on ensuring equitable operational funding and equitable access to capital funding and facilities. The law also needs to provide additional authorizing options for charter applicants and strengthen accountability for schools (including full-time virtual charter schools) and authorizers.

STATE CHARTER SCHOOL OVERVIEW

CHARTER SCHOOL STUDENTS (2018-19 SCHOOL YEAR)

Number of Students 35,628

Public School Student Enrollment Share 7%

Student Demographics

White 76%

Black 2%

Hispanic 13%

Asian 2%

Other 8%

FRPL Participation Rate 20%

CHARTER SCHOOLS (2018-19 SCHOOL YEAR)

Number of Schools 131

Public School Share 10%

School Openings 4

MODEL LAW COMPONENT SCORE

COMPONENT	RATING x WEIGHT		TOTAL
1 No Caps	4	3	12
2 A Variety of Charter Schools Allowed	4	2	8
3 Non-district Authorizers Available	3	3	9
4 Authorizer and Overall Program Accountability System Required	1	3	3
5 Adequate Authorizer Funding	1	2	2
6 Transparent Charter Application, Review, and Decisionmaking Processes	3	4	12
7 Performance-based Charter Contracts Required	2	4	8
8 Comprehensive Charter School Monitoring and Data Collection Processes	2	4	8
9 Clear Processes for Renewal, Nonrenewal, and Revocation Decisions	2	4	8
10 Transparency Regarding Educational Service Providers	2	2	4
11 Fiscally and Legally Autonomous Schools with Independent Charter School Boards	4	3	12
12 Clear Student Enrollment and Lottery Procedures	2	2	4
13 Automatic Exemptions from Many State and District Laws and Regulations	3	3	9
14 Automatic Collective Bargaining Exemption	4	3	12
15 Multischool Charter Contracts and/or Multicharter Contract Boards Allowed	1	2	2
16 Extracurricular and Interscholastic Activities Eligibility and Access	3	1	3
17 Clear Identification of Special Education Responsibilities	2	2	4
18 Equitable Operational Funding and Equal Access to All State and Federal Categorical Funding	0	4	0
19 Equitable Access to Capital Funding and Facilities	1	4	4
20 Access to Relevant Employee Retirement Systems	2	2	4
21 Full-time Virtual Charter School Provisions	1	3	3
TOTAL SCORE			131

234



PENNSYLVANIA

CHARTER SCHOOL LAW ENACTED IN 1997

MODEL LAW STATE RANKINGS

35th

OUT OF 45

131

TOTAL POINTS

RECOMMENDATIONS

While Pennsylvania's law does not contain a cap on public charter school growth and provides adequate autonomy to charter schools, it primarily allows district authorizers and provides insufficient accountability and inadequate funding to charter schools.

Pennsylvania's law needs improvement in several areas, including prohibiting district-mandated restrictions on growth, expanding authorizer options, ensuring authorizer accountability, providing authorizer funding, beefing up the law in relation to the model law's four quality-control components (Components #6 through #9), allowing multi-school charter contracts or multi-contract governing boards, ensuring equitable operational funding and equitable access to capital funding and facilities, ensuring transparency regarding educational service providers, and strengthening accountability for full-time virtual charter schools.

STATE CHARTER SCHOOL OVERVIEW

CHARTER SCHOOL STUDENTS (2018-19 SCHOOL YEAR)

Number of Students 143,201

Public School Student Enrollment Share 9%

Student Demographics

White 32%

Black 43%

Hispanic 17%

Asian 3%

Other 5%

FRPL Participation Rate 69%

CHARTER SCHOOLS (2018-19 SCHOOL YEAR)

Number of Schools 186

Public School Share 6%

School Openings 3

MODEL LAW COMPONENT SCORE

COMPONENT	RATING x WEIGHT		TOTAL
1 No Caps	3	3	9
2 A Variety of Charter Schools Allowed	4	2	8
3 Non-district Authorizers Available	3	3	9
4 Authorizer and Overall Program Accountability System Required	1	3	3
5 Adequate Authorizer Funding	0	2	0
6 Transparent Charter Application, Review, and Decisionmaking Processes	2	4	8
7 Performance-based Charter Contracts Required	2	4	8
8 Comprehensive Charter School Monitoring and Data Collection Processes	2	4	8
9 Clear Processes for Renewal, Nonrenewal, and Revocation Decisions	2	4	8
10 Transparency Regarding Educational Service Providers	2	2	4
11 Fiscally and Legally Autonomous Schools with Independent Charter School Boards	4	3	12
12 Clear Student Enrollment and Lottery Procedures	3	2	6
13 Automatic Exemptions from Many State and District Laws and Regulations	2	3	6
14 Automatic Collective Bargaining Exemption	4	3	12
15 Multischool Charter Contracts and/or Multicharter Contract Boards Allowed	0	2	0
16 Extracurricular and Interscholastic Activities Eligibility and Access	3	1	3
17 Clear Identification of Special Education Responsibilities	4	2	8
18 Equitable Operational Funding and Equal Access to All State and Federal Categorical Funding	0	4	0
19 Equitable Access to Capital Funding and Facilities	2	4	8
20 Access to Relevant Employee Retirement Systems	4	2	8
21 Full-time Virtual Charter School Provisions	1	3	3
TOTAL SCORE			131

235



RHODE ISLAND

CHARTER SCHOOL LAW ENACTED IN 1995

MODEL LAW STATE RANKINGS

37th

OUT OF 45

↑1

120/126

TOTAL POINTS

↑3

RECOMMENDATIONS

Rhode Island's law includes a nondistrict authorizer and provides a fair amount of accountability, but it caps public charter school growth and provides inadequate autonomy and inequitable funding to charter schools.

Rhode Island's law is still in need of significant improvement, most notably by removing the remaining caps on charter school growth, ensuring authorizer accountability, providing adequate authorizer funding, increasing operational autonomy, and ensuring equitable access to capital funding and facilities.

Rhode Island's score increased because of clarification about the policies for Component #1 (No Caps).

* Since Rhode Island does not allow full-time virtual charter schools, the highest score possible is 228 for the remaining 20 components. However, we converted this score to one that is comparable to the states that allow full-time virtual charter schools. Rhode Island received 120 out of the 228 points available for the remaining 20 components, or 51 percent. We then multiplied the total points possible for all 21 components (240) by 51 percent to get a score comparable to the other states (126).

STATE CHARTER SCHOOL OVERVIEW

CHARTER SCHOOL STUDENTS (2018-19 SCHOOL YEAR)

Number of Students 9,531

Public School Student Enrollment Share 7%

Student Demographics

White 22%

Black 16%

Hispanic 56%

Asian 2%

Other 5%

FRPL Participation Rate 69%

CHARTER SCHOOLS (2018-19 SCHOOL YEAR)

Number of Schools 36

Public School Share 10%

School Openings 4

MODEL LAW COMPONENT SCORE

COMPONENT	RATING x WEIGHT		TOTAL
1 No Caps	2	3	6
2 A Variety of Charter Schools Allowed	4	2	8
3 Non-district Authorizers Available	3	3	9
4 Authorizer and Overall Program Accountability System Required	2	3	6
5 Adequate Authorizer Funding	0	2	0
6 Transparent Charter Application, Review, and Decisionmaking Processes	2	4	8
7 Performance-based Charter Contracts Required	3	4	12
8 Comprehensive Charter School Monitoring and Data Collection Processes	3	4	12
9 Clear Processes for Renewal, Nonrenewal, and Revocation Decisions	2	4	8
10 Transparency Regarding Educational Service Providers	2	2	4
11 Fiscally and Legally Autonomous Schools with Independent Charter School Boards	2	3	6
12 Clear Student Enrollment and Lottery Procedures	3	2	6
13 Automatic Exemptions from Many State and District Laws and Regulations	1	3	3
14 Automatic Collective Bargaining Exemption	3	3	9
15 Multischool Charter Contracts and/or Multicharter Contract Boards Allowed	1	2	2
16 Extracurricular and Interscholastic Activities Eligibility and Access	1	1	1
17 Clear Identification of Special Education Responsibilities	1	2	2
18 Equitable Operational Funding and Equal Access to All State and Federal Categorical Funding	1	4	4
19 Equitable Access to Capital Funding and Facilities	2	4	8
20 Access to Relevant Employee Retirement Systems	3	2	6
21 Full-time Virtual Charter School Provisions	N/A	3	N/A
TOTAL SCORE			120/126



SOUTH CAROLINA

CHARTER SCHOOL LAW ENACTED IN 1996

MODEL LAW STATE RANKINGS

19th

OUT OF 45

155

TOTAL POINTS

RECOMMENDATIONS

South Carolina law does not cap public charter school growth, provides multiple authorizing options to charter school applicants, and provides a fair amount of autonomy and accountability to charter schools. However, it also provides inequitable funding to charter schools, especially for facilities, technology, and transportation.

Potential areas for improvement are ensuring equitable funding by increasing per-pupil funding, providing equitable access to capital funding, and ensuring access to vacant and underutilized facilities. Other areas are ensuring transparency regarding educational service providers, allowing multi-school charter contracts or multi-contract governing boards, and strengthening accountability for full-time virtual charter schools.

STATE CHARTER SCHOOL OVERVIEW

CHARTER SCHOOL STUDENTS (2018-19 SCHOOL YEAR)

Number of Students 37,546

Public School Student Enrollment Share 5%

Student Demographics

White 61%

Black 26%

Hispanic 8%

Asian 2%

Other 4%

FRPL Participation Rate 43%

CHARTER SCHOOLS (2018-19 SCHOOL YEAR)

Number of Schools 78

Public School Share 6%

School Openings 10

MODEL LAW COMPONENT SCORE

COMPONENT	RATING x WEIGHT		TOTAL
1 No Caps	4	3	12
2 A Variety of Charter Schools Allowed	4	2	8
3 Non-district Authorizers Available	4	3	12
4 Authorizer and Overall Program Accountability System Required	2	3	6
5 Adequate Authorizer Funding	1	2	2
6 Transparent Charter Application, Review, and Decisionmaking Processes	3	4	12
7 Performance-based Charter Contracts Required	3	4	12
8 Comprehensive Charter School Monitoring and Data Collection Processes	3	4	12
9 Clear Processes for Renewal, Nonrenewal, and Revocation Decisions	2	4	8
10 Transparency Regarding Educational Service Providers	1	2	2
11 Fiscally and Legally Autonomous Schools with Independent Charter School Boards	4	3	12
12 Clear Student Enrollment and Lottery Procedures	4	2	8
13 Automatic Exemptions from Many State and District Laws and Regulations	3	3	9
14 Automatic Collective Bargaining Exemption	3	3	9
15 Multischool Charter Contracts and/or Multicharter Contract Boards Allowed	1	2	2
16 Extracurricular and Interscholastic Activities Eligibility and Access	4	1	4
17 Clear Identification of Special Education Responsibilities	2	2	4
18 Equitable Operational Funding and Equal Access to All State and Federal Categorical Funding	2	4	8
19 Equitable Access to Capital Funding and Facilities	1	4	4
20 Access to Relevant Employee Retirement Systems	3	2	6
21 Full-time Virtual Charter School Provisions	1	3	3
TOTAL SCORE			155

237



TENNESSEE

CHARTER SCHOOL LAW ENACTED IN 2002

MODEL LAW STATE RANKINGS

25th

OUT OF 45

↓1

146/153

TOTAL POINTS*

RECOMMENDATIONS

While Tennessee's law does not cap public charter school growth, provides an appellate process for public charter school applicants rejected by local school districts, and provides a fair amount of accountability, it affords insufficient autonomy and provides inequitable funding.

Tennessee's law needs improvement in several areas, including ensuring equitable operational funding and equitable access to capital funding and facilities, beefing up the requirements for charter school oversight, and ensuring transparency regarding educational service providers.

* Since Tennessee does not allow full-time virtual charter schools, the highest score possible is 228 for the remaining 20 components. However, we converted this score to one that is comparable to the states that allow full-time virtual charter schools. Tennessee received 146 out of the 228 points available for the remaining 20 components, or 64 percent. We then multiplied the total points possible for all 21 components (240) by 64 percent to get a score comparable to the other states (153).

STATE CHARTER SCHOOL OVERVIEW

CHARTER SCHOOL STUDENTS (2018-19 SCHOOL YEAR)

Number of Students 40,524

Public School Student Enrollment Share 4%

Student Demographics

White 8%

Black 72%

Hispanic 18%

Asian 1%

Other 2%

FRPL Participation Rate N/A

CHARTER SCHOOLS (2018-19 SCHOOL YEAR)

Number of Schools 114

Public School Share 6%

School Openings 8

MODEL LAW COMPONENT SCORE

COMPONENT	RATING x WEIGHT		TOTAL
1 No Caps	4	3	12
2 A Variety of Charter Schools Allowed	4	2	8
3 Non-district Authorizers Available	3	3	9
4 Authorizer and Overall Program Accountability System Required	3	3	9
5 Adequate Authorizer Funding	4	2	8
6 Transparent Charter Application, Review, and Decisionmaking Processes	3	4	12
7 Performance-based Charter Contracts Required	2	4	8
8 Comprehensive Charter School Monitoring and Data Collection Processes	1	4	4
9 Clear Processes for Renewal, Nonrenewal, and Revocation Decisions	2	4	8
10 Transparency Regarding Educational Service Providers	1	2	2
11 Fiscally and Legally Autonomous Schools with Independent Charter School Boards	4	3	12
12 Clear Student Enrollment and Lottery Procedures	4	2	8
13 Automatic Exemptions from Many State and District Laws and Regulations	1	3	3
14 Automatic Collective Bargaining Exemption	4	3	12
15 Multischool Charter Contracts and/or Multicharter Contract Boards Allowed	1	2	2
16 Extracurricular and Interscholastic Activities Eligibility and Access	1	1	1
17 Clear Identification of Special Education Responsibilities	2	2	4
18 Equitable Operational Funding and Equal Access to All State and Federal Categorical Funding	2	4	8
19 Equitable Access to Capital Funding and Facilities	3	4	12
20 Access to Relevant Employee Retirement Systems	2	2	4
21 Full-time Virtual Charter School Provisions	0	3	0
TOTAL SCORE			146/153

238



TEXAS

CHARTER SCHOOL LAW ENACTED IN 1995

MODEL LAW STATE RANKINGS

29th
OUT OF 45

145
TOTAL POINTS

RECOMMENDATIONS

Texas' law is notable in that it often applies different requirements to state-authorized public charter schools than it does to district-authorized public charter schools. The requirements for state-authorized charter schools are typically better than those for district-authorized charter schools. For example, the law's provisions for charter school autonomy are much better for state-authorized charter schools. In fact, if our analysis focused on the provisions governing only state-authorized charter schools, Texas' law would be in our Top 10. However, because our analysis looks at how the law addresses both types of charter schools, Texas is ranked No. 29.

Potential areas for improvement include ensuring equitable operational funding and providing equitable access to capital funding and facilities.

STATE CHARTER SCHOOL OVERVIEW

CHARTER SCHOOL STUDENTS (2018-19 SCHOOL YEAR)

Number of Students 357,217

Public School Student Enrollment Share 7%

Student Demographics

White 14%

Black 18%

Hispanic 62%

Asian 4%

Other 2%

FRPL Participation Rate 70%

CHARTER SCHOOLS (2018-19 SCHOOL YEAR)

Number of Schools 834

Public School Share 9%

School Openings 71

MODEL LAW COMPONENT SCORE

COMPONENT	RATING x WEIGHT		TOTAL
1 No Caps	3	3	9
2 A Variety of Charter Schools Allowed	4	2	8
3 Non-district Authorizers Available	4	3	12
4 Authorizer and Overall Program Accountability System Required	2	3	6
5 Adequate Authorizer Funding	1	2	2
6 Transparent Charter Application, Review, and Decisionmaking Processes	2	4	8
7 Performance-based Charter Contracts Required	3	4	12
8 Comprehensive Charter School Monitoring and Data Collection Processes	3	4	12
9 Clear Processes for Renewal, Nonrenewal, and Revocation Decisions	2	4	8
10 Transparency Regarding Educational Service Providers	2	2	4
11 Fiscally and Legally Autonomous Schools with Independent Charter School Boards	2	3	6
12 Clear Student Enrollment and Lottery Procedures	2	2	4
13 Automatic Exemptions from Many State and District Laws and Regulations	2	3	6
14 Automatic Collective Bargaining Exemption	2	3	6
15 Multischool Charter Contracts and/or Multicharter Contract Boards Allowed	4	2	8
16 Extracurricular and Interscholastic Activities Eligibility and Access	3	1	3
17 Clear Identification of Special Education Responsibilities	2	2	4
18 Equitable Operational Funding and Equal Access to All State and Federal Categorical Funding	2	4	8
19 Equitable Access to Capital Funding and Facilities	3	4	12
20 Access to Relevant Employee Retirement Systems	2	2	4
21 Full-time Virtual Charter School Provisions	1	3	3
TOTAL SCORE			145

239



UTAH

CHARTER SCHOOL LAW ENACTED IN 1998

MODEL LAW STATE RANKINGS

21st

OUT OF 45

154

TOTAL POINTS

RECOMMENDATIONS

Utah's law contains a cap with room for ample growth and allows multiple authorizing entities. It has also made notable strides in recent years to provide more equitable funding to public charter schools.

Potential areas for improvement include ensuring authorizing accountability, beefing up the requirements for renewals, ensuring transparency regarding educational service providers, providing more operational autonomy to charter schools, and strengthening accountability for full-time virtual charter schools.

STATE CHARTER SCHOOL OVERVIEW

CHARTER SCHOOL STUDENTS (2018-19 SCHOOL YEAR)

Number of Students 77,880

Public School Student Enrollment Share 13%

Student Demographics

White 72%

Black 2%

Hispanic 19%

Asian 3%

Other 6%

FRPL Participation Rate 32%

CHARTER SCHOOLS (2018-19 SCHOOL YEAR)

Number of Schools 134

Public School Share 13%

School Openings 3

MODEL LAW COMPONENT SCORE

COMPONENT	RATING x WEIGHT		TOTAL
1 No Caps	3	3	9
2 A Variety of Charter Schools Allowed	4	2	8
3 Non-district Authorizers Available	4	3	12
4 Authorizer and Overall Program Accountability System Required	1	3	3
5 Adequate Authorizer Funding	2	2	4
6 Transparent Charter Application, Review, and Decisionmaking Processes	2	4	8
7 Performance-based Charter Contracts Required	2	4	8
8 Comprehensive Charter School Monitoring and Data Collection Processes	3	4	12
9 Clear Processes for Renewal, Nonrenewal, and Revocation Decisions	1	4	4
10 Transparency Regarding Educational Service Providers	2	2	4
11 Fiscally and Legally Autonomous Schools with Independent Charter School Boards	4	3	12
12 Clear Student Enrollment and Lottery Procedures	3	2	6
13 Automatic Exemptions from Many State and District Laws and Regulations	1	3	3
14 Automatic Collective Bargaining Exemption	4	3	12
15 Multischool Charter Contracts and/or Multicharter Contract Boards Allowed	3	2	6
16 Extracurricular and Interscholastic Activities Eligibility and Access	4	1	4
17 Clear Identification of Special Education Responsibilities	2	2	4
18 Equitable Operational Funding and Equal Access to All State and Federal Categorical Funding	3	4	12
19 Equitable Access to Capital Funding and Facilities	3	4	12
20 Access to Relevant Employee Retirement Systems	4	2	8
21 Full-time Virtual Charter School Provisions	1	3	3
TOTAL SCORE			154

240



VIRGINIA

CHARTER SCHOOL LAW ENACTED IN 1998

MODEL LAW STATE RANKINGS

40th

OUT OF 45

89/94

TOTAL POINTS*

RECOMMENDATIONS

While Virginia's law does not contain a cap on public charter school growth, it only allows district authorizers and provides little autonomy, insufficient accountability, and inequitable funding.

Virginia's law needs improvement across the board. Potential starting points include expanding authorizing options, beefing up the law's application, oversight, and renewal requirements, increasing operational autonomy, ensuring equitable operational funding and equitable access to capital funding and facilities, and ensuring transparency regarding educational service providers.

* Since Virginia does not allow full-time virtual charter schools, the highest score possible is 228 for the remaining 20 components. However, we converted this score to one that is comparable to the states that allow full-time virtual charter schools. Virginia received 89 out of the 228 points available for the remaining 20 components, or 39 percent. We then multiplied the total points possible for all 21 components (240) by 39 percent to get a score comparable to the other states (94).

STATE CHARTER SCHOOL OVERVIEW

CHARTER SCHOOL STUDENTS (2018-19 SCHOOL YEAR)

Number of Students 1,232

Public School Student Enrollment Share 0%

Student Demographics

White 51%

Black 30%

Hispanic 8%

Asian 3%

Other 9%

FRPL Participation Rate 16%

CHARTER SCHOOLS (2018-19 SCHOOL YEAR)

Number of Schools 8

Public School Share 0%

School Openings 0

MODEL LAW COMPONENT SCORE

COMPONENT	RATING x WEIGHT		TOTAL
1 No Caps	4	3	12
2 A Variety of Charter Schools Allowed	4	2	8
3 Non-district Authorizers Available	0	3	0
4 Authorizer and Overall Program Accountability System Required	2	3	6
5 Adequate Authorizer Funding	2	2	4
6 Transparent Charter Application, Review, and Decisionmaking Processes	2	4	8
7 Performance-based Charter Contracts Required	3	4	12
8 Comprehensive Charter School Monitoring and Data Collection Processes	1	4	4
9 Clear Processes for Renewal, Nonrenewal, and Revocation Decisions	1	4	4
10 Transparency Regarding Educational Service Providers	1	2	2
11 Fiscally and Legally Autonomous Schools with Independent Charter School Boards	2	3	6
12 Clear Student Enrollment and Lottery Procedures	2	2	4
13 Automatic Exemptions from Many State and District Laws and Regulations	1	3	3
14 Automatic Collective Bargaining Exemption	1	3	3
15 Multischool Charter Contracts and/or Multicharter Contract Boards Allowed	1	2	2
16 Extracurricular and Interscholastic Activities Eligibility and Access	1	1	1
17 Clear Identification of Special Education Responsibilities	1	2	2
18 Equitable Operational Funding and Equal Access to All State and Federal Categorical Funding	0	4	0
19 Equitable Access to Capital Funding and Facilities	1	4	4
20 Access to Relevant Employee Retirement Systems	2	2	4
21 Full-time Virtual Charter School Provisions	N/A	3	N/A
TOTAL SCORE			89/94



WASHINGTON

CHARTER SCHOOL LAW ENACTED IN 2016

MODEL LAW STATE RANKINGS

3rd

OUT OF 45

179

TOTAL POINTS

RECOMMENDATIONS

Washington's law allows multiple authorizers through local school districts and a statewide authorizer, has strong quality control components, and gives operational autonomy to public charter schools. The two major weaknesses of the law include a cap of 40 charter schools during the initial five years that it is in effect and inequitable funding for public charter school students.

Potential areas for improvement include lifting the state's cap, ensuring equitable funding, and strengthening accountability for full-time virtual charter schools.

STATE CHARTER SCHOOL OVERVIEW

CHARTER SCHOOL STUDENTS (2018-19 SCHOOL YEAR)

Number of Students 3,352

Public School Student Enrollment Share 0%

Student Demographics

White 38%

Black 29%

Hispanic 16%

Asian 4%

Other 13%

FRPL Participation Rate 52%

CHARTER SCHOOLS (2018-19 SCHOOL YEAR)

Number of Schools 12

Public School Share 1%

School Openings 2

MODEL LAW COMPONENT SCORE

COMPONENT	RATING x WEIGHT		TOTAL
1 No Caps	2	3	6
2 A Variety of Charter Schools Allowed	3	2	6
3 Non-district Authorizers Available	4	3	12
4 Authorizer and Overall Program Accountability System Required	4	3	12
5 Adequate Authorizer Funding	4	2	8
6 Transparent Charter Application, Review, and Decisionmaking Processes	4	4	16
7 Performance-based Charter Contracts Required	4	4	16
8 Comprehensive Charter School Monitoring and Data Collection Processes	4	4	16
9 Clear Processes for Renewal, Nonrenewal, and Revocation Decisions	3	4	12
10 Transparency Regarding Educational Service Providers	2	2	4
11 Fiscally and Legally Autonomous Schools with Independent Charter School Boards	4	3	12
12 Clear Student Enrollment and Lottery Procedures	4	2	8
13 Automatic Exemptions from Many State and District Laws and Regulations	3	3	9
14 Automatic Collective Bargaining Exemption	4	3	12
15 Multischool Charter Contracts and/or Multicharter Contract Boards Allowed	4	2	8
16 Extracurricular and Interscholastic Activities Eligibility and Access	4	1	4
17 Clear Identification of Special Education Responsibilities	3	2	6
18 Equitable Operational Funding and Equal Access to All State and Federal Categorical Funding	1	4	4
19 Equitable Access to Capital Funding and Facilities	1	4	4
20 Access to Relevant Employee Retirement Systems	2	2	4
21 Full-time Virtual Charter School Provisions	0	3	0
TOTAL SCORE			179

242



WEST VIRGINIA

CHARTER SCHOOL LAW ENACTED IN 2019

MODEL LAW STATE RANKINGS

32nd

OUT OF 45

134

TOTAL POINTS

RECOMMENDATIONS

West Virginia's law provides sufficient autonomy and accountability, but it includes a cap that only provides for limited public charter school growth, only allows district authorizers, and doesn't provide any facilities support.

Potential areas for improvement include expanding authorizing options, ensuring equitable access to capital funding and facilities, and lifting the state's cap on charter school growth.

STATE CHARTER SCHOOL OVERVIEW

CHARTER SCHOOL STUDENTS (2018-19 SCHOOL YEAR)

Number of Students N/A

Public School Student Enrollment Share -%

Student Demographics

White -%

Black -%

Hispanic -%

Asian -%

Other -%

FRPL Participation Rate N/A

CHARTER SCHOOLS (2018-19 SCHOOL YEAR)

Number of Schools N/A

Public School Share 0%

School Openings 0

MODEL LAW COMPONENT SCORE

COMPONENT	RATING x WEIGHT		TOTAL
1 No Caps	1	3	3
2 A Variety of Charter Schools Allowed	4	2	8
3 Non-district Authorizers Available	0	3	0
4 Authorizer and Overall Program Accountability System Required	2	3	6
5 Adequate Authorizer Funding	2	2	4
6 Transparent Charter Application, Review, and Decisionmaking Processes	3	4	12
7 Performance-based Charter Contracts Required	3	4	12
8 Comprehensive Charter School Monitoring and Data Collection Processes	3	4	12
9 Clear Processes for Renewal, Nonrenewal, and Revocation Decisions	3	4	12
10 Transparency Regarding Educational Service Providers	3	2	6
11 Fiscally and Legally Autonomous Schools with Independent Charter School Boards	4	3	12
12 Clear Student Enrollment and Lottery Procedures	3	2	6
13 Automatic Exemptions from Many State and District Laws and Regulations	4	3	12
14 Automatic Collective Bargaining Exemption	4	3	12
15 Multischool Charter Contracts and/or Multicharter Contract Boards Allowed	0	2	0
16 Extracurricular and Interscholastic Activities Eligibility and Access	3	1	3
17 Clear Identification of Special Education Responsibilities	1	2	2
18 Equitable Operational Funding and Equal Access to All State and Federal Categorical Funding	1	4	4
19 Equitable Access to Capital Funding and Facilities	0	4	0
20 Access to Relevant Employee Retirement Systems	4	2	8
21 Full-time Virtual Charter School Provisions	0	3	0
TOTAL SCORE			134

243



WISCONSIN

CHARTER SCHOOL LAW ENACTED IN 1993

MODEL LAW STATE RANKINGS

39th

OUT OF 45

109

TOTAL POINTS

RECOMMENDATIONS

Wisconsin's law is largely cap-free, allows multiple authorizing options in all districts, and provides adequate autonomy for public charter schools, but it provides inadequate accountability and inequitable funding to charter schools.

Potential areas for improvement include beefing up the law's application, oversight, and renewal requirements, ensuring equitable operational funding and equitable access to capital funding and facilities, ensuring transparency regarding educational service providers, and strengthening accountability for full-time virtual charter schools.

STATE CHARTER SCHOOL OVERVIEW

CHARTER SCHOOL STUDENTS (2018-19 SCHOOL YEAR)

Number of Students 44,489

Public School Student Enrollment Share 5%

Student Demographics

White 48%

Black 21%

Hispanic 20%

Asian 6%

Other 5%

FRPL Participation Rate 49%

CHARTER SCHOOLS (2018-19 SCHOOL YEAR)

Number of Schools 236

Public School Share 11%

School Openings 11

MODEL LAW COMPONENT SCORE

COMPONENT	RATING x WEIGHT		TOTAL
1 No Caps	3	3	9
2 A Variety of Charter Schools Allowed	4	2	8
3 Non-district Authorizers Available	4	3	12
4 Authorizer and Overall Program Accountability System Required	1	3	3
5 Adequate Authorizer Funding	1	2	2
6 Transparent Charter Application, Review, and Decisionmaking Processes	1	4	4
7 Performance-based Charter Contracts Required	3	4	12
8 Comprehensive Charter School Monitoring and Data Collection Processes	1	4	4
9 Clear Processes for Renewal, Nonrenewal, and Revocation Decisions	1	4	4
10 Transparency Regarding Educational Service Providers	1	2	2
11 Fiscally and Legally Autonomous Schools with Independent Charter School Boards	4	3	12
12 Clear Student Enrollment and Lottery Procedures	4	2	8
13 Automatic Exemptions from Many State and District Laws and Regulations	2	3	6
14 Automatic Collective Bargaining Exemption	2	3	6
15 Multischool Charter Contracts and/or Multicharter Contract Boards Allowed	4	2	8
16 Extracurricular and Interscholastic Activities Eligibility and Access	1	1	1
17 Clear Identification of Special Education Responsibilities	1	2	2
18 Equitable Operational Funding and Equal Access to All State and Federal Categorical Funding	0	4	0
19 Equitable Access to Capital Funding and Facilities	1	4	4
20 Access to Relevant Employee Retirement Systems	1	2	2
21 Full-time Virtual Charter School Provisions	0	3	0
TOTAL SCORE			109

244



WYOMING

CHARTER SCHOOL LAW ENACTED IN 1995

MODEL LAW STATE RANKINGS

42nd

OUT OF 45

87

TOTAL POINTS

RECOMMENDATIONS

While Wyoming's law does not contain a cap on public charter school growth, it allows only district authorizers and provides little autonomy, insufficient accountability, and inequitable funding.

Wyoming's law needs improvement across the board. Potential starting points include expanding authorizing options, beefing up the law in relation to the model law's four quality-control components (Components #6 through #9), increasing operational autonomy, ensuring equitable operational funding and equitable access to capital funding and facilities, ensuring transparency regarding educational service providers, and strengthening accountability for full-time virtual charter schools.

STATE CHARTER SCHOOL OVERVIEW

CHARTER SCHOOL STUDENTS (2018-19 SCHOOL YEAR)

Number of Students 568

Public School Student Enrollment Share 1%

Student Demographics

White 64%

Black 2%

Hispanic 19%

Asian 5%

Other 11%

FRPL Participation Rate 31%

CHARTER SCHOOLS (2018-19 SCHOOL YEAR)

Number of Schools 5

Public School Share 1%

School Openings 0

MODEL LAW COMPONENT SCORE

COMPONENT	RATING x WEIGHT		TOTAL
1 No Caps	4	3	12
2 A Variety of Charter Schools Allowed	4	2	8
3 Non-district Authorizers Available	0	3	0
4 Authorizer and Overall Program Accountability System Required	1	3	3
5 Adequate Authorizer Funding	0	2	0
6 Transparent Charter Application, Review, and Decisionmaking Processes	2	4	8
7 Performance-based Charter Contracts Required	1	4	4
8 Comprehensive Charter School Monitoring and Data Collection Processes	1	4	4
9 Clear Processes for Renewal, Nonrenewal, and Revocation Decisions	2	4	8
10 Transparency Regarding Educational Service Providers	1	2	2
11 Fiscally and Legally Autonomous Schools with Independent Charter School Boards	2	3	6
12 Clear Student Enrollment and Lottery Procedures	2	2	4
13 Automatic Exemptions from Many State and District Laws and Regulations	1	3	3
14 Automatic Collective Bargaining Exemption	4	3	12
15 Multischool Charter Contracts and/or Multicharter Contract Boards Allowed	1	2	2
16 Extracurricular and Interscholastic Activities Eligibility and Access	1	1	1
17 Clear Identification of Special Education Responsibilities	1	2	2
18 Equitable Operational Funding and Equal Access to All State and Federal Categorical Funding	0	4	0
19 Equitable Access to Capital Funding and Facilities	1	4	4
20 Access to Relevant Employee Retirement Systems	2	2	4
21 Full-time Virtual Charter School Provisions	0	3	0
TOTAL SCORE			87

245



APPENDIX A: METHODOLOGICAL DETAILS

This edition of Measuring Up to the Model: A Ranking of State Charter Public School Laws is the eleventh one produced by the National Alliance for Public Charter Schools. In this appendix, we describe in more detail the methodology that we used for the state analyses at the heart of the rankings report. It is divided into the following subsections: Weights, Rubric, and Changes.

WEIGHTS

For our analysis comparing each state's charter school law with the National Alliance for Public Charter Schools' model law, we first weighted each of the model law's 21 essential components with a weight from 1 to 4.

WEIGHTS	ESSENTIAL COMPONENTS
4	
6	Transparent Charter Application, Review, and Decisionmaking Processes
7	Performance-based Charter School Contracts Required
8	Comprehensive Charter School Monitoring and Data Collection Processes
9	Clear Processes for Renewal, Nonrenewal, and Revocation Decisions
18	Equitable Operational Funding and Equal Access to All State and Federal Categorical Funding
19	Equitable Access to Capital Funding and Facilities
3	
1	No Caps
3	Non-district Authorizers Available
4	Authorizer and Overall Program Accountability System Required
11	Fiscally and Legally Autonomous Schools with Independent Charter School Boards
13	Automatic Exemptions from Many State and District Laws and Regulations
14	Automatic Collective Bargaining Exemption
21	Full-time Virtual Charter School Provisions
2	
2	A Variety of Charter Schools Allowed
5	Adequate Authorizer Funding
10	Transparency Regarding Educational Service Providers
12	Clear Student Enrollment and Lottery Procedures
15	Multischool Charter Contracts and/or Multi-charter School Contract Boards Allowed
17	Clear Identification of Special Education Responsibilities
20	Access to Relevant Employee Retirement Systems
1	
16	Extracurricular and Interscholastic Activities Eligibility and Access

RUBRIC

After weighting each of the 21 components, we rated every state on the components on a scale of 0 to 4. We multiplied the rating and the weight to get a score for each component in each state. We then added up the scores for each of the components and came up with an overall score for each state.

For those states that allow full-time virtual charter schools, the highest score possible is 240 for all 21 components. For those states that don't allow full-time virtual charter schools, the highest score possible is 228 for the remaining 20 components. However, we converted these scores to ones that are comparable to the states that allow full-time virtual charter schools. For example, Maryland received 59 out of the 228 points available for the remaining 20 components, or 26 percent. We then multiplied the total points possible for all 21 components (240) by 26 percent to get a score comparable to the other states (62).

The table below shows how we defined the 0 to 4 ratings for each component. "Not applicable" signifies that we did not give that particular numeric rating for that component in any state.

ESSENTIAL COMPONENTS OF THE MODEL CHARTER PUBLIC SCHOOL LAW

1 NO CAPS

Whereby:

- 1A. No numeric or geographic limits are placed on the number of charter schools or students.
- 1B. If caps exist, there is room for growth.

WEIGHT	EVALUATION CRITERIA
0	The state has a cap with no room for growth.
1	The state has a cap with room for limited growth.
2	The state has a cap with room for adequate growth.
3	The state has a cap with room for ample growth OR The state does not have a cap but allows districts to restrict growth. Some districts have done so.
4	The state does not have a cap

2 A VARIETY OF CHARTER SCHOOLS ALLOWED

Including:

- 2A. New start-ups.
- 2B. Public school conversions.

WEIGHT	EVALUATION CRITERIA
0	Not applicable
1	The state only allows public school conversions.
2	Not applicable
3	The state allows new start-ups but not public school conversions.
4	The state allows new start-ups and public school conversions.

3 NON-DISTRICT AUTHORIZERS AVAILABLE

Including:

- 3A. The state allows an applicant anywhere in the state to apply directly to a non-district authorizer(s).

WEIGHT	EVALUATION CRITERIA
0	The state law does not provide applicants with access to a non-district authorizer(s).
1	The state law allows applicants for renewals to appeal district denials but it does not allow applicants for new schools to appeal district denials.
2	The state law allows applicants in some parts of the state to apply directly to a non-district authorizer(s).
3	The state law requires an applicant to apply to a district but allows the applicant to appeal a district denial to a non-district authorizer(s).
4	The state law allows an applicant anywhere in the state to apply directly to a non-district authorizer(s).

4 AUTHORIZER AND OVERALL PROGRAM ACCOUNTABILITY SYSTEM REQUIRE

Including:

- 4A. Registration process for school boards to affirm their interest in authorizing.
- 4B. Application process for other eligible authorizing entities (except a state charter schools commission, a state board of education, a state department of education, a state commissioner of education, or a specifically named entity).
- 4C. Authorizer submission of annual report.
- 4D. The ability for the state to conduct a review of an authorizer's performance.
- 4E. The ability for the state to sanction an authorizer for poor performance.
- 4F. Periodic formal evaluation of overall state charter school program.

WEIGHT	EVALUATION CRITERIA
0	The state law does not include any of the elements of the model law's authorizer and overall program accountability system.
1	The state law includes a small number of the elements of the model law's authorizer and overall program accountability system.
2	The state law includes some of the elements of the model law's authorizer and overall program accountability system.
3	The state law includes many of the elements of the model law's authorizer and overall program accountability system.
4	The state law includes all of the elements of the model law's authorizer and overall program accountability system.

5 ADEQUATE AUTHORIZER FUNDING

Including:

- 5A. A uniform statewide formula that guarantees annual authorizer funding that is not subject to annual legislative appropriations.
- 5B. Requirement to publicly report detailed expenditures.
- 5C. Separate contract for any services purchased from an authorizer by a school.
- 5D. Prohibition on authorizers requiring schools to purchase services from them.

WEIGHT	EVALUATION CRITERIA
0	The state law does not include any of the model law's provisions for adequate authorizer funding.
1	The state law includes a small number of the model law's provisions for adequate authorizer funding.
2	The state law includes some of the model law's provisions for adequate authorizer funding.
3	The state law includes many of the model law's provisions for adequate authorizer funding.
4	The state law includes all of the model law's provisions for adequate authorizer funding.

6 TRANSPARENT CHARTER APPLICATION, REVIEW, AND DECISION-MAKING PROCESSES

Including:

- 6A. Application elements for all schools.
- 6B. Additional application elements specific to conversion schools.
- 6C. Additional application elements specific to using educational service providers.
- 6D. Additional application elements specific to replications.
- 6E. Requirement for thorough evaluation of each application, including an in-person interview and a public meeting.
- 6F. Application approval criteria.
- 6G. All charter school approval or denial decisions made in a public meeting with authorizers stating reasons for denials in writing.

WEIGHT	EVALUATION CRITERIA
0	The state law does not include any of the model law's provisions for transparent charter application, review, and decisionmaking processes.
1	The state law includes a small number of the model law's provisions for transparent charter application, review, and decisionmaking processes.
2	The state law includes some of the model law's provisions for transparent charter application, review, and decisionmaking processes.
3	The state law includes many of the model law's provisions for transparent charter application, review, and decisionmaking processes.
4	The state law includes all of the model law's provisions for transparent charter application, review, and decisionmaking processes.

7 PERFORMANCE-BASED CHARTER SCHOOL CONTRACTS REQUIRED

With such contracts:

- 7A. Being created as a separate document from the application and executed by the charter school and the authorizer.
- 7B. Defining the roles, powers, and responsibilities for the school and its authorizer.
- 7C. Defining academic, financial, and operational performance expectations by which the school will be judged based on a performance framework.
- 7D. Providing an initial term of five operating years.

WEIGHT	EVALUATION CRITERIA
0	The state law does not include any of the model law's provisions for performance-based charter school contracts.
1	The state law includes a small number of the model law's provisions for performance-based charter school contracts.
2	The state law includes some of the model law's provisions for performance-based charter school contracts.
3	The state law includes many of the model law's provisions for performance-based charter school contracts.
4	The state law includes all of the model law's provisions for performance-based charter school contracts.

8 COMPREHENSIVE CHARTER SCHOOL MONITORING AND DATA COLLECTION PROCESSES

Including:

- 8A. Annual school performance reports.
- 8B. Financial accountability for charter schools (e.g., generally accepted accounting principles, independent annual audit reported to authorizer).
- 8C. Authorizer authority to conduct oversight activities.
- 8D. Authorizer notification to its schools of perceived problems, with opportunities to remedy such problems.
- 8E. Authorizer authority to take appropriate corrective actions or exercise sanctions short of revocation.
- 8F. Authorizer may not request duplicative data submission from its charter schools and may not use performance framework to create cumbersome reporting requirements.

WEIGHT	EVALUATION CRITERIA
0	The state law does not include any of the model law's provisions for comprehensive charter school monitoring and data collection processes.
1	The state law includes a small number of the model law's provisions for comprehensive charter school monitoring and data collection processes.
2	The state law includes some of the model law's provisions for comprehensive charter school monitoring and data collection processes.
3	The state law includes many of the model law's provisions for comprehensive charter school monitoring and data collection processes.
4	The state law includes all of the model law's provisions for comprehensive charter school monitoring and data collection processes.

9 CLEAR PROCESSES FOR RENEWAL, NONRENEWAL, AND REVOCATION DECISIONS

Including:

- 9A. Authorizer must issue school performance renewal reports to schools whose charter contract will expire the following year.
- 9B. Schools seeking renewal must apply for it.
- 9C. Authorizers must issue renewal application guidance that provides an opportunity for schools to augment their performance record and discuss improvements and future plans.
- 9D. Ability to have a differentiated process for renewal of high-performing charter schools.
- 9E. Authorizers must use clear criteria for renewal and nonrenewal/revocation.
- 9F. Authorizers must ground renewal decisions based on evidence regarding the school's performance over the term of the charter school contract in accordance with the performance framework set forth in the charter school contract.
- 9G. Requirement that authorizers close chronically low-performing charter schools unless exceptional circumstances exist.
- 9H. Authorizers must have the authority to vary length of charter school contract renewal terms based on performance or other issues.
- 9I. Authorizers must provide charter schools with timely notification of potential revocation or nonrenewal (including reasons) and reasonable time to respond.
- 9J. Authorizers must provide charter schools with due process for nonrenewal and revocation decisions (e.g., public hearing, submission of evidence).
- 9K. All charter renewal, nonrenewal, and revocation decisions must be made in a public meeting, with authorizers stating reasons for nonrenewals and revocations in writing.

- 9L. Authorizers must have school closure protocols to ensure timely parent notification, orderly student and record transitions, and property and asset disposition.
- 9M. Any transfer of charter contracts from one authorizer to another are allowed only if they are approved by the state.

WEIGHT	EVALUATION CRITERIA
0	The state law does not include any of the model law's clear processes for renewal, nonrenewal, and revocation decisions.
1	The state law includes a small number of the model law's clear processes for renewal, nonrenewal, and revocation decisions.
2	The state law includes some of the model law's clear processes for renewal, nonrenewal, and revocation decisions.
3	The state law includes many of the model law's clear processes for renewal, nonrenewal, and revocation decisions.
4	The state law includes all of the model law's clear processes for renewal, nonrenewal, and revocation decisions.

10 TRANSPARENCY REGARDING EDUCATIONAL SERVICE PROVIDERS (ESPS)

Including:

- 10A. All types of educational service providers (both for-profit and nonprofit) are allowed to operate all or parts of schools.
- 10B. The charter application requires (1) performance data for all current and past schools operated by the ESP, and (2) explanation and evidence of the ESP's capacity for successful growth while maintaining quality in existing schools.

- 10C. A performance contract is required between the independent charter school board and the ESP, with such contract approved by the school's authorizer.
- 10D. School governing boards operate as entities completely independent of any ESP, individuals compensated by an ESP are prohibited from serving as voting members on such boards, and existing and potential conflicts of interest between the two entities are required to be disclosed and explained in the charter application.
- 10E. Provides that charter school governing boards must have access to ESP records necessary to oversee the ESP contract.
- 10F. An ESP must annually provide information to its charter school governing board on how that ESP spends public funding it receives when the ESP is performing a public function under applicable state law.
- 10G. Requires that similar criminal history record checks and fingerprinting requirements applicable to other public schools shall also be mandatory for on-site employees of ESPs who regularly come into contact with students.

WEIGHT	EVALUATION CRITERIA
0	The state law does not include any of the model law's provisions for educational service providers.
1	The state law includes a small number of the model law's provisions for educational service providers.
2	The state law includes some of the model law's provisions for educational service providers.
3	The state law includes many of the model law's provisions for educational service providers.
4	The state law includes all of the model law's provisions for educational service providers.

11 FISCALLY AND LEGALLY AUTONOMOUS SCHOOLS WITH INDEPENDENT CHARTER PUBLIC SCHOOL BOARDS

Including:

- 11A. Fiscally autonomous schools (e.g., schools have clear statutory authority to receive and disburse funds; incur debt; and pledge, assign, or encumber assets as collateral).
- 11B. Legally autonomous schools (e.g., schools have clear statutory authority to enter into contracts and leases, sue and be sued in their own names, and acquire real property).
- 11C. Independent school governing boards created specifically to govern their charter schools.

WEIGHT	EVALUATION CRITERIA
0	The state law does not include any of the model law's provisions for fiscally and legally autonomous schools with independent charter school boards.
1	The state law includes a small number of the model law's provisions for fiscally and legally autonomous schools with independent charter school boards.
2	The state law includes some of the model law's provisions for fiscally and legally autonomous schools with independent charter school boards.
3	The state law includes many of the model law's provisions for fiscally and legally autonomous schools with independent charter school boards.
4	The state law includes all of the model law's provisions for fiscally and legally autonomous schools with independent charter school boards.

12 CLEAR STUDENT ENROLLMENT AND LOTTERY PROCEDURES

Including:

- 12A. Open enrollment to any student in the state.
- 12B. Anti-discrimination provisions regarding admissions.
- 12C. Required enrollment preferences for previously enrolled students within conversions and for prior-year students within charter schools.
- 12D. Lottery requirements.

WEIGHT	EVALUATION CRITERIA
0	The state law does not include any of the model law's requirements for student enrollment and lottery procedures.
1	The state law includes a small number of the model law's requirements for student enrollment and lottery procedures.
2	The state law includes some of the model law's requirements for student enrollment and lottery procedures.
3	The state law includes many of the model law's requirements for student enrollment and lottery procedures.
4	The state law includes all of the model law's requirements for student enrollment and lottery procedures.

13 AUTOMATIC EXEMPTIONS FROM MANY STATE AND DISTRICT LAWS AND REGULATIONS

Including:

- 13A. Exemptions from all laws, except those covering health, safety, civil rights, student accountability, employee criminal history checks, open meetings, freedom of information, and generally accepted accounting principles.
- 13B. Exemption from state teacher certification requirements.

WEIGHT	EVALUATION CRITERIA
0	The state law does not provide automatic exemptions from state and district laws and regulations, does not allow schools to apply for exemptions, and requires all of a school's teachers to be certified.
1	The state law allows schools to apply for exemptions from state and district laws and requires all of a school's teachers to be certified. OR The state law does not provide automatic exemptions from many state and district laws and regulations and does not require any of a school's teachers to be certified. OR The state law allows schools to apply for exemptions from state and district laws and requires some of a school's teachers to be certified.
2	There were six variations for how state laws handled 13A and 13B that were included in this cell. ¹¹
3	The state law provides automatic exemptions from many state and district laws and regulations and requires some of a school's teachers to be certified.
4	The state law provides automatic exemptions from many state and district laws and regulations and does not require any of a school's teachers to be certified.

14 AUTOMATIC COLLECTIVE BARGAINING EXEMPTION

Whereby:

- 14A. Charter schools authorized by non-district authorizers are exempt from participation in any outside collective bargaining agreements.
- 14B. Charter schools authorized by district authorizers are exempt from participation in any district collective bargaining agreements.

WEIGHT	EVALUATION CRITERIA
0	The state law requires all charter schools to be part of existing collective bargaining agreements, with no opportunity for exemptions.
1	The state law requires all charter schools to be part of existing collective bargaining agreements, but schools can apply for exemptions. OR The state law requires all charter school staff to be employees of the local school district but exempts the staff from state education employment laws.
2	The state law exempts some schools from existing collective bargaining agreements but not other schools.
3	The state law exempts some schools from existing collective bargaining agreements but not other schools (but allows those not exempted to apply for exemptions).
4	The state law does not require any charter schools to be part of district collective bargaining agreements.

11 | The six variations for how state laws handled 13A and 13B that were included in 2 for Component 13 are: (1) The state law provides automatic exemptions from many state and district laws and regulations and requires all of a school's teachers to be certified. (2) The state law provides automatic exemptions from many state and district laws and regulations, requires all of a school's teachers to be certified for some charter schools, and requires some of a school's teachers to be certified for other charter schools. (3) The state law allows schools to apply for exemptions from state and district laws and requires some of a school's teachers to be certified. (4) The state law allows schools to apply for exemptions from state and district laws, including from certification requirements. (5) The state law provides automatic exemptions from many state and district laws and regulations for some schools but not others and requires all of a school's teachers to be certified but provides exceptions. (6) The state law provides some flexibility from state and district laws and regulations for some schools but less for others and does not require any of a school's teachers to be certified.

15 MULTI-SCHOOL CHARTER CONTRACTS AND/OR MULTI-CHARTER SCHOOL CONTRACT BOARDS ALLOWED

Whereby an independent charter school board may:

- 15A. Oversee multiple schools linked under a single contract with independent fiscal and academic accountability for each school.
- 15B. Hold multiple charter school contracts with independent fiscal and academic accountability for each school.

WEIGHT	EVALUATION CRITERIA
0	The state law prohibits these arrangements.
1	The state law is silent regarding these arrangements.
2	The state law explicitly allows either of these arrangements but does not require each school to be independently accountable for fiscal and academic performance. OR The state law explicitly allows these arrangements for some schools but prohibits them for other schools.
3	The state law allows either of these arrangements but requires only schools authorized by some entities to be independently accountable for fiscal and academic performance. OR The state law allows either of these arrangements for some schools and requires each school to be independently accountable for fiscal and academic performance.
4	The state law explicitly allows either of these arrangements and requires each school to be independently accountable for fiscal and academic performance.

16 EXTRACURRICULAR AND INTERSCHOLASTIC ACTIVITIES ELIGIBILITY AND ACCESS

Whereby:

- 16A. Laws or regulations explicitly state that public school students and employees are eligible to participate in all extracurricular and interscholastic activities available to district public school students and employees.
- 16B. Laws or regulations explicitly allow charter school students in schools not providing extracurricular and interscholastic activities to have access to those activities at district public schools.

WEIGHT	EVALUATION CRITERIA
0	The state law prohibits eligibility and access for some or all charter school students.
1	The state law is silent about charter school eligibility and access.
2	The state law provides either eligibility or access (but not both) for some types of charter schools (but not all).
3	The state law provides both eligibility and access to students but not employees. OR The state law provides either eligibility or access but not both.
4	The state law provides both eligibility and access.

17 CLEAR PROVISIONS REGARDING SPECIAL EDUCATION RESPONSIBILITIES

Including:

- 17A. Clarity regarding which entity is the local education agency (LEA) responsible for providing special education services.
- 17B. Clarity regarding the flow of federal, state, and local special education funds to charter schools.
- 17C. Clarity regarding funding for low-incident, high-cost services for charter schools.
- 17D. Clarity that charter schools have access to all regional and state services and supports available to districts.

WEIGHT	EVALUATION CRITERIA
0	The state law does not include any of the model law's provisions regarding special education responsibilities.
1	The state law contains a small number of the model law's provisions regarding special education responsibilities.
2	The state law contains some of the model law's provisions regarding special education responsibilities.
3	The state law contains many of the model law's provisions regarding special education responsibilities.
4	The state law contains all of the model law's provisions regarding special education responsibilities.

18 EQUITABLE OPERATIONAL FUNDING AND EQUAL ACCESS TO ALL STATE AND FEDERAL CATEGORICAL FUNDING

Including:

- 18A. Equitable operational funding statutorily driven.
- 18B. Equal access to all applicable categorical federal and state funding.
- 18C. Funding for transportation similar to districts.
- 18D. Annual report offering district and charter school funding comparisons and including annual recommendations to the legislature for any needed equity enhancements.

WEIGHT	EVALUATION CRITERIA
0	<p>The state law includes some of the model law's provisions for equitable operational and categorical funding, and evidence demonstrates an equity gap between district and charter school students of greater than 30.0 percent.</p> <p>OR</p> <p>The state law includes a small number or none of the model law's provisions for equitable operational and categorical funding, and there is no evidence of the amount of any equity funding gap between district and charter school students.</p>
1	<p>The state law includes some of the model law's provisions for equitable operational and categorical funding, and evidence demonstrates an equity gap between district and charter school students of between 20.0 percent and 29.9 percent.</p> <p>OR</p> <p>The state law includes some or many of the model law's provisions for equitable operational and categorical funding, and there is no evidence of the amount of any equity funding gap between district and charter school students.</p>
2	The state law includes some of the model law's provisions for equitable operational and categorical funding, and evidence demonstrates an equity gap between district and charter school students of between 10.0 percent and 19.9 percent.
3	The state law includes many of the model law's provisions for equitable operational and categorical funding, and evidence demonstrates an equity gap between district and charter school students of less than 10.0 percent.
4	The state law includes all of the model law's provisions for equitable operational and categorical funding, and evidence demonstrates no equity gap between district and charter school students.

19 EQUITABLE ACCESS TO CAPITAL FUNDING AND FACILITIES

Including:

Facilities Funding

19A. A per-pupil facilities allowance that annually reflects actual average district capital costs.

19B. A state grant program, such as one specific for charter school facilities or equal access to existing state facilities programs available to non-charter public schools.

19C. The inclusion of charter schools in school district mill levy requests regarding facilities.

Access to Public Space

19D. Access to public space, such as:

* A requirement for districts to provide district space or funding to charter schools if the majority of that schools' students reside in that district.

* Right of first refusal to purchase or lease at or below fair market value a closed, unused, or underused public school facility or property.

Access to Financing Tools

19E. Access to financing tools, such as:

* State loan program for charter school facilities.

* Equal access to tax-exempt bonding authorities or allowing charter schools to have their own bonding authority.

* Pledging the moral obligation of the state to help charter schools obtain more favorable bond financing terms.

* The creation and funding of a state charter school debt reserve fund.

* The inclusion of charter schools in school district bonding requests.

* A mechanism to provide credit enhancement for charter school facilities.

WEIGHT	EVALUATION CRITERIA
0	The state law does not include any of the model law's provisions regarding equitable access to capital funding and facilities.
1	The state law includes a small number of the model law's provisions regarding equitable access to capital funding and facilities.
2	The state law includes some of the model law's provisions regarding equitable access to capital funding and facilities.
3	The state law includes many of the model law's provisions regarding equitable access to capital funding and facilities.
4	The state law includes all of the model law's provisions regarding equitable access to capital funding and facilities.

20 ACCESS TO RELEVANT EMPLOYEE RETIREMENT SYSTEMS

Whereby:

20A. Charter schools have access to relevant state retirement systems available to other public schools.

20B. Charter schools have the option, but not the requirement, to participate.

WEIGHT	EVALUATION CRITERIA
0	The state law does not provide access to the relevant employee retirement systems.
1	The state law requires participation in the relevant employee retirement systems for some schools but denies access to these systems for other schools.
2	The state law requires participation in the relevant employee retirement systems.
3	The state law provides some charter schools with the option to participate in the relevant state employee retirement systems but not other schools.
4	The state law provides access to relevant employee retirement systems but does not require participation.

21 FULL-TIME VIRTUAL CHARTER SCHOOL PROVISIONS (IF SUCH SCHOOLS ALLOWED BY STATE)

Including:

- 21A. An authorizing structure whereby full-time virtual charter schools that serve students from more than one district may be approved only by an authorizer with statewide chartering jurisdiction and authority, full-time virtual charter schools that serve students from one school district may be authorized by that school district, and a cap is placed on the total amount of funding that an authorizer may withhold from a full-time virtual charter school.
- 21B. Legally permissible criteria and processes for enrollment based on the existence of supports needed for student success.
- 21C. Enrollment level provisions that establish maximum enrollment levels for each year of a charter school contract, with any increases in enrollment from one year to the next based on whether the school meets its performance requirements.
- 21D. Accountability provisions that include virtual-specific goals regarding student enrollment, attendance, engagement, achievement, truancy, and attrition.
- 21E. Funding levels per student based on costs proposed and justified by the operators.
- 21F. Performance-based funding whereby full-time virtual charter schools are funded via a performance-based funding system.

WEIGHT	EVALUATION CRITERIA
0	The state law does not include any of the model law's provisions related to full-time virtual charter schools.
1	The state law includes a small number of the model law's provisions related to full-time virtual charter schools.
2	The state law includes some of the model law's provisions related to full-time virtual charter schools.
3	The state law includes many of the model law's provisions related to full-time virtual charter schools.
4	The state law includes all of the model law's provisions related to full-time virtual charter schools.



NATIONAL ALLIANCE FOR
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