

INSPIRE Connections Academy  
District 457

2011 Programmatic Operations Audit  
Submitted to the Idaho Public Charter Commission

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

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

Opened: 2004-2005 School Year

School Year Assessed in this Audit: 2011

Authorized by the Idaho Public Charter School Commission

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## Programmatic Operations Audit Participants

Participant	Title & Organization
Jill Hamilton	Board Chairperson INSPIRE Connections Academy
Janet Stout	Superintendent INSPIRE Connections Academy
Donna Hutchison	Vice President, State Relations Connections Education
Claudia Burns	Director, Educational Quality Connections Education
Gerald Chouinard	Principal INSPIRE Connections Academy
Kris Cochran	Assistant Principal/Special Education Manager INSPIRE Connections Academy
Molly O'Malley	Secondary Math Teacher INSPIRE Connections Academy
Marilyn Bowie	Executive Assistant INSPIRE Connections Academy
Stacie Inukai-Center	Program Manager-College of Education University of Phoenix-Idaho Campus
Phil McCluskey	Administrator Mountain Home Junior High School

## **2. Administrative Summary**

INSPIRE Connections Academy is a high-quality virtual public charter school serving students across Idaho since 2005. INSPIRE has made substantial progress in improving student achievement, producing high levels of parent satisfaction, and maintaining financial and managerial viability. The successful INSPIRE virtual school program uses a combination of synchronous (real-time) and asynchronous learning tools to ensure academic mastery by a wide variety of students. Now entering its sixth year of operation, INSPIRE continues to provide high-quality, highly accountable curriculum and instruction to address unique student learning needs.

INSPIRE is a K-12 public charter “school without walls” which combines Idaho-certified teachers, standards-aligned curriculum, unique technology tools, and community experiences to create an individualized alternative to the bricks-and-mortar classroom. Each INSPIRE student has a Personalized Learning Plan and a face-to-face “Learning Coach” – typically a parent or extended family member – working in partnership with the licensed professional teachers to maximize student achievement. INSPIRE students are distributed throughout the state of Idaho, attending their virtual public charter school from home or another supervised location selected by their parents. INSPIRE is accredited by the Northwest Accreditation Commission, or NWAC. Additional information about INSPIRE can be found on the pages of the Charter School Dashboard form.

### **3. Enrollment**

#### **3.1 Attrition statistics and exit interview data**

According to the End of Year 2010- 11 Monthly School Report, 3% of students withdrew prior to engagement and 28% withdrew during the school year. The following information shows reasons for withdrawals:

- Life Change: 24%
- Different/Better School Option: 39%
- Mismatch Academic: 23%
- Mismatch Family Schedule: 8%
- Regulation: 7%
- Deceased: 0%
- No Reason Given: 0%

#### **3.2 Wait list data**

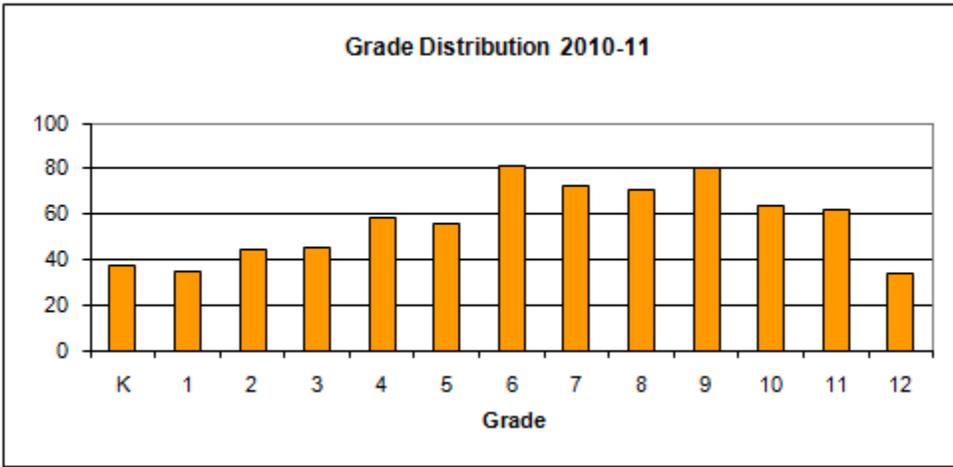
Not applicable. INSPIRE does not currently have a waiting list.

#### **3.3 Student demographics, including ethnicity, English Language Learners, special populations, and free and reduced price lunch.**

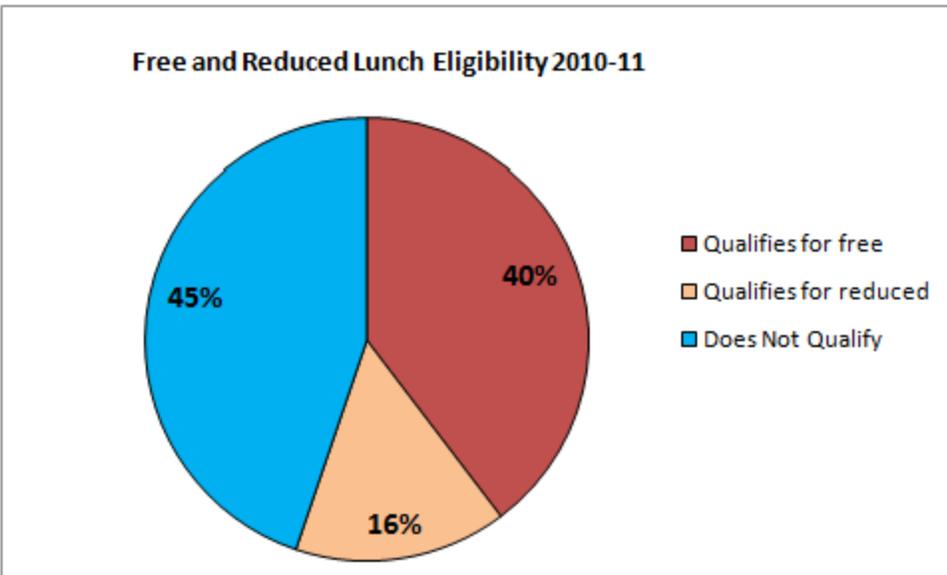
INSPIRE served approximately 750 students in grades K-12 with an anticipated increase in enrollment for 2011-12. The following tables and graphs reveal the various demographics of INSPIRE, including total enrollment by grade, grade distribution, ethnicity, special populations, and percentages that qualify for free and reduced price lunch.

<b>End of Year Enrollment (2010-11)</b>						
	<b>2005-06</b>	<b>2006-07</b>	<b>2007-08</b>	<b>2008-09</b>	<b>2009-10</b>	<b>2010-11</b>
K	12	8	13	13	26	30
1	7	9	6	20	15	21
2	4	7	13	19	24	33
3	5	10	11	18	26	28
4	5	11	21	14	26	35
5	10	10	12	21	30	35
6	10	14	25	19	29	43
7	11	13	17	41	32	44
8	8	15	17	38	40	56
9	13	15	27	63	46	46
10	n/a	7	17	27	39	43
11	n/a	n/a	11	27	32	43
12	n/a	n/a	n/a	11	20	26
<b>Totals</b>	<b>153</b>	<b>198</b>	<b>297</b>	<b>542</b>	<b>655</b>	<b>748</b>

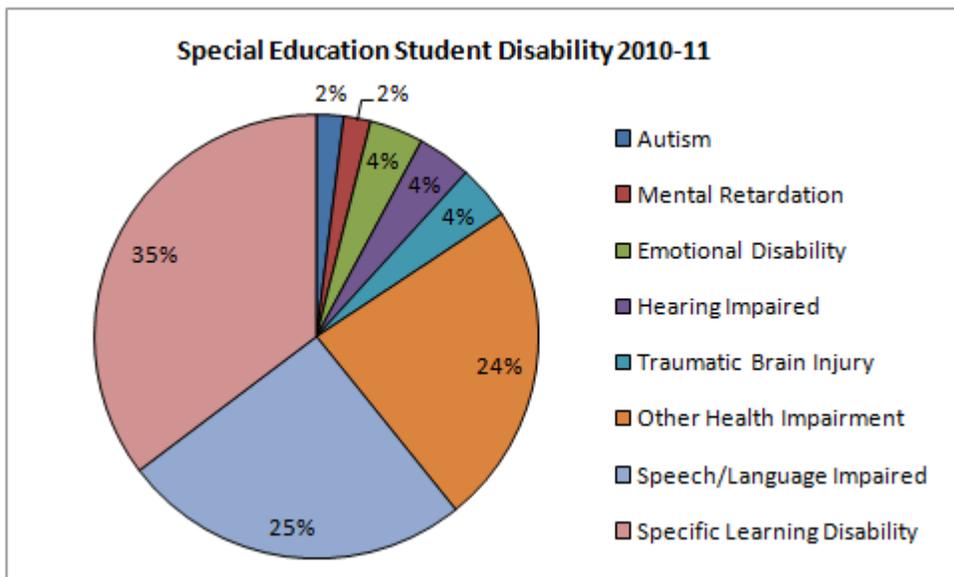
## Grade Distribution



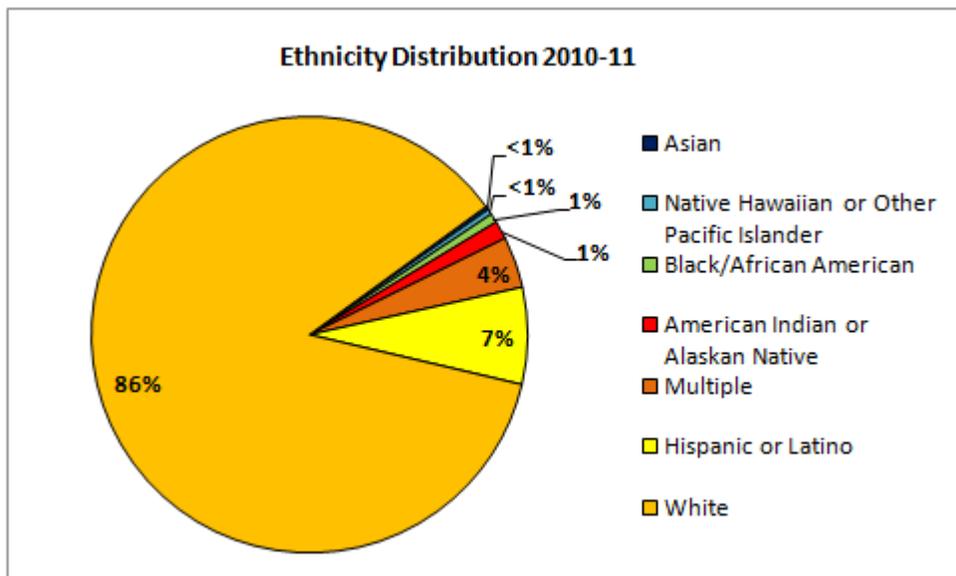
## Free and Reduced Lunch Eligibility



## Special Education Student Disability



## Ethnicity



## 4. Governance

### 4.1 List of school governors and contact information including telephone numbers, postal addresses, and electronic mail addresses

#### INSPIRE BOARD CONTACT LIST

June 2010- June 2011

Dial In Number: (800) 504-8071

Access Code: 671-8935

<p><b>PRESIDENT</b>          Jill Hamilton          1178 E. Cougar Creek Drive          Meridian, ID 83646          Home: (208) 514-1533          Cell: (208) 761-8970          Email: <a href="mailto:FLHJJH24@msn.com">FLHJJH24@msn.com</a>  <b>Term Ending:</b> Annual Meeting 2014  <b>Date of Appointment:</b> July 1, 2008  <b>Class 1</b></p>	<p><b>VICE PRESIDENT</b>          Diana Plane          514 E 3<sup>rd</sup>          Emmett, ID 83617          Home: (208) 365-6285          Email: <a href="mailto:planeandtall@yahoo.com">planeandtall@yahoo.com</a>  <b>Term Ending:</b> Annual Meeting 2014  <b>Date of Appointment:</b> July 27, 2006  <b>Class 1</b></p>
<p><b>TREASURER</b>          Annesa Smith          23002 Whisper Creek Dr          Middleton, ID 83644          Work: (208) 334-7496  <i>(In the office Monday, Wednesday, &amp; Friday)</i>          Cell: (208) 740-0451          Email: <a href="mailto:annesagsmith@keybank.com">annesagsmith@keybank.com</a>  <b>Term Ending:</b> Annual Meeting 2013  <b>Date of Appointment:</b> July 20, 2010  <b>Class 3</b></p>	<p><b>BOARD SECRETARY</b>          Mary Ann Cahill          3097 N. Timberfalls          Meridian, ID 83646          Work: (208) 426-2702          Cell: (208) 841-8099          Email: <a href="mailto:teachread@mac.com">teachread@mac.com</a>  <b>Term Ending:</b> Annual Meeting 2013  <b>Date of Appointment:</b> June 29, 2006  <b>Class 3</b></p>
<p><b>BOARD MEMBER</b>          Anne Gregory          1606 Priest Avenue          Boise, ID 83706          Cell: (208) 409-1989          Email: <a href="mailto:agregory@boisestate.edu">agregory@boisestate.edu</a>  <b>Term Ending:</b> Annual Meeting 2012  <b>Date of Appointment:</b> July 28, 2009  <b>Class 2</b></p>	<p><b>SUPERINTENDENT</b>          Janet Stout          6219 W. York          Boise, ID 83704          Home: (208) 462-3204          Email: <a href="mailto:JStout@connectionseducation.com">JStout@connectionseducation.com</a></p>
<p><b>PRINCIPAL</b>          Gerald Chouinard          600 N. Steelhead Way, Suite 164          Boise, ID 83704          Work: (208) 322-4002 Ext 307          Home: (208) 921-0757          Email:  <a href="mailto:gchouinard@connectionseducation.com">gchouinard@connectionseducation.com</a></p>	<p><b>BOARD COUNSEL</b>          Elaine Eberharter-Maki          Eberharter-Maki &amp; Tappen, PA          818 La Cassia Drive          Boise, ID 83705          Work: (208) 336-8858          Fax: (208) 367-1560          Email: <a href="mailto:eemaki@emtedlaw.com">eemaki@emtedlaw.com</a></p>

<p><b>ATTENDANCE RIGHTS</b>  Kris Cochran  School Administrator  600 N. Steelhead Way, Suite 164  Boise, ID 83704  Work: (208) 322-4002 ext. 302  Email: <a href="mailto:kcochran@connectionseducation.com">kcochran@connectionseducation.com</a></p>	<p><b>ATTENDANCE RIGHTS</b>  Barbara Dreyer  President, Connections Academy  1001 Fleet Street, 5<sup>h</sup> Floor  Baltimore, MD 21202  Work: (443) 529-1218  Fax: (443) 529-1200  Cell: (410) 336-8589  Email: <a href="mailto:bdreyer@connectionseducation.com">bdreyer@connectionseducation.com</a></p>
<p><b>ATTENDANCE RIGHTS</b>  Earl W. Grier, Jr.  Vice President of Schools  Connections Academy  1229 Greiner Street  Lebanon, PA 17042  Work: (717) 277-7299  Work Fax: (717) 796-9019  Cell: (717) 304-2637  Email: <a href="mailto:egrier@connectionseducation.com">egrier@connectionseducation.com</a></p>	<p><b>ATTENDANCE RIGHTS</b>  Donna Hutchison  Vice President of State Relations  Connections Academy  11825 W. Amity Rd.  Boise, ID 83709  Work: (443) 529-1103  Email: <a href="mailto:dhutchison@connectionseducation.com">dhutchison@connectionseducation.com</a></p>
<p><b>ATTENDANCE RIGHTS</b>  Dr. Patricia Hoge  Senior Vice President, Curriculum &amp; Instruction;  Chief Academic Officer, Connections Academy  1001 Fleet Street, 5<sup>th</sup> Floor  Baltimore, MD 21202  Work: (443) 529-1217  Fax: (443) 529-1200  Cell: (202) 725-7498  Email: <a href="mailto:phoge@connectionseducation.com">phoge@connectionseducation.com</a></p>	<p><b>ATTENDANCE RIGHTS</b>  Pat Laystrom  Senior VP State Relations, Connections Academy  1059 Markus Ct.  Lake Zurich, IL 60047  Phone: (847) 726-3937  Cell: (847) 721-8312  Email: <a href="mailto:playstrom@connectionseducation.com">playstrom@connectionseducation.com</a></p>
<p><b>ATTENDANCE RIGHTS</b>  Janet Marhefka  Senior Director of Charter School Services  1001 Fleet Street, 5<sup>th</sup> Floor  Baltimore, MD 21202  Work: (443) 529-1104  Email: <a href="mailto:jmarhefka@connectionseducation.com">jmarhefka@connectionseducation.com</a></p>	<p><b>ATTENDANCE RIGHTS</b>  Ted Ochs  Senior VP of Finance  Connections Education  1001 Fleet Street, 5<sup>th</sup> Floor  Baltimore, MD 21202  Work: (443) 529-1215  Fax: (443) 529-1111  Email: <a href="mailto:tochs@connectionseducation.com">tochs@connectionseducation.com</a></p>
<p><b>ATTENDANCE RIGHTS</b>  Jerry Wilks  Director of Schools  345 Luther St. S.  Salem, OR 97302  Work: (503) 877-8144  Email: <a href="mailto:jwilks@connectionseducation.com">jwilks@connectionseducation.com</a></p>	<p><b>PRIMARY BOARD LIAISON</b>  Megann Wrisley  Board Relations Manager  Connections Academy  1001 Fleet Street, 5<sup>th</sup> Floor  Baltimore, MD 21202  Work: (443) 529-1056  Fax: (443) 529-1111  Email: <a href="mailto:mwrisley@connectionseducation.com">mwrisley@connectionseducation.com</a></p>

<p><b>BOARD LIAISON</b>  Heather Woodward  Senior Manager of Board Relations  Connections Academy  1001 Fleet Street, 5<sup>th</sup> Floor  Baltimore, MD 21202  Work: (443) 529-1098  Fax: (443) 529-1111  Email:  <a href="mailto:hwoodward@connectionseducation.com">hwoodward@connectionseducation.com</a></p>	
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**4.2 Resumes of governors appointed since publication of the previous programmatic operations audit**

No new members were appointed during the 2010-11 school year.

**4.3 Evaluation of board effectiveness, training received and/or needed, understanding of purpose, ability to perpetuate, relationship with administrator**

All INSPIRE Board Members have attended a Board Academy, either this year or in prior years. The invitation and agenda below shows topics covered during the most recent training. The board training is facilitated by an outside consultant who is an expert in board training and aims to provide board members with an understanding of charter schools, with the tools needed for effective governance, and helps the board members understand the board’s mission and purpose. The training also provides board members with information about the CA program offerings, and provides a forum in which the board can foster strong relationships with members from other CA schools’ boards, the Board Relations group, and CA’s Senior Management Team.

The INSPIRE board has an excellent working relationship with INSPIRE Administration, and with Connections Academy overall. Communication about school management is effective. The board, the principal and the CA State Relations and Board Relations teams work together to help recruit and train new board members as needed.



September 1, 2011

Re: Board Academy 2011

Thank you for taking time out of your busy schedule to attend the Board Academy training sessions on Monday, September 26, 2011 and Tuesday, September 27, 2011 in Baltimore, MD. We are looking forward to this training session!

Enclosed are the following:

- Ⓢ Virtual Board Training Sessions DVD.
- Ⓢ Your personal copy of the *Charter School Board University (CSBU) Manual*.
- Ⓢ Draft training agenda.
- Ⓢ Helpful Travel Info.

The Virtual Board Training Sessions are recommended viewing prior to your arrival in Baltimore, and the *Charter School Board University Manual* is suggested as a reference source for reading material. For those of you with a legal structure different from a non-profit corporation (like Nevada Connections Academy), although the materials refer to Boards organized under non-profit law, the training and materials are applicable to your Board as well.

If you have not done so already, please email Brooke your flight itinerary along with the names of any family members who will be joining you. We would be happy to assist your family members in planning activities for the time that you are in training!

If at anytime you have any questions, or need any assistance, please do not hesitate to contact us via telephone or email. Thank you and we look forward to meeting you on the 26<sup>th</sup>!

Warm regards,

Heather Woodward  
Senior Manager of Board Relations  
work (443) 529-1098  
cell (443) 867-2287

Megann Wrisley  
Board Relations Manager  
work (443) 529-1056  
cell (443) 415-2111

Brooke Hurst  
Board Relations Administrator  
work (443) 529-1032

Enclosures



## AGENDA FOR BOARD ACADEMY

DAY 1 – September 26, 2011

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8:00 a.m. – 8:30 a.m.	<b>BREAKFAST</b> on your own at the hotel
8:30 a.m. – 9:30 a.m.	<b>INTRODUCTION</b> Heather Woodward, Senior Manager of Board Relations Megann Wrisley, Board Relations Manager
9:30 a.m. – 10:15 a.m.	<b>CONNEXUS</b> Marc Guerrasio, EVP of Technology and Chief Technology Officer
10:15 a.m. – 10:30 a.m.	<b>BREAK</b>
10:30 a.m. – 11:45 p.m.	<b>EFFECTIVE BOARD GOVERNANCE – The Fundamentals and Non-Profit Responsibilities</b> Mark Cannon, Greater Capacity Consortium
11:45 p.m. – 12:30 p.m.	<b>NETWORKING LUNCH</b>
12:30 p.m. – 1:15 p.m.	<b>FINANCIAL OVERVIEW</b> Ted Ochs, COO and CFO
1:15 p.m. – 1:30 p.m.	<b>BREAK</b>
1:30 p.m. – 2:30 p.m.	<b>BOARD RELATIONS OVERVIEW</b> Heather Woodward, Senior Manager of Board Relations
2:30 p.m. – 2:45 p.m.	<b>BREAK</b>
2:45 p.m. – 4:00 p.m.	<b>EFFECTIVE BOARD GOVERNANCE – Efficient Meeting Management</b> Mark Cannon, Greater Capacity Consortium
4:00 p.m. – 4:15 p.m.	<b>BREAK</b>
4:15 p.m. – 5:30 p.m.	<b>EFFECTIVE BOARD GOVERNANCE – Quality Board Leadership</b> Mark Cannon, Greater Capacity Consortium
5:30 p.m.	<b>RETURN TO HOTEL</b>
6:00 p.m.	<b>MEET CA STAFF IN HOTEL LOBBY TO WALK TO DINNER</b>
6:00 p.m. – 9:00 p.m.	<b>BOARD MEMBER DINNER, CAPITAL GRILLE</b> Barbara Dreyer, President and CEO



## AGENDA FOR BOARD ACADEMY

DAY 2 – September 27, 2011

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7:30 a.m. – 8:00 a.m.	<b>BREAKFAST</b> on your own at the hotel
8:00 a.m. – 9:00 a.m.	<b>CA CURRICULUM, INSTRUCTION &amp; SCHOOL LEADERSHIP</b> Pat Hoge, SVP of Curriculum & Instruction
9:15 a.m. – 10:00 a.m.	<b>TRAVEL TO COLUMBIA OPERATIONS CENTER FOR TOUR</b>
10:00 a.m. – 11:00 a.m.	<b>COLUMBIA OPERATIONS CENTER TOUR – Call Center and Enrollment</b> Deane Turner, SVP of Operations Darci Veins, Executive Director of Support Services
11:00 a.m. – 11:30 a.m.	<b>SNACK/TRAVEL TO ELKRIDGE WAREHOUSE FOR TOUR</b>
11:30 a.m. – 12:30 p.m.	<b>ELKRIDGE WAREHOUSE TOUR</b> Deane Turner, SVP of Operations Bob Pouliot, VP of Operations Bob Luerssen, Senior Director of Supply Chain
12:30 p.m. – 1:15 p.m.	<b>TRAVEL TO BALTIMORE</b>
1:15 p.m. – 2:00 p.m.	<b>NETWORKING LUNCH</b>
2:00 p.m. – 3:30 p.m.	<b>CA OUTREACH AND STUDENT POPULATION</b> Susan Fancher, SVP of Outreach
3:30 p.m. – 3:45 p.m.	<b>BREAK</b>
3:45 p.m. – 4:30 p.m.	<b>Q &amp; A AND CONCLUDING REMARKS</b> Barbara Dreyer, President and CEO Ted Ochs, COO and CFO



**4.4 Policies, including a list of any new policies adopted since publication of the previous programmatic operations audit**

See employee and student handbooks for the most current policies.

## 5. Staff

### 5.1 Professional development completed since publication of the previous programmatic operations audit

See information listed below. Note that most trainings and all Orientations are available as references to staff throughout the year, via the Employee Home Page, the Virtual Library, and/or the Connections Academy Professional Learning Community page.

#### 2010-11 Connections Academy Professional Development Sessions

##### Teacher Talk Tuesday sessions

- August/September: How Can the Curriculum and Instruction Department Help You?
  - How can the Curriculum and Instruction Department Help You? (Aug. 31, 2010)
  - Getting Acquainted with the New English 9 Courses (Sept. 7, 2010)
  - Helping You Teach Math and Science (Sept. 7, 2010)
  - Helping You Teach Language Arts and Social Studies (Sept. 14, 2010)
  - Using Alternative Novel Units in High School English (Sept. 21, 2010)
  - Helping You Teach World Languages, Art, PE, and Music (Sept. 21, 2010)
  - Encouraging Participation in Clubs and Activities (Sept. 28, 2010)
- October: What is SSTAIR?
  - Elementary Math and Language Arts (Oct. 5, 2010)
  - Secondary Math and Language Arts (Oct. 5, 2010)
  - Secondary Math and Language Arts (Oct. 12, 2010)
  - Elementary Math and Language Arts (Oct. 12, 2010)
- October: Inspiration® and Kidspiration®
  - Inspiration for Secondary Language Arts and Social Studies (Oct. 5, 2010)
  - Advanced Kidspiration for Elementary Language Arts and Social Studies (Oct. 19, 2010)
  - Advanced Kidspiration for Elementary Math and Science (Oct. 19, 2010)
  - Advanced Inspiration for Secondary Language Arts and Social Studies (Oct. 26, 2010)
- October: SSTAIR – Identifying Essential Skills and Standards
  - Elementary Math and Language Arts (Oct. 19, 2010)
  - Secondary Math and Language Arts (Oct. 19, 2010)
  - Secondary Math and Language Arts (Oct. 26, 2010)
  - Elementary Math and Language Arts (Oct. 26, 2010)
- November: SSTAIR – Using Assessment Data to Inform Instruction
  - Secondary Math (Nov. 2, 2010)
  - Elementary Math (Nov. 2, 2010)
  - Elementary Language Arts (Nov. 9, 2010)
  - Secondary Language Arts (Nov. 9, 2010)
  - Elementary Math (Nov. 16, 2010)
  - Secondary Math (Nov. 16, 2010)
  - Secondary Language Arts (Nov. 30, 2010)
  - Elementary Language Arts (Nov. 30, 2010)
- November: What is SSTAIR?
  - Secondary Science (Nov. 2, 2010)
  - Secondary World Languages (Nov. 2, 2010)

- Secondary Social Studies (Nov. 9, 2010)
- Secondary Art, PE, and Music (Nov. 9, 2010)
- November/December: LiveLesson® Sessions with All the Trimmings
  - Elementary Math (Nov. 30, 2010)
  - Secondary Math (Nov. 30, 2010)
  - Secondary LA/English (Dec. 14, 2010)
  - Elementary LA (Dec. 14, 2010)
- December: SSTAIR – Where are you?
  - LA/Math Grades 3-8 from ACA, CapoCA, CenCA, CCA, and ColoCA (Dec. 7, 2010)
  - LA/Math Grades 3-8 from FLVS, INCA, INSPIRE, KCA, and MICA (Dec. 7, 2010)
  - LA/Math Grades 3-8 from MTSMCA, NaCA, NCA, and OCA (Dec. 14, 2010)
  - LA/Math Grades 3-8 from JHCA, ORCA, SCCA, TCAH, and WCA (Dec. 14, 2010)
- January, February, and March: SSTAIR Intervention Resources
  - SkillsTutor (Jan. 11, 2011)
  - Kidspiration (Jan. 11, 2011)
  - Inspiration (Jan. 18, 2011)
  - Discovery Education™ streaming (Jan. 18, 2011)
  - Grolier Online® (Jan. 18, 2011)
  - EBSCOhost databases (Jan. 25, 2011)
  - BrainPOP® (Jan. 25, 2011)
  - BrainPOP Jr. ® (Jan. 25, 2011)
  - Gizmos™ (Feb. 1, 2011)
  - SAS® Curriculum Pathways® (Feb. 1, 2011)
  - DimensionL® (Feb. 1, 2011)
  - DimensionM® (Feb. 8, 2011)
  - First in Math (Feb. 8, 2011)
  - Hotmath.com (Feb. 8, 2011)
  - Free.Ed.gov (Feb. 15, 2011)
  - MediaChalk™ for 6-8 Social Studies (February 2011)
  - MediaChalk™ for K-5 Language Arts (February 2011)
  - MediaChalk™ for 6-8 Language Arts (February 2011)
  - MediaChalk™ for K-5 Math (February 2011)
  - MediaChalk™ for 6-8 Math (February 2011)
  - MediaChalk™ for K-5 Social Studies and Science (February 2011)
  - MediaChalk™ for K-8 World Languages (March 2011)
  - MediaChalk™ for 6-8 Science (March 2011)
- March and April: SSTAIR Focus on Response
  - All high school teachers (March 2011)
  - All elementary school teachers (March 2011)
  - All middle school teachers (March 2011)
- May: What's New for 2011-2012?
  - All high school teachers (May 2011)
  - All elementary and middle school teachers (May 2011)

#### Field Trip Fridays and Introductions to Software

- The Professional Learning Community (PLC) (October 2010)
- Using Inspiration and Kidspiration in LiveLesson® Sessions (October 2010)

- Shared Content with SharePoint (October 2010)
- What is EBSCO? (October 2010)
- DimensionM® and DimensionL® (October 2010)
- Digital Story Telling with MediaChalk™ (November 2010)
- Using SkillsTutor to Support Students (November 2010)
- Using SharePoint for Language Arts and Social Studies (December 2010)
- Using SharePoint for Math and Science (December 2010)
- Using SharePoint for Special Areas (December 2010)
- First in Math (January 2011)
- Study Island for Beginners (January 2011)
- Digital Story Telling with MediaChalk™ (January 2011)
- MediaChalk™ for K-8 Beginners (February 2011)

#### Supplemental Instructional Support Programs (SISP)

- SISP Overview (September 2010)

#### Earning Professional Development Hours (PD Hours)

- Earning PD Hours through Connections Academy and the American Public University (September 2010)

#### Study Island

- Study Island Representatives (September 2010)
- Study Island Representatives (October 2010)

#### DIBELS Training for Kindergarten Teachers

- DIBELS Meeting (September 2010)

#### PACE Teachers

- August/September
  - PACE Tracking Sheet
- October
  - SSTAIR: Identifying Essential Skills and Standards

In addition to the Connections Academy provided Professional Development listed above, INSPIRE staff attended the professional development sessions listed below.

Eight of twenty-one current staff members have completed course work that has contributed to post grad professional development. The combined course work consists of a total of twenty-eight course among the staff member between the years of 2008 and 2011.

The course work has taken place at the following five institutions:

- Boise State University
- Connections Academy (online)
- Northwest Counselors Association
- Northwest Nazarene University

- University of Idaho

The following table shows the course work taken by Inspire staff.

Name of employee:	Date of course work:	Professional development course title:	School or Provider
Ryan Cantrell	Summer 2011	Special Education Law EDUC7576-01	Northwest Nazarene University
Ryan Cantrell	Summer 2011	IEP's and Transitions EDUC7549-01	Northwest Nazarene University
Ryan Cantrell	Summer 2011	Research, Theory, Intervention and Reading Differentiation EDUC7540-01	Northwest Nazarene University
Ryan Cantrell	Summer 2011	Assistive Technology with the Exceptional Child EDUC7573-1L	Northwest Nazarene University
Ryan Cantrell	Fall 2011	Statistical Application for Educators EDUC7531-02	Northwest Nazarene University
Ryan Cantrell	Fall 2011	Action Research For Educators EDUC7518-02	Northwest Nazarene University
Sandi Goggin	Oct. 7-8 2010	Counselors as Life Savers	Northwest Counselors Association
Emily M. Hoadley	Fall 2010	Classroom management and behavior- graduate (3)	Northwest Nazarene University
Emily M. Hoadley	Fall 2010	Cultural Diversity-graduate (3)	Northwest Nazarene University
Emily M. Hoadley	Spring 2011	Statistical Methods-graduate (3)	Northwest Nazarene University
Emily M. Hoadley	Spring 2011	Action Research for Educators- graduate (3)	Northwest Nazarene University
Emily M. Hoadley	Summer 2011	Teachers as Leaders-graduate (3)	Northwest Nazarene University
Emily M. Hoadley	Summer 2011	Instructional models-graduate (3)	Northwest Nazarene University
Emily M. Hoadley	Fall 2011	Teaching Students who	Northwest Nazarene

		Struggle- graduate (3)	University
Emily M. Hoadley	Fall 2011	Seminar-Action Research- graduate (1)	Northwest Nazarene University
Emily M. Hoadley	Fall 2011	Advanced Teaching- graduate (3)	Northwest Nazarene University
Katherine Holmquist	October 6 & 7 2011	Education History 55101 Main Currents of the 20th Century (for 1 credit)	Northwest Nazarene University
Taylor Nelson	October 19, 2010	SSTAIR (Skills and Standards, Assessment, Intervention, Response): Identifying Essential Skills and Standards	Connections Academy
Taylor Nelson	November 9, 2010	SSTAIR (Skills and Standards, Assessment, Intervention, Response): Focus on Assessment	Connections Academy
Taylor Nelson	December 14, 2010	LiveLesson Sessions with all the Trimmings	Connections Academy
Andrew Lunt	7/6/2010	Writing Memoir (EdCi 505-81).	University of Idaho
Andrew Lunt	10/7/2010	Graduate Professional Development History 553 Teacher Education 553	Boise State University
Andrew Lunt	10/7/2011	Graduate Professional Development History 553	Boise State University
Molly O'Malley	Spring 2010	EDIN 5364 IDLA for At-Risk Students	Northwest Nazarene University
Molly O'Malley	Fall 2010	ED 550.0776 Action Research to Increase ISAT Scores	Northwest Nazarene University
Beverly Wood	6/28/2010-7-2/2010	Inquiry Institute	Boise State University

**5.2 Proof of Certification for staff hired since publication of the previous programmatic operations audit**

See certification information on the following pages.

**RENEWAL REQUIREMENTS**

All Idaho Education Credentials must be renewed. Application for renewal must be made on forms supplied by the Idaho State Department of Education. Applications may be made anytime during the year in which the credential expires. Credentials shall be renewed by forwarding a completed application form and fee. Application forms are available on our website, [www.sde.idaho.gov/site/teacher\\_certification](http://www.sde.idaho.gov/site/teacher_certification).

All certificated personnel will be required to complete at least six (6) semester credit hours (or 9 quarter credit hours) within the 5-year validity period of the credential being renewed. The validity period is stated on the bottom left corner of the credential. Credits taken for renewal must be educationally related to the professional development of the applicant.

At least three (3) semester credit hours must be taken for university or college credit. Inservice hours may be used for up to three (3) of the six (6) semester credit hours required for certificate renewal. Fifteen (15) contact hours are equivalent to one inservice hour. District-approved inservice must be verified on a properly signed B-7 Verification of Completion of Equivalent Inservice form.

You are not required to submit verification of the six (6) renewal credits with the renewal application; however, the State will be auditing a minimum of 10 percent of teachers annually. You may receive a letter requesting official transcripts and the verification of equivalent inservice. If you are unable to provide the requested documentation, your certificate will not be renewed. Submitting a fraudulent application for certification is grounds for discipline.

NOTE: If you have been issued a three-year Idaho Interim Certificate, you will need to meet the requirements listed on the evaluation that was sent with your credential. Those requirements are also listed in the deficiency area on your credential. You will not need to meet the six (6) semester credit hour recent credit requirement if you were issued an Idaho Interim Certificate.

Action of the State Board of Education and/or the Idaho Legislature may result in additional coursework and/or testing being required to renew an Idaho Educational Credential. Please contact the Teacher Certification Office or go to our website for details.

CERTIFICATION REQUIREMENTS ARE SUBJECT TO CHANGE. THE CERTIFIED PROFESSIONAL IS RESPONSIBLE FOR BEING KNOWLEDGEABLE ABOUT CURRENT AND REVISED REGULATIONS.

**IDAHO EDUCATION CREDENTIAL**

**DENISE S. ALLEN**

has fulfilled requirements of State law and the State Board of Education and is issued the following certificates and endorsements.

**IDAHO INTERIM EDUCATION CERTIFICATE  
(3-Year Non-renewable)**

**STANDARD ELEMENTARY: ALL SUBJECTS K-8**

**Deficiencies for Standard Idaho Certification:  
NEED TO COMPLETE THE IDAHO COMPREHENSIVE LITERACY COURSE OR  
PASS THE IDAHO COMPREHENSIVE LITERACY ASSESSMENT.**

Valid 09/01/2011-09/01/2014  
Issued 07/12/2011



  
State Superintendent of Public Instruction

## RENEWAL REQUIREMENTS

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All certificated personnel will be required to complete at least six (6) semester credit hours (or 9 quarter credit hours) within the 5-year validity period of the credential being renewed. The validity period is stated on the bottom left corner of the credential. Credits taken for renewal must be educationally related to the professional development of the applicant.

At least three (3) semester credit hours must be taken for university or college credit. Inservice hours may be used for up to three (3) of the six (6) semester credit hours required for certificate renewal. Fifteen (15) contact hours are equivalent to one inservice hour. District-approved inservice must be verified on a properly signed B-7 Verification of Completion of Equivalent Inservice form.

You are **not** required to submit verification of the six (6) renewal credits with the renewal application; however, the State will be auditing a minimum of 10 percent of teachers annually. You may receive a letter requesting official transcripts and the verification of equivalent inservice. If you are unable to provide the requested documentation, your certificate will not be renewed. Submitting a fraudulent application for certification is grounds for discipline.

**NOTE:** If you have been issued a three-year Idaho Interim Certificate, you will need to meet the requirements listed on the evaluation that was sent with your credential. Those requirements are also listed in the deficiency area on your credential. You will **not** need to meet the six (6) semester credit hour recent credit requirement if you were issued an Idaho Interim Certificate.

Action of the State Board of Education and/or the Idaho Legislature may result in additional coursework and/or testing being required to renew an Idaho Educational Credential. Please contact the Teacher Certification Office or go to our website for details.

CERTIFICATION REQUIREMENTS ARE SUBJECT TO CHANGE. THE CERTIFIED PROFESSIONAL IS RESPONSIBLE FOR BEING KNOWLEDGEABLE ABOUT CURRENT AND REVISED REGULATIONS.

## IDAHO EDUCATION CREDENTIAL

RYAN W. CANTRELL

has fulfilled requirements of State law and the State Board of Education  
and is issued the following certificates and endorsements.

Standard Elementary  
All Subjects K/8  
Standard Exceptional Child  
Generalist K/12

Valid 09/01/2010-09/01/2015  
Issued 07/14/2010



A handwritten signature in black ink, appearing to read "CANTRELL", is written over a horizontal line.

State Superintendent of Public Instruction

## RENEWAL REQUIREMENTS

All Idaho Education Credentials must be renewed. Application for renewal must be made on forms supplied by the Idaho State Department of Education. Applications may be made anytime during the year in which the credential expires. Credentials shall be renewed by forwarding a completed application form and fee. Application forms are available on our website, [www.sde.idaho.gov/site/teacher\\_certification](http://www.sde.idaho.gov/site/teacher_certification).

All certificated personnel will be required to complete at least six (6) semester credit hours (or 9 quarter credit hours) **within the 5-year validity period of the credential being renewed.** The validity period is stated on the bottom left corner of the credential. Credits taken for renewal must be educationally related to the professional development of the applicant.

At least three (3) semester credit hours must be taken for university or college credit. Inservice hours may be used for up to three (3) of the six (6) semester credit hours required for certificate renewal. Fifteen (15) contact hours are equivalent to one inservice hour. District-approved inservice must be verified on a properly signed B-7 Verification of Completion of Equivalent Inservice form.

You are **not** required to submit verification of the six (6) renewal credits with the renewal application; however, the State will be auditing a minimum of 10 percent of teachers annually. You may receive a letter requesting official transcripts and the verification of equivalent inservice. If you are unable to provide the requested documentation, your certificate will not be renewed. Submitting a fraudulent application for certification is grounds for discipline.

**NOTE:** If you have been issued a three-year Idaho Interim Certificate, you will need to meet the requirements listed on the evaluation that was sent with your credential. Those requirements are also listed in the deficiency area on your credential. You will **not** need to meet the six (6) semester credit hour recent credit requirement if you were issued an Idaho Interim Certificate.

Action of the State Board of Education and/or the Idaho Legislature may result in additional coursework and/or testing being required to renew an Idaho Educational Credential. Please contact the Teacher Certification Office or go to our website for details.

CERTIFICATION REQUIREMENTS ARE SUBJECT TO CHANGE. THE CERTIFIED PROFESSIONAL IS RESPONSIBLE FOR BEING KNOWLEDGEABLE ABOUT CURRENT AND REVISED REGULATIONS.

## IDAHO EDUCATION CREDENTIAL

NICOLE E. HACKMAN

has fulfilled requirements of State law and the State Board of Education  
and is issued the following certificates and endorsements.

Standard Elementary  
All Subjects K/8  
Psychology (through 9th)

Duplicate

Valid 09/01/2009-09/01/2014  
Issued 08/15/2011



A handwritten signature in black ink, appearing to read "Tommy", written over a horizontal line.

State Superintendent of Public Instruction

## RENEWAL REQUIREMENTS

All Idaho Education Credentials must be renewed. Application for renewal must be made on forms supplied by the Idaho State Department of Education. Applications may be made anytime during the year in which the credential expires. Credentials shall be renewed by forwarding a completed application form and fee. Application forms are available on our website, [www.sde.idaho.gov/site/teacher\\_certification](http://www.sde.idaho.gov/site/teacher_certification).

All certificated personnel will be required to complete at least six (6) semester credit hours (or 9 quarter credit hours) within the 5-year validity period of the credential being renewed. The validity period is stated on the bottom left corner of the credential. Credits taken for renewal must be educationally related to the professional development of the applicant.

At least three (3) semester credit hours must be taken for university or college credit. Inservice hours may be used for up to three (3) of the six (6) semester credit hours required for certificate renewal. Fifteen (15) contact hours are equivalent to one inservice hour. District-approved inservice must be verified on a properly signed B-7 Verification of Completion of Equivalent Inservice form.

You are not required to submit verification of the six (6) renewal credits with the renewal application; however, the State will be auditing a minimum of 10 percent of teachers annually. You may receive a letter requesting official transcripts and the verification of equivalent inservice. If you are unable to provide the requested documentation, your certificate will not be renewed. Submitting a fraudulent application for certification is grounds for discipline.

**NOTE:** If you have been issued a three-year Idaho Interim Certificate, you will need to meet the requirements listed on the evaluation that was sent with your credential. Those requirements are also listed in the deficiency area on your credential. You will not need to meet the six (6) semester credit hour recent credit requirement if you were issued an Idaho Interim Certificate.

Action of the State Board of Education and/or the Idaho Legislature may result in additional coursework and/or testing being required to renew an Idaho Educational Credential. Please contact the Teacher Certification Office or go to our website for details.

CERTIFICATION REQUIREMENTS ARE SUBJECT TO CHANGE. THE CERTIFIED PROFESSIONAL IS RESPONSIBLE FOR BEING KNOWLEDGEABLE ABOUT CURRENT AND REVISED REGULATIONS.

## IDAHO EDUCATION CREDENTIAL

KATHERINE ALLISON HOLMQUIST

has fulfilled requirements of State law and the State Board of Education and is issued the following certificates and endorsements.

IDAHO INTERIM EDUCATION CERTIFICATE  
(3-Year Non-renewable)

STANDARD ELEMENTARY: ALL SUBJECTS K-8

Deficiencies for Standard Idaho Certification:  
NEED TO TEACH IN GRADES K-8 IN IDAHO FOR 2 FULL YEARS UNDER  
A MENTOR TEACHER. FOR ADDITIONAL REQUIREMENTS, PLEASE SEE:  
[WWW.SDE.IDAHO.GOV/SITE/TEACHER\\_CERTIFICATION/ALT\\_ROUTES.HTM](http://WWW.SDE.IDAHO.GOV/SITE/TEACHER_CERTIFICATION/ALT_ROUTES.HTM)

Valid 09/01/2009-09/01/2012  
Issued 12/14/2009



  
State Superintendent of Public Instruction

## RENEWAL REQUIREMENTS

All Idaho Education Credentials must be renewed. Application for renewal must be made on forms supplied by the Idaho State Department of Education. Applications may be made anytime during the year in which the credential expires. Credentials shall be renewed by forwarding a completed application form and fee. Application forms are available on our website, [www.sde.idaho.gov/site/teacher\\_certification](http://www.sde.idaho.gov/site/teacher_certification).

All certificated personnel will be required to complete at least six (6) semester credit hours (or 9 quarter credit hours) within the 5-year validity period of the credential being renewed. The validity period is stated on the bottom left corner of the credential. Credits taken for renewal must be educationally related to the professional development of the applicant.

At least three (3) semester credit hours must be taken for university or college credit. Inservice hours may be used for up to three (3) of the six (6) semester credit hours required for certificate renewal. Fifteen (15) contact hours are equivalent to one inservice hour. District-approved inservice must be verified on a properly signed B-7 Verification of Completion of Equivalent Inservice form.

You are not required to submit verification of the six (6) renewal credits with the renewal application; however, the State will be auditing a minimum of 10 percent of teachers annually. You may receive a letter requesting official transcripts and the verification of equivalent inservice. If you are unable to provide the requested documentation, your certificate will not be renewed. Submitting a fraudulent application for certification is grounds for discipline.

**NOTE:** If you have been issued a three-year Idaho Interim Certificate, you will need to meet the requirements listed on the evaluation that was sent with your credential. Those requirements are also listed in the deficiency area on your credential. You will not need to meet the six (6) semester credit hour recent credit requirement if you were issued an Idaho Interim Certificate.

Action of the State Board of Education and/or the Idaho Legislature may result in additional coursework and/or testing being required to renew an Idaho Educational Credential. Please contact the Teacher Certification Office or go to our website for details.

CERTIFICATION REQUIREMENTS ARE SUBJECT TO CHANGE. THE CERTIFIED PROFESSIONAL IS RESPONSIBLE FOR BEING KNOWLEDGEABLE ABOUT CURRENT AND REVISED REGULATIONS.

## **IDAHO EDUCATION CREDENTIAL**

**SUSAN WHIPPLE**

has fulfilled requirements of State law and the State Board of Education  
and is issued the following certificates and endorsements.

Standard Secondary  
Political Science 6/12  
History 6/12  
Social Studies 6/12  
English 6/12

Valid 09/01/2009-09/01/2014  
Issued 07/07/2009



  
State Superintendent of Public Instruction

### **5.3 Attrition statistics and exit interview data**

During the 2010-2011 school year, two teachers left INSPIRE, one leaving to spend time raising her children, and one a result of a move out of state and life change.

Faculty 2010-11 SY (#FTE): 12.5

Teachers who left during 2010-2011 SY: 2

Faculty Attrition Rate for reason other than life change/retirement: 0 %

### **5.4 Administrator(s) name(s) and contact information**

Janet Stout, Superintendent

6219 W. York

Boise, ID 83704

Home: (208) 462-3204

Email: [JStout@connectionseducation.com](mailto:JStout@connectionseducation.com)

Gerald Chouinard, Principal

600 N. Steelhead Way, Bldg. 3, Suite 164

Boise, ID 83704

Work: (208) 322-4002 ext. 307

Email: [gchouinard@connectionseducation.com](mailto:gchouinard@connectionseducation.com)

Kris Cochran, Assistant Principal

600 N. Steelhead Way, Bldg. 3, Suite 164

Boise, ID 83704

Work: (208) 322-4002 ext. 302

Email: [kcochran@connectionseducation.com](mailto:kcochran@connectionseducation.com)

## **6. Facilities Update**

In August of 2009 we moved our office to 600 N. Steelhead Way, Bldg. 3, Suite 164, Boise, ID, 83704. The new facility is larger and allows for growth in enrollment and the addition of new teachers. It has a reception area to accommodate visits from parents and is more conducive to our needs. We are beginning our third year at the current facility.

## 7. Finances

### 7.1 Balance sheet with year-end actuals

See following pages.

**INSPIRE Academics  
BALANCE SHEET  
Preliminary Unaudited  
June 30, 2011**

**ASSETS:**

Balance @ 6/30/2011	\$ 79,444.57
Sweep Debit	-
Cash On Hand (Cash Advances)	400.00
<b>Book Cash</b>	<b>79,844.57</b>
10-11 Accounts Receivable	128,741.05
Additional MOE funding receivable	139,543.00
SED Allowance	9,738.00
Title I receivable	19,926.59
IDEA-B receivable	13,723.09
Title II receivable	4,601.64
Ed Jobs receivable	1,694.62
	<u>317,967.99</u>
Prepaid Health Insurance	14,804.60
Prepaid Rent	2,684.66
Deposits - Security Deposit	2,800.00
Furniture and Equipment	36,801.70
Leasehold Improvements	8,552.05
Accumulated Depreciation	(26,300.90)
<b>Total Fixed Assets</b>	<b>19,052.85</b>
<b>Total Assets</b>	<b>\$ 437,154.67</b>

**LIABILITIES:**

Due to Connections Academy June Invoice	\$ 284,197.67
Payroll liability	118,058.53
<b>Total Liabilities:</b>	<b>402,256.20</b>
<b>School Fund Balance</b>	<b>34,898.46</b>
<b>Total Liabilities and Fund Balance</b>	<b>\$ 437,154.67</b>

**INSPIRE Academics - 2010-2011**  
**Preliminary Unaudited**  
**Revenue and Expense Statement**

	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Total	Budget		
	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept	Oct	Nov	2010-2011	2010-2011 Revised		
<b>INSPIRE Academics</b>																					
<b>2010-2011</b>																					
<b>Average Enrolled Students (ADM)</b>																					
<b>Paid FTE Students (MS)</b>																					
<b>Revenue</b>																					
State M&O Funding	19,307.00	30,116.00	36,519.33	36,519.33	36,519.33	105,600.00	109,076.65	239,599.00	235,046.62	346,774.94	346,011.22	159,847.64	2,428,877.61	2,428,877.61	2,428,877.61	2,428,877.61	2,428,877.61	2,428,877.61	2,428,877.61	2,428,877.61	
State M&O for Special Ed	-	133.14	1,944.35	1,914.70	1,993.03	1,348.44	1,014.53	1,638.39	1,695.46	1,034.27	1,691.12	590.97	15,904.79	15,904.79	15,904.79	15,904.79	15,904.79	15,904.79	15,904.79	15,904.79	15,904.79
Prior Year Revenue	475.00	-	-	-	237.66	-	-	-	-	-	-	-	750.66	750.66	750.66	750.66	750.66	750.66	750.66	750.66	750.66
State Transportation Funding	2,340.00	31,350.78	29,100.03	29,100.03	31,001.39	15,001.24	20,101.10	27,200.86	26,123.55	27,144.50	27,274.12	19,709.33	268,790.05	268,790.05	268,790.05	268,790.05	268,790.05	268,790.05	268,790.05	268,790.05	
School	475.00	31,081.09	30,230.22	30,230.22	31,042.50	15,171.56	20,178.57	26,878.22	26,275.63	27,055.71	27,079.47	19,020.94	271,470.05	271,470.05	271,470.05	271,470.05	271,470.05	271,470.05	271,470.05	271,470.05	
ICTL Grant	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
State Technology Grant	-	-	-	-	-	500.00	175.00	-	-	-	-	-	-	-	-	-	-	670.00	-	670.00	
Lobby	-	-	-	-	-	-	41,574.02	-	31,012.22	-	-	33,720.56	-	100,324.00	-	-	-	100,324.00	-	100,324.00	
Federal EdJobs Funding	2,000.00	-	-	-	-	1,500.00	-	-	-	1,500.00	-	-	-	5,000.00	-	-	-	5,000.00	-	5,000.00	
ICTL Donor Colleague Sub Grant	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Federal State Stabilization Funding	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Federal Title Funds - Title I	-	-	-	-	-	10,903.19	-	-	21,374.30	-	-	43,582.33	74,800.00	74,800.00	74,800.00	74,800.00	74,800.00	74,800.00	74,800.00	74,800.00	
ABRA Title I Funds	-	-	-	-	-	2,361.00	-	-	8,008.41	-	-	12,689.21	2,261.00	2,261.00	2,261.00	2,261.00	2,261.00	2,261.00	2,261.00	2,261.00	
Federal Title Funds - Title II-A	-	-	-	-	-	5,303.30	-	-	20,443.12	-	-	34,417.38	70,031.00	70,031.00	70,031.00	70,031.00	70,031.00	70,031.00	70,031.00	70,031.00	
Federal Title Funds Vot (Special Ed)	-	-	-	-	-	-	-	-	-	-	-	-	139,540.00	139,540.00	139,540.00	139,540.00	139,540.00	139,540.00	139,540.00	139,540.00	
Additional State Funding - MOE Distribution	-	-	-	-	-	-	-	-	-	-	-	-	9,730.00	9,730.00	9,730.00	9,730.00	9,730.00	9,730.00	9,730.00	9,730.00	
STD Allowance	-	-	-	-	-	-	-	-	-	-	-	-	374.05	374.05	374.05	374.05	374.05	374.05	374.05	374.05	
Lobby Reading Initiative	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Dis 457 G/T Grant	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Classroom Supplies Initiative	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Textbook Purchase Initiative	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
CA7 Remediation Initiative	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Federal Dissemination Grant	-	-	-	-	-	675.53	-	-	4,000.00	-	-	-	4,000.00	4,000.00	4,000.00	4,000.00	4,000.00	4,000.00	4,000.00	4,000.00	
EdRate	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Contract Services to CA	1,335.00	1,520.00	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	4,800.00	-	4,800.00	
CA Contribution - Incentive Compensation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2,651.35	-	2,651.35	
Prison Contributions	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2,850.00	-	2,850.00	
Char Income	-	-	-	-	-	-	100,000.00	-	-	-	-	-	-	-	-	-	-	100,000.00	-	100,000.00	
Internet Income	26.20	178.27	206.05	197.20	171.44	152.19	304.02	91.27	71.64	33.46	4,047.16	20,971.09	25,106.75	25,106.75	25,106.75	25,106.75	25,106.75	25,106.75	25,106.75	25,106.75	
School	3,356.30	1,683.27	6,344.85	197.20	752.24	31,303.19	10,326.04	91.27	87,064.77	2,823.30	44,032.12	286,194.27	507,270.56	507,270.56	507,270.56	507,270.56	507,270.56	507,270.56	507,270.56	507,270.56	
<b>Total Revenue</b>	<b>3,031.30</b>	<b>23,379.36</b>	<b>300,711.07</b>	<b>297,729.22</b>	<b>331,394.74</b>	<b>224,096.95</b>	<b>465,119.51</b>	<b>266,687.29</b>	<b>350,648.40</b>	<b>272,484.89</b>	<b>300,296.59</b>	<b>475,402.71</b>	<b>3,381,968.61</b>								
<b>Expense</b>																					
Salaries - Administration	7,911.97	10,964.41	25,763.20	15,000.20	15,744.21	16,555.30	16,032.92	17,102.92	16,055.92	17,128.92	16,729.92	36,449.15	231,707.94	231,707.94	231,707.94	231,707.94	231,707.94	231,707.94	231,707.94	231,707.94	
Benefits - Administration	3,214.10	3,251.06	(24,444)	32.00	3,095.92	3,900.94	4,420.94	4,607.26	3,627.75	4,506.26	4,607.26	4,052.01	42,603.74	42,603.74	42,603.74	42,603.74	42,603.74	42,603.74	42,603.74	42,603.74	
Fees - Administration	982.02	2,975.31	335.43	4,310.01	675.10	2,029.92	-	4,837.24	4,555.81	4,053.02	3,765.81	4,807.42	35,260.59	35,260.59	35,260.59	35,260.59	35,260.59	35,260.59	35,260.59	35,260.59	
Travel - Administration	(134.23)	1,413.14	1,860.27	1,396.61	1,393.70	1,309.62	1,168.40	1,426.43	1,200.95	1,252.07	1,315.03	2,297.15	16,201.81	16,201.81	16,201.81	16,201.81	16,201.81	16,201.81	16,201.81	16,201.81	
School Administration	12,057.74	26,579.92	27,017.46	21,520.03	20,793.00	31,394.70	22,422.25	27,433.65	26,240.43	26,944.17	24,088.42	48,108.24	316,125.99	316,125.99	316,125.99	316,125.99	316,125.99	316,125.99	316,125.99	316,125.99	
Salaries - Teachers	14,716.64	19,305.68	61,332.54	42,629.62	44,712.25	44,820.75	44,111.61	43,902.25	45,016.01	43,076.00	45,016.00	113,576.05	503,510.05	503,510.05	503,510.05	503,510.05	503,510.05	503,510.05	503,510.05	503,510.05	
Benefits - Teachers	1,019.05	2,091.77	(561.35)	74.68	7,221.00	10,516.76	10,312.52	9,489.80	8,448.75	10,514.84	9,489.80	23,641.42	102,120.02	102,120.02	102,120.02	102,120.02	102,120.02	102,120.02	102,120.02	102,120.02	
Fees - Teachers	1,970.03	1,264.19	402.68	6,302.22	948.45	7,201.35	-	6,900.62	6,555.92	5,032.25	5,032.25	11,008.32	53,753.20	53,753.20	53,753.20	53,753.20	53,753.20	53,753.20	53,753.20	53,753.20	
Travel - Teachers	1,684.10	1,105.07	4,571.97	3,030.08	3,018.01	3,242.44	2,226.26	3,328.94	3,303.81	3,184.00	3,068.01	8,243.21	40,591.58	40,591.58	40,591.58	40,591.58	40,591.58	40,591.58	40,591.58	40,591.58	
School Teachers	20,770.20	23,844.31	63,025.84	51,935.59	55,986.42	77,029.30	57,453.62	62,601.10	63,419.50	62,413.39	61,553.69	153,507.94	790,811.45	790,811.45	790,811.45	790,811.45	790,811.45	790,811.45	790,811.45	790,811.45	

**INSPIRE Academics - 2010-2011**  
**Preliminary Unaudited**  
**Revenue and Expense Statement**

	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Total	Budget	
	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept	Oct	2010-2011	2010-2011 Revised	
<b>INSPIRE Academics</b>																			
<b>2010-2011</b>																			
<b>Total Compensation Expense</b>	31,218.44	50,421.23	83,643.30	73,467.42	76,079.42	108,454.08	79,075.87	90,114.52	89,029.93	90,351.56	86,425.11	203,044.53	60,524.50	70,520.37	65,000.00	65,000.00	1,074,935.44	1,069,982.52	
Educational Resource Center	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Direct Course Materials Support	-	768.41	7,807.07	7,312.77	7,017.60	4,903.84	7,678.52	7,169.63	7,170.25	7,263.76	7,923.01	2,544.14	68,211.50	70,520.37	65,000.00	65,000.00	68,211.50	70,520.37	
Short Term Substitute Teaching Services	-	-	8,096.76	8,524.44	10,091.00	6,643.26	7,168.40	9,011.70	9,215.19	8,946.40	8,003.27	-	-	-	-	-	-	-	
School Curriculum Supplies	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Student Technology Assistance	-	717.77	816.67	738.09	779.70	505.56	779.70	738.09	686.11	722.22	759.33	(10,000.00)	-	-	-	-	-	-	
IT Printing Fee	-	3,334.90	35,028.99	31,437.54	28,062.52	25,625.09	31,824.63	30,327.79	30,327.79	31,921.99	33,252.19	9,824.42	-	-	-	-	-	-	
Software - Student and SIS	-	-	-	-	-	4412.20	(161.70)	-	4,003.50	1.50	1.50	472.50	-	-	-	-	-	-	
Hardware/Software - Employees	-	3,621.04	31,033.67	34,351.39	37,224.67	21,665.95	36,536.30	34,136.31	34,104.52	36,074.41	37,895.38	12,114.98	-	-	-	-	-	-	
Fees and Instructional Materials	-	118.33	1,342.50	1,134.17	1,183.33	789.17	1,183.33	1,134.17	1,680.83	1,116.67	1,172.50	(4,000.00)	-	-	-	-	-	-	
Facility Support Services	-	8,726.20	91,916.80	83,858.71	76,087.12	54,085.83	84,177.70	79,568.89	84,177.70	80,268.67	81,268.67	25,253.33	-	-	-	-	-	-	
Community Outreach	-	111.11	1,166.67	1,655.56	1,111.11	722.22	1,111.11	1,055.56	1,055.56	1,111.11	1,166.67	333.33	-	-	-	-	-	-	
Technical Support and Repairs	-	905.25	9,508.42	8,207.82	9,306.67	5,916.48	9,302.50	9,288.33	8,189.17	9,348.33	8,242.50	4,603.33	-	-	-	-	-	-	
Curriculum Postage	-	205.79	2,012.26	2,258.62	2,402.59	1,796.48	2,746.23	2,698.02	2,698.02	2,746.23	2,801.65	822.88	-	-	-	-	-	-	
Enrollment and Records Management	-	434.52	4,564.94	4,122.16	2,761.50	2,721.94	4,161.11	3,920.06	3,920.06	4,161.11	4,269.17	1,246.33	-	-	-	-	-	-	
Human Resource Support	-	294.84	3,105.25	2,818.42	2,893.23	1,922.92	2,893.23	2,818.42	2,622.08	2,791.67	2,818.42	(12.50)	-	-	-	-	-	-	
Accounting and Regulatory Reporting	-	301.75	3,168.47	2,626.61	3,102.22	1,972.16	3,175.50	2,789.44	2,789.44	2,789.44	2,947.50	1,620.12	-	-	-	-	-	-	
<b>Total Enrollment/Unit Based Fees</b>	-	18,973.99	207,649.58	189,108.03	186,386.25	131,728.18	192,686.85	184,102.30	187,894.18	192,473.05	200,431.58	50,867.81	-	-	-	-	1,750,396.71	1,751,965.99	
<b>Financing Fee</b>	37.13	323.22	4,207.86	4,425.76	4,038.45	3,340.44	5,127.45	4,084.10	4,827.80	4,062.25	4,102.49	44,252.61	-	-	-	-	-	-	
Marketing Services	34.75	215.48	3,082.34	2,957.17	3,292.30	2,228.86	3,483.30	2,689.40	3,385.20	2,708.16	2,788.22	2,928.41	-	-	-	-	-	-	
Special Education Support/Insurance	61.88	338.70	7,513.09	7,392.93	6,238.76	5,687.41	6,578.41	6,073.50	6,131.00	6,779.41	6,975.81	10,884.59	-	-	-	-	-	-	
School Administration	160.88	1,405.62	14,524.94	19,231.63	21,394.97	14,475.26	22,218.66	17,351.10	21,333.81	17,621.66	18,124.10	28,247.93	-	-	-	-	-	-	
Special Education - Outside Services	-	133.14	1,844.25	1,814.78	1,983.03	1,248.44	2,298.23	1,626.29	2,248.58	1,624.27	1,684.13	25,088.25	-	-	-	-	-	-	
<b>Total Revenue Based Fees</b>	284.63	2,611.16	36,404.77	35,823.27	38,854.51	26,828.51	62,395.88	32,334.38	59,028.40	32,778.16	33,734.85	81,466.70	-	-	-	-	444,304.22	425,589.44	
<b>Office Supplies</b>	652.26	892.41	1,025.47	606.55	265.47	1,039.88	421.27	527.46	454.92	464.81	94.89	2,271.59	-	-	-	-	-	-	
Copying/Reproduction	248.43	169.70	188.29	258.07	168.00	168.70	488.72	-	488.72	-	488.72	1,046.36	-	-	-	-	-	-	
Phone Building	-	-	-	-	168.00	-	-	-	-	-	-	-	-	-	-	-	-	-	
Office Postage	635.00	287.50	594.95	600.00	1,288.03	1,836.82	751.52	929.92	825.43	625.43	632.00	444.98	-	-	-	-	-	-	
Student Testing & Assessment	45.00	(40.00)	1,560.38	-	-	1,013.33	-	275.25	-	291.25	-	1,110.46	-	-	-	-	-	-	
Staff Training / Prof. Develop.	116.28	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Travel and Conferences	79.07	2,007.86	3,700.35	386.00	2,511.57	2,005.43	1,111.00	1,129.61	(924.09)	3,021.11	684.80	1,246.62	-	-	-	-	-	-	
Maintenance and Repair	35.99	35.99	188.25	35.99	35.99	35.99	250.00	88.93	(35.99)	-	-	-	-	-	-	-	-	-	
High-Speed Internet	50.35	50.35	50.35	50.35	50.35	50.35	50.35	50.35	50.35	50.35	50.35	50.35	-	-	-	-	-	-	
IT Payment Substantiation	-	705.47	7,409.91	-	-	10,188.42	-	17,746.65	56.85	56.85	56.85	16,094.98	-	-	-	-	-	-	
Phone	485.15	546.86	592.42	522.11	787.10	598.77	682.17	562.05	612.82	445.01	879.26	1,221.75	-	-	-	-	-	-	
Rent	-	2,547.00	2,547.00	2,547.00	2,547.00	2,547.00	2,547.00	2,547.00	2,547.00	2,547.00	2,547.00	2,684.66	-	-	-	-	-	-	
Rent Operating Expense	116.49	116.49	116.49	116.49	116.49	116.49	116.49	116.49	116.49	116.49	116.49	116.49	-	-	-	-	-	-	
MAT Credit Card Expense	999.40	-	476.88	1,684.57	(1,483.20)	(1,789.27)	1,949.01	(1,949.01)	2,873.51	2,503.00	(174.97)	(5,282.54)	-	-	-	-	-	-	
Contract School Staff	-	-	61.16	-	365.60	1,201.20	-	-	-	-	-	-	-	-	-	-	-	-	
Holidays	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
<b>Total Pass-Through Expenses</b>	3,371.72	7,678.71	17,707.71	6,817.93	6,612.40	9,774.51	16,321.52	4,713.03	27,241.27	8,762.89	13,026.77	28,932.67	-	-	-	-	151,888.33	163,228.96	

**INSPIRE Academics - 2010-2011**  
**Preliminary Unaudited**  
**Revenue and Expense Statement**

	INSPIRE Academics 2010-2011												Total 2010-2011	Budget 2010-2011 Revised		
	Actual July	Actual August	Actual Sept	Actual Oct	Actual Nov	Actual Dec	Actual Jan	Actual Feb	Actual Mar	Actual Apr	Actual May	Actual June				
<b>Operating Expenses</b>																
Banking fees	135.62	154.66	137.95	130.07	137.43	167.92	197.51	203.42	280.16	681.79	306.00	175.53	3,052.94	3,052.94		
Board Expense	870.52	*	*	*	144.16	12.84	*	*	*	*	*	1,076.99	1,076.99	2,112.51	1,076.99	
Financial Audit	69.14	69.14	69.14	69.14	69.14	69.14	194.14	*	*	*	*	*	936.98	936.98	936.98	
Accreditation and Counseling	*	*	*	*	538.07	*	*	*	*	*	*	*	538.07	538.07	780.07	
Insurance (D&O and WC)	1,025.00	*	1,272.00	73.14	1,192.00	*	*	926.00	*	375.16	*	826.00	5,476.14	5,476.14	5,476.14	
Student Activities	*	*	5.78	*	768.07	(754.25)	*	150.61	(125.00)	*	*	610.75	1,051.62	410.07	410.07	
Graduation	*	*	0.00	*	*	*	*	*	*	*	*	*	1,564.69	3,320.00	3,320.00	
Dues	1,000.00	*	1,503.29	*	2,475.75	25.00	*	80.04	25.00	170.00	*	3,454.00	8,113.00	5,329.00	5,329.00	
Expensed Equipment	*	*	0.00	*	*	*	*	5,013.00	*	*	1,025.61	469.19	6,502.80	6,032.61	6,032.61	
Legal	*	293.70	2,466.90	1,142.31	467.64	1,670.16	327.00	233.00	*	203.00	1,631.40	1,110.98	10,056.69	9,825.71	9,825.71	
Other Expense	*	*	*	750.00	*	*	*	*	*	(2,100.00)	961.00	25.99	(420.01)	9,377.00	9,377.00	
<b>Total Other School Expenses</b>	<b>3,176.48</b>	<b>568.20</b>	<b>5,465.86</b>	<b>2,176.46</b>	<b>14,714.06</b>	<b>1,228.91</b>	<b>709.25</b>	<b>6,024.07</b>	<b>280.16</b>	<b>(568.25)</b>	<b>4,963.89</b>	<b>8,498.12</b>	<b>48,256.51</b>	<b>48,256.51</b>	<b>53,432.86</b>	
<b>Other Expenses</b>																
Discretionary Service Credit										(110,000.00)	(120,000.00)	99,000.00	(31,000.00)	(31,000.00)	(31,000.00)	
Discretionary Technology Credit	*	(465.90)	(6,574.50)	326.09	(32,202.69)	368.00	4,794.60	736.00	(360.00)	5,900.00	*	*	(27,416.00)	(27,416.00)	(27,416.00)	
Credit for Special Ed Director	(5,700.49)	(2,028.07)	*	*	(32,202.69)	*	*	*	*	*	*	*	(8,256.57)	(8,256.57)	(8,256.57)	
<b>Total Adjustments and Credits</b>	<b>(5,700.49)</b>	<b>(3,234.97)</b>	<b>(6,574.50)</b>	<b>326.09</b>	<b>(32,202.69)</b>	<b>368.00</b>	<b>4,794.60</b>	<b>736.00</b>	<b>(360.00)</b>	<b>(104,020.00)</b>	<b>(120,000.00)</b>	<b>99,000.00</b>	<b>(166,974.57)</b>	<b>(166,974.57)</b>	<b>(352,974.57)</b>	
<b>Total Program Expense Before Depreciation</b>	<b>20,351.77</b>	<b>76,953.62</b>	<b>254,315.92</b>	<b>207,803.21</b>	<b>391,962.95</b>	<b>274,413.20</b>	<b>256,673.20</b>	<b>318,846.03</b>	<b>314,625.95</b>	<b>219,978.61</b>	<b>218,294.20</b>	<b>400,412.92</b>	<b>3,201,906.64</b>	<b>3,201,906.64</b>	<b>3,110,227.63</b>	
Depreciation Expense	581.21	581.21	581.21	581.21	581.21	581.21	581.21	581.21	581.21	581.21	581.21	581.21	6,974.51	6,974.51	6,974.51	
<b>Total Program Expense Including Depreciation</b>	<b>20,932.98</b>	<b>77,534.83</b>	<b>254,897.13</b>	<b>208,384.42</b>	<b>392,544.15</b>	<b>274,994.41</b>	<b>257,254.41</b>	<b>319,427.23</b>	<b>315,207.15</b>	<b>220,559.82</b>	<b>218,875.41</b>	<b>400,994.13</b>	<b>3,208,881.15</b>	<b>3,208,881.15</b>	<b>3,117,202.13</b>	
Net																
Beginning fund balance	(38,181.69)	(54,131.46)	(46,184.07)	(10,651.89)	38,047.59	(54,697.46)	107,865.02	(20,758.94)	(14,576.75)	51,924.28	61,344.18	(5,291.42)	(6,912.54)	(6,912.54)	(12,248.95)	
Ending fund balance	41,811.08	42,422.07	(88,686.13)	(99,258.03)	(68,418.44)	(115,107.90)	(7,442.89)	(28,201.03)	(72,779.58)	(30,024.30)	48,498.88	34,898.46	41,811.08	41,811.08	62,982.89	
<b>Total</b>	<b>11,729.40</b>	<b>(11,709.39)</b>	<b>(143,872.05)</b>	<b>(107,476.06)</b>	<b>(30,370.85)</b>	<b>(48,742.44)</b>	<b>(1,442.89)</b>	<b>(28,201.03)</b>	<b>(72,779.58)</b>	<b>(10,100.02)</b>	<b>99,843.06</b>	<b>29,606.92</b>	<b>34,898.46</b>	<b>34,898.46</b>	<b>50,733.94</b>	

## **7.2 Budget for the upcoming school year**

See following pages.

## INSPIRE Academics - 2011-2012 Budget Revenue and Expense Statement

	Budget 2011-2012	5/31/2011 Forecast 2010-2011
Average Enrolled Students (ADM)	632	541
Paid FTE Students (ADA)	600	514
<b>Revenue</b>		
<b>Pupil Funding</b>		
State M&O Funding	2,513,393	2,398,935
State M&O for Special Ed	15,243	15,788
Prior Year Revenue	0	751
State Transportation Funding	306,953	263,590
Subtotal	2,835,589	2,679,064
<b>Grants and Other Income</b>		
Lottery	0	679
Federal Edu.Jobs Funding	0	108,326
ETL Data Collection Sub Grant	0	5,000
Federal Title Funds - Title I	87,300	74,853
ARRA, Title I Funds	0	2,251
Federal Title Funds - Title II-A	30,500	26,171
Federal Title Funds VI-B (Special Ed)	98,024	76,031
Categorical Funding (SED, IRI, TPI, ISAT, Dist. 457)	17,200	14,913
E-Rate	5,771	2,651
Contract Services to CA	0	2,850
CA Contribution- Incentive Compensation	0	6,136
Private Contributions	0	100,000
Other Income	0	4,216
Interest Income	2,160	1,493
Subtotal	240,955	425,590
<b>Total Revenue</b>	<b>3,076,544</b>	<b>3,104,653</b>
<b>Expenses</b>		
<b>Compensation Expense</b>		
Salaries - Administration	238,230	221,770
Benefits - Administration	42,881	42,618
Pension - Administration	25,014	34,368
Taxes - Administration	18,225	16,372
Subtotal Administration	324,350	315,128
Salaries - Teachers	675,935	558,322
Benefits - Teachers	115,571	102,222
Pension - Teachers	70,973	52,753
Taxes - Teachers	51,709	40,560
Subtotal Teachers	914,189	753,857
<b>Total Compensation Expense</b>	<b>1,238,539</b>	<b>1,068,986</b>
<b>Enrollment/Unit Based Fees</b>		
Educational Resource Center	79,579	68,212
Direct Course Instruction Support	0	79,136
School Curriculum Supplies	7,982	6,500
Student Technology Assistance	334,529	287,316
ISP Processing Fee	14,816	12,772
Software - Student and SIS	378,947	324,817
Hardware/Software - Employees	12,159	10,050
Texts and Instructional Materials	879,651	757,600
Facility Support Services	10,000	10,000
Community Outreach	0	0
Technical Support and Repairs	94,737	81,204
Curriculum Postage	28,845	24,717
Enrollment and Records Management	43,705	37,450
Human Resources Support	30,397	25,125
Accounting and Regulatory Reporting	31,579	27,068
<b>Total Enrollment/Unit Based Fees</b>	<b>1,948,325</b>	<b>1,751,966</b>

**INSPIRE Academics - 2011-2012 Budget**  
**Revenue and Expense Statement**

<b>Revenue Based Fees</b>	Financing Fee	44,417	43,535
	Marketing Services	29,611	29,024
	Special Education Support/Insurance	74,028	72,559
	School Administration	192,473	188,653
	Special Education - Outside Services	113,267	91,819
	<b>Total Revenue Based Fees</b>	<b>453,795</b>	<b>425,590</b>
<b>Pass-Through Expenses</b>	Office Supplies	9,000	7,426
	Copiers/Reproduction	3,000	2,493
	Team Building	500	160
	Office Postage	8,200	6,923
	Student Testing & Assessment	30,000	28,000
	Staff Recruiting	3,500	3,140
	Staff Training / Prof. Dvlpmt.	5,000	4,301
	Travel and Conferences	22,000	14,169
	Maintenance and Repair	800	700
	High Speed Internet	900	733
	ISP Payment Reimbursement	59,927	51,366
	Phone	9,500	7,732
	Rent	34,385	28,445
	Rent Operating Expense	1,680	801
	M&T Credit Card Suspense	0	5,207
	Contract School Staff	2,000	1,632
<b>Total Pass-Through Expenses</b>	<b>190,391</b>	<b>163,229</b>	
<b>Other School Expenses</b>	Banking fees	3,200	3,054
	Board Expense	3,000	1,036
	Financial Audit	11,000	9,564
	Accreditation and Consulting	1,000	780
	Insurance (D&O and WC)	5,500	5,476
	Student Activities	1,000	411
	Graduation	4,464	3,520
	Dues	5,500	5,359
	Expensed Equipment	5,000	6,034
	Legal	10,000	8,926
	Other Curriculum	0	9,273
<b>Total Other School Expenses</b>	<b>49,664</b>	<b>53,432</b>	
<b>CA Credits</b>	Discretionary Service Credit	(720,000)	(317,000)
	Discretionary Technology Credit	(50,179)	(27,416)
	Credit for Special Ed Director	0	(8,559)
<b>Total Adjustments and Credits</b>	<b>(770,179)</b>	<b>(352,975)</b>	
<b>Total Program Expenses Before Depreciation</b>	<b>3,109,135</b>	<b>3,110,228</b>	
Depreciation Expense	7,500	6,975	
<b>Total Program Expenses Including Depreciation</b>	<b>3,116,635</b>	<b>3,117,202</b>	
<b>Net</b>	<b>(40,091)</b>	<b>(12,549)</b>	
Beginning fund balance	50,233	62,782	
Ending fund balance	10,142	50,233	

## 8. Educational Program

### 8.1 Evidence of alignment of curriculum with Educational Thoroughness Standards

#### Success in Meeting Charter Goals

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

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

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

***Results:*** INSPIRE **exceeded this goal** in 2010-11, as documented by the year’s final results. As of the June 2011 Monthly School Report presented to the INSPIRE Board of Directors, the average ratings were:

Attendance = 100% (111% of goal)

Participation = 97% (121% of goal)

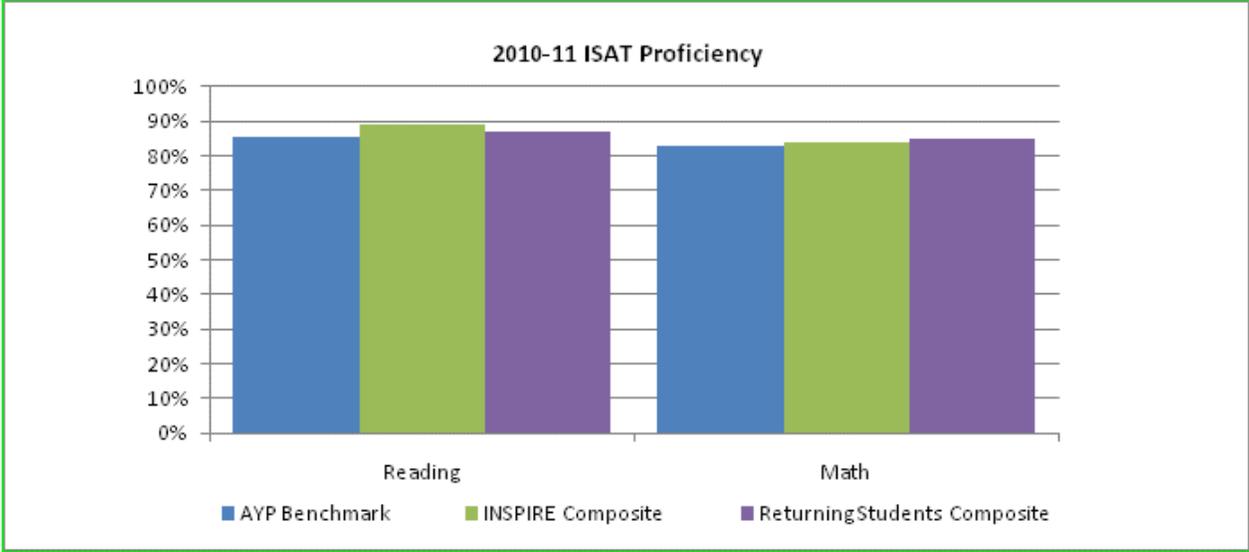
Performance = 84% (112% of goal)

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

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

***Results:*** INSPIRE **met this goal** in 2010-11. As shown in the chart below, INSPIRE students:

- In composite, **exceeded the 2010-11 statewide benchmark targets** by achieving a Reading Proficiency composite score of 89% compared to the AYP benchmark of 85.6% Proficiency,
- In composite, **exceeded the 2010-11 statewide benchmark targets** by achieving an 84% Math Proficiency compared to the AYP benchmark of 83.0% Proficiency.
- In composite, INSPIRE’s returning students from the previous year (2009-10) **exceeded the statewide benchmark targets for Reading and Math.**



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

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

**Results:** INSPIRE met this goal in 2010-11. The average post-test scores on LEAP Reading across all grade levels was well over the 75% minimum, with the overall Reading score at 91%. LEAP Math scores show 85% Satisfactory Progress overall.

Grade	Reading Satisfactory Progress %
1	94.1%
2	96.3%
3	100.0%
4	83.9%
5	86.2%
6	83.3%
7	91.7%
8	95.0%
<b>Overall</b>	<b>90.7%</b>

Grade	Math Satisfactory Progress %
K	100.0%
1	94.1%
2	93.1%
3	95.7%
4	77.4%
5	86.2%
6	78.0%
7	71.4%
8	80.5%
<b>Overall</b>	<b>84.7%</b>

**Objective 4 – Parent Satisfaction:** INSPIRE will achieve an overall Parent Satisfaction score of at least 4 out of 5 each year, based on a third-party, independent Parent Satisfaction Survey.

**Background:** Each year, INSPIRE parents participate in a comprehensive Parent Satisfaction Survey administered over the Internet by an independent research firm. For 2010--11, the survey was administered by Leo J. Shapiro Associates and had a response rate of 68.4% among INSPIRE parents.

**Results:** INSPIRE **met this goal** in 2010-11, with an overall weighted Parent Satisfaction score of 4.4 out of 5. A total of 91.1% gave the school a grade of A or B. See parent satisfaction survey in section 10.1: Parental Satisfaction Survey Data.

Parent Grades for INSPIRE	
A	55.5%
B	35.6%
A +B	91.1%
C	6.0%
D	2.5%

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

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

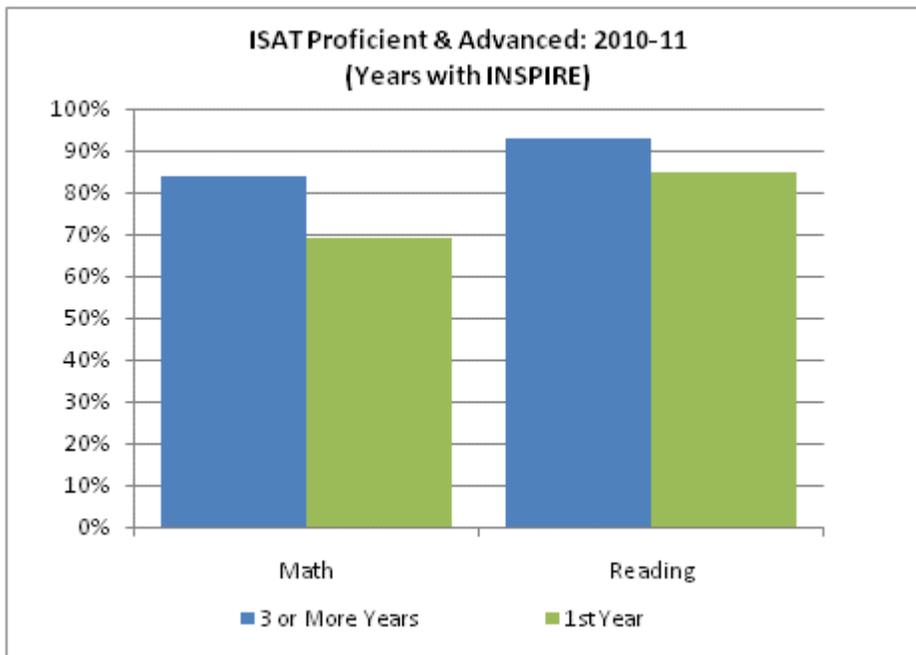
**Results:** INSPIRE **met this goal** in 2010-11. The school ended the year with 12.5 FTE INSPIRE teachers on staff, all of whom were Highly Qualified. No teachers left for other jobs in Idaho or due to dissatisfaction with their employment at INSPIRE.

On the Parent Satisfaction Survey, 94.7% of INSPIRE parents said they were satisfied or very satisfied with the helpfulness of their child’s teacher.

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

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

**Results:** INSPIRE **met this goal** in 2010-11. Now that the school is entering its sixth year of operation, it is possible for students to have been enrolled for three or more years. In Math, 22% more students enrolled at INSPIRE for at least three years were Proficient or Advanced compared to students in their first year at INSPIRE. In Reading, 10% more students enrolled for at least three years scored Proficient or Advanced compared to new students at INSPIRE in 2010-11. As demonstrated in the graph below, students who started with Inspire in 2008-2009 or earlier scored at least 10% higher on the ISAT than students who enrolled in subsequent years.



## 8.2 Implementation of educational philosophy as described by the charter

INSPIRE is a virtual charter school that serves students in grades K-12 throughout Idaho.

INSPIRE will maximize academic achievement for students who need an alternative to the traditional classroom.

INSPIRE selected for its core program the Connections Academy virtual public school curriculum, instructional model, and technology that continues to help Idaho students be successful in their education.

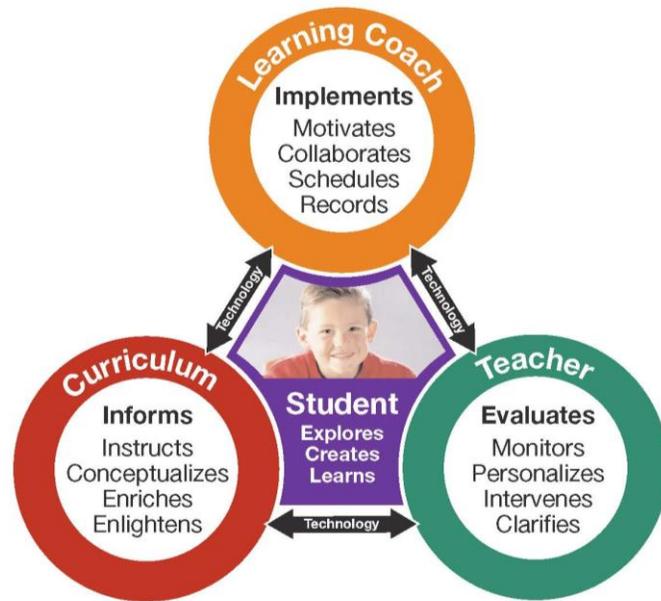
Working under the guidance of certified, highly qualified teachers with whom they interact via telephone, email, and groupware following a Personalized Learning Plan, INSPIRE students engage in a rigorous, Idaho Achievement Standards-aligned curriculum that is rich in print, enhanced by technology, and tailored to their learning needs.

Each INSPIRE student has a learning coach, typically a parent, who works daily with the student face-to-face following detailed INSPIRE lesson plans under the guidance of the professional INSPIRE teacher.

INSPIRE students are provided with the complete curriculum materials (online and offline, print- and technology-based) for their grade, a loaned family computer and subsidized Internet access. All INSPIRE students have the opportunity to participate in both face-to-face and virtual field trips. Virtual service learning projects are coordinated and offered as well. Students are encouraged to participate in order to nurture skills needed to work effectively in a virtual environment not unlike the working world they will one day enter.

**The Learning Triad:** Instruction at INSPIRE builds on the research and the PLP to surround each student with the resources needed for success. Each student will be part of a “learning triad” to ensure his or her success.

INSPIRE continues to implement an educational philosophy that includes customized learning, exceptional teaching, parent involvement, accountability & achievement, and establishing a virtual community. The information below provides the most current updates on the educational philosophy of INSPIRE and Connections Academy.



### Customized Learning

Students learn best when lessons match their interests and abilities. Studies have shown that in conventional classrooms many instructional tasks are not matched to students' skill levels.

### ***Personalized Learning Approach***

At Connections Academy, each student receives **individualized instruction**, including lessons tailored to that student's academic strengths and weaknesses.

This is our [Personalized Performance Learning®](#) (PPL) approach—a dynamic process through which we evaluate each student's strengths and needs. We then develop individual approaches that work for the student along with our curriculum—all year long.

We also offer a unique instruction program designed for gifted and talented students. Students in grades 3 through 8 may be enrolled in [specially designated gifted courses](#) in language arts, science, and mathematics. High School students benefit from rigorous [college preparatory curriculum](#) that provides an opportunity for students to participate in Honors and Advanced Placement courses.

### **Exceptional Teaching**

Teachers are as important in a **virtual classroom** as they are in a conventional bricks-and-mortar school. At Connections Academy, we are dedicated to having only the best teachers at our schools.

### ***Dedicated Educators***

Our teachers are **dedicated educators** who are excited to work at a school where they can focus on what they do best—*teaching*.

Connections Academy teachers are **certified, full-time professionals** who are specially trained in the nuances of working effectively in a virtual classroom setting. Our teachers spend time:

- Communicating with students and [Learning Coaches](#)
- Analyzing individual student performance
- [Personalizing instructional](#) programs

### ***Teacher Collaboration***

Our teachers work together from centralized offices, along with a principal or assistant principal, or report to a regional hub. While most schools have a single location where all teachers work, some schools have additional locations depending on size and geography.

Families benefit from this arrangement because our teachers are able to:

- Share tips on subject matter and teaching techniques.
- Easily coordinate communication when multiple teachers are working with one family.
- Give families the undivided attention they deserve through greater administrative oversight and accountability.

### **Parent Involvement**

There are many benefits to parent involvement in education. Parent participation in a child's education can lead to:

- Improved grades and test scores
- Higher graduation rates

- Greater enrollment in post secondary education

At Connections Academy, parents serve as **personal, face-to-face Learning Coaches** responsible for their children's day-to-day activities.

### ***Understanding the Role of Learning Coach***

During the early years, the Learning Coach plays a key role in developing study skills and affecting the learning. As students become more independent in the middle school and high school years, the Learning Coach typically spends less time on daily oversight and guidance.

To help parents understand the challenges and [responsibilities](#) of the Learning Coach role, Connections Academy provides:

- Tutorials
- An orientation program
- A community of parents who can provide first-hand advice

### ***Local Community Coordinators***

Parents may also get involved by serving as [local community coordinators](#) working with teachers to create opportunities for special projects and [field trips](#) with other students and parents throughout the year.

These fun, interactive events—in places such as local news and radio stations, museums, parks, aquariums, and planetariums—provide additional learning opportunities for students.

### **Accountability & Achievement**

Connections Academy uses a variety of tools to track student progress and comply with public school [testing requirements](#) including:

- Online and offline [assessments](#)
- Parent interviews to help place students at start of the year
- Regular follow up evaluations throughout the year

### ***Constant Feedback***

Conventional schools rarely can provide feedback beyond periodic report cards and infrequent conferences. At Connections Academy, we provide constant feedback with detailed reports and discussions that go beyond simple letter grades to include thorough examinations that **accurately gauge student performance** and progress.

Our grade book, in the [Learning Management System](#), provides **24/7 reporting on each student's progress**. It also stores past quizzes and tests so you can review results at any time right online.

Connections Academy [teachers](#) confer regularly with students--no less than once every two weeks, but more often as needed.

### ***High Level of Accountability***

Connections Academy's program of continuous assessment and feedback, combined with our [top quality curriculum](#) and instruction, improves student achievement and maintains a high level of accountability.

### ***Virtual Community***

Connections Academy is more than just teachers, students, and parents connected through technology. It is a real community.

Our online discussion boards and WebMail allow students and parents to connect virtually with others in Connections Academy schools across the country. Our teachers and [community coordinators](#) plan field trips and other in-person activities to give students and their families the opportunity to connect face-to-face while they are learning. And our community just keeps growing because our families enjoy Connections Academy so much, they can't help telling others to join.

### **Field Trips for Learning and Fun**

Connections Academy offers field trips throughout the year that are both educational and enjoyable. Our community coordinators, parents, and teachers arrange trips to venues such as:

- Museums
- State capitals
- Historic sites
- Factories

Field trips are excellent opportunities to meet other parents, students, and teachers face-to-face, but they also provide an opportunity to supplement learning and support the principles and theories presented in students' lessons.

### **8.3 Effectiveness of curriculum**

Connections Academy's unique Personalized Performance Learning™ approach provides each student with curriculum materials tailored to meet the student's individual needs. INSPIRE teachers develop a Personalized Learning Plan (PLP) for each individual student designed to maximize the pupil's potential. The PLP is developed by using a variety of techniques and data points, including the student's past performance, strengths and weaknesses, diagnostic assessments, parental input, and teacher interviews. Additionally, a powerful planning tool integrated into the Connections Academy Education Management System (EMS, or “Connexus®”) allows each student to have an individual course schedule.

Each INSPIRE student is assigned and supervised by an Idaho-certified program teacher specially trained in the INSPIRE curriculum and instructional method. The teacher is responsible for evaluating assignments and work products, providing instructional assistance, assigning and scoring assessment activities in the program, and providing feedback on the child's performance. Based upon a student's demonstrated mastery of the material, teachers will add, expand, or replace assignments; they also grade students in each subject for the regular student report cards and make promotion or retention decisions.

Supporting the program teachers in their work are Connections Academy curriculum specialists, who are highly trained in distance education methodologies and the curriculum subject matter. INSPIRE's teachers meet via LiveLesson® sessions and telephone once a month with their departmental curriculum specialists to discuss changes in the curriculum. This is a time when teachers give their input and request

changes to the curriculum. The curriculum specialists use the teacher input when writing new curriculum or making changes to the curriculum. Curriculum specialists are also available on a daily basis via telephone or email and are very responsive to questions, requests for more information, and requests for changes or additions to the curriculum. Special education credentialed specialists work with the principal and teachers to ensure full compliance with all special needs requirements, including placement and review of IEPs and 504 plans and the provision of related services. These specialists are available by telephone, email, fax, and instant messaging to the INSPIRE teachers during regular school hours for assistance in addressing particular curriculum topics or in customizing curriculum for student needs.

INSPIRE provides a complete course of study upon enrollment. Lesson instructions are online, but the school sends curricular materials, such as required textbooks and workbooks, in the traditional paper format as well, along with a full set of school supplies. Students receive supplemental materials such as rock kits for science. K–5 students receive a complete art kit, music CDs for the music program, and basic PE equipment such as a jump rope. The time commitment required for students is comparable to that of a traditional school day and satisfies state requirements for instructional minutes at each grade level. Since INSPIRE learners do not face the distractions and interruptions of a typical school setting—from lining up in the hallway to waiting out the teacher's handling of disruptive peers—they often use their learning time much more effectively. The in-depth application of concepts that is often relegated to homework in a conventional school setting is an integrated part of the learning day at INSPIRE: discrete skills and extended projects, remedial and enrichment activities are all part of the daily routine for students and their Learning Coaches.

### ***Elementary/Middle School Curriculum***

The K–8 INSPIRE curriculum integrates textbooks, lesson plans and other content from a variety of leading publishers and school programs. In addition to high-quality print materials, the INSPIRE curriculum also features technology-based content from “best of breed” providers such as BrainPOP®, World Book®, SkillsTutor™, Compass®, and United Streaming®. Study Island is a program that reinforces standards for language arts and math at each grade level. The curriculum is updated regularly based on a rigorous analysis of student performance and internal assessments. The Connections Academy curriculum has been shown to be effective based on standardized test scores gathered from data from its charter school programs.

The Connections Academy curriculum integrates a variety of proprietary and highly effective technology tools such as Teachlet® tutorials—online animated tutorials developed by Connections Academy to introduce challenging topics and provide interactive practice—and LiveLesson® sessions, which provides for real-time web conferencing with small groups of students using voice-over IP, chat, electronic whiteboard, and shared web surfing. See <http://www.connectionsacademy.com/curriculum/samples.asp> for sample Teachlets® and [http://www.connectionsacademy.com/\\_video/segment\\_4/player.html](http://www.connectionsacademy.com/_video/segment_4/player.html) for a view of a LiveLesson® session.

LiveLesson® sessions are aligned to the curriculum and standards according to grade level. They are used to support the curriculum and provide a means to fill in any gaps where the state standards may not be met adequately. LiveLesson® sessions can also be used as an intervention tool for students who need extra support in a specific topic. These lessons can be done in small groups or one on one with the teacher.

Due to the various schedules of Connections Academy students, LiveLesson<sup>®</sup> sessions are recorded by the teachers so that students who are unable to attend can view them at a later date. This is also helpful for students who did attend; recording the lessons allows for students to view them again, which reinforces concepts and helps students review for assessments. The links to these recordings are either sent directly to all students in the class through webmail, posted on the teachers' message boards, or both.

Foreign language instruction begins early at INSPIRE, with Spanish available to students in grades K–8 and French available to students in grades 1–8. Language courses integrate proven, effective online materials with LiveLesson<sup>®</sup> instruction for maximum student-teacher and student-student interaction.

The Connections Academy curriculum also includes unique electives such as Home Life, which provides fun skill-building projects in which the whole family can participate. New Home Life modules are added regularly, such as “Civil Engineering–Build Chocolate Asphalt” (representing each of the various branches of engineering in an engaging way in order to expose students to this fascinating field); “Culinary Creatures,” in which families combine kitchen skills and basic entomology (the study of insects) to create cookie frogs, chocolate ants, and a tasty centipede worthy of a snack; and “My Own Secret Garden: Make a Terrarium,” in which students learn about ecology and life science as they make their own small ecosystem in a terrarium—a miniature garden in a jar.

K–5 students are required to take a technology education class. This covers online safety, basic keyboarding skills, and basic PowerPoint skills. The complexity of the lessons increase with each grade level. Students in grades 6–8 take the Connections Academy K–8 technology literacy elective, Educational Technology, and Online Learning. These courses require increasingly complex understanding of Microsoft Word, Excel, and PowerPoint, as well as study skills, and I-Safe Internet safety. Educational Technology and Online learning assignments are embedded with core subject concepts. For example, students use Microsoft Excel to demonstrate equivalent fractions, decimals and representative graphs; students use Microsoft PowerPoint to illustrate the concepts of plot, scene, and character from Edgar Allen Poe's "The Highwayman."

In addition to the core courses in Language Arts, Mathematics, Science and Social Studies and the enrichment courses discussed above, other enrichment courses include:

- Art
- Several mini courses developed around classical novels; for example, the Literature Study course curriculum centers on Junior Great Books
- Mythology
- Test Preparation
- Physical Education

K–1 Activity classes, K–1 Music classes Skills Tutor's web-based tools for remediation are available to all students in kindergarten to 8th grade. Other alternative web-based programs are used as needed upon teacher recommendation, including HeadSprout<sup>®</sup> and Compass<sup>®</sup> Learning.

### ***The High School Curriculum:***

The Connections Academy 9–12 program, which has been fully implemented at INSPIRE, provides a primarily online high school curriculum, as appropriate for secondary school learners. The high school curriculum integrates digital versions of textbooks (links to the text are embedded within every online

lesson) from major publishers enhanced by multimedia presentations, interactive material, communication/conferencing tools, and team projects. As with the K–8 materials, the high school instructional materials are aligned to state and national standards, are research-based and have a track record of proven results.

The high school curriculum consists of a wide range of core, elective, and enrichment courses including foreign languages such as French, Spanish, German, Latin, and Mandarin Chinese. Elective courses include Art History, Psychology, Marine Science, and Earth Space Science. The full list of courses is available online (<http://www.connectionsacademy.com/curriculum/>) and a detailed overview can be found in the school's Program Guide.

The high school program is a challenging curriculum with three levels of academic coursework: Basic, Standard, and Honors. While all three levels are designed to provide students a rigorous curriculum, the three levels will enable differentiation based on student needs and career goals. INSPIRE students work with their school counselor to determine appropriate course level placement, and the counselor discusses Advanced Placement courses with eligible students. In order to graduate and receive a diploma, students must earn a total of 24 credits (each semester class is worth .5 credit), complete coursework in specific subjects and pass all required exams. Additionally, in order for any course to be considered “passing” and count toward the overall graduation requirements, students must earn a D- (60%) or better. Grades below a D- are still part of a student's record and are averaged into the grade point averages, but will not count towards the minimum credits required to graduate.

INSPIRE's high school program includes substantial teacher-directed instruction through synchronous (such as LiveLesson<sup>®</sup> sessions) and asynchronous (such as message boards, email) e-learning tools. The high school curriculum integrates digital versions of textbooks from major publishers enhanced by multimedia (United Streaming<sup>®</sup> videos, online encyclopedias), interactive material, communication/conferencing tools, and team projects. In addition, students will have offline assignments, projects, novels and practice work. For a complete overview of the high school curriculum and many sample lessons, see <http://www.connectionsacademy.com/curriculum/>.

Teachers often collaborate with each other when teaching, planning, and coordinating their LiveLesson<sup>®</sup> sessions. Teachers for grades K–12 maintain a master schedule of LiveLesson<sup>®</sup> sessions. This also ensures that teachers who teach the same grade levels won't overlap, so LiveLesson<sup>®</sup> sessions won't conflict for students who would like to attend both. Teachers can also use this resource as a tool for collaboration; teachers often attend and participate in other teachers' lessons, particularly if they have the same students. This is met with positive feedback from students, who enjoy having multiple teachers in their LiveLesson<sup>®</sup> sessions. This also allows questions to be answered faster, since one teacher can monitor the chat pod while the other focuses on presenting instruction. Plus, this allows for increased contact between teachers and students.

The majority of high school courses include extensive use of Teachlet<sup>®</sup> tutorials, the highly interactive, asynchronous tutorials that incorporate graphics, video, and audio to show students the concepts and ideas they will need to complete the lessons. Along with the use of LiveLesson<sup>®</sup>, Teachlet<sup>®</sup> tutorials dramatically increase the effectiveness of the secondary school instructional model. In addition to Teachlet<sup>®</sup> tutorials and LiveLesson<sup>®</sup> sessions, INSPIRE's high school courses incorporate graded asynchronous online discussions which are required for all students. This tool creates important opportunities for collaboration and interaction among students. The students not only post their own

comments, but can also read and comment on the postings of their classmates, creating the opportunity for an ongoing discussion of a topic that is monitored and graded by the teacher of the course.

This quality virtual high school program also includes a host of services and procedures to address credits, transcripts, and guidance counseling. It is important for students to start early on planning for graduation and post-secondary education or the world of work. Without early planning, students run the risk of missing crucial courses that might thwart their plans or aspirations. The following important aspects of INSPIRE's high school program were developed with input from a national group of principals, guidance counselors, superintendents, teachers, and parents. INSPIRE's high school students have the opportunity to fill out their own Personal Learning Plan, facilitating the students' learning and helping the teachers, Learning Coaches, and school counselors to better understand the student's direction and growth towards graduation and post-graduation paths.

*Course Selection:* INSPIRE parents receive a detailed Course Selection Guide with specific school information during the enrollment process. Parents then have an opportunity to select the courses for their students based on their academic level, previously completed high school level courses, and plans for higher education and/or career. Parent selections will be analyzed along with the student's prior academic record by the school counselor who will then either accept these selections or recommend some modifications. Students also have the opportunity to concurrently enroll in courses at local community colleges and receive credit at INSPIRE for completion of these courses. High school students may also earn college credits by completing any of the Advanced Placement courses offered at Connections Academy and passing the nationwide AP exam in that subject.

As the program moves from the early grades to high school, the use of technology and online activities increases, as does the student's expected level of self-responsibility for learning. The high school program includes a significant amount of computer-facilitated learning.

In addition, the work submission method moves from portfolios that are mailed in on a monthly level, for students in elementary grades, to assignments that are electronically drop-boxed, for students in secondary grades. This necessitates a basic understanding of technology and requires a certain level of responsibility. Students are responsible for locating and submitting work to the correct Drop Boxes within their lessons. This technology-based approach takes advantage of Connections Academy's unique instructional model to prepare students for life and work in the 21st Century.

The course structure remains consistent with the K–8 model consisting of courses, units and lessons. However, the pacing and scheduling for the core courses changes from asynchronous/ user scheduled (where Learning Coaches can set the schedule and allow for flexibility in the sequence and pace in which lessons can be done) to asynchronous/fixed schedule (where the schedule is fixed and students all move at a similar pace). This does not take away the ability to personalize the curriculum for students; however, it does add the additional accountability and structure that is necessary for a high school program. Students must pace their work to keep up with the lessons and avoid overdue assignments.

Our instructional model is designed to create success for all students. Our multi-tiered intervention ensures that the Connections Academy's curriculum is much more than a list of courses. Students who may not be successful in the standard program, Tier 1, will receive additional support via the supplemental and alternative programs in Tier 2 and Tier 3. As a result, INSPIRE is able to provide a

wide range of educational experience and opportunities for students. Even with the enhancements, our classical curriculum is grounded in basic skills; at the same time, it also provides opportunities for extension lessons, projects, and exploratory learning opportunities. The core courses include hands-on projects, laboratory experiments, and graded classroom discussion. Throughout the curriculum, students are required to demonstrate higher-order thinking skills within the practice activities and on assessments.

Through Connexus<sup>®</sup>, the school is able to carefully monitor the individual student's performance and respond to individual student needs. This information is available to the teachers daily so that modifications and adjustments can be made immediately.

The curriculum, the delivery system, and the procedures used at INSPIRE are centered on the continuous assessment of student achievement and the fulfillment of academic growth through responsive, individualized, custom-tailored learning programs. INSPIRE uses a school improvement plan as part of its regular evaluation and improvement process, which is updated annually.

INSPIRE also sets school goals that include specific, quantifiable targets for student academic performance. INSPIRE uses state-mandated testing to determine the school's Academic Performance Index and its Adequate Yearly Progress measure under No Child Left Behind. INSPIRE actively works to meet or exceed the average state testing scores and actively works to meet growth targets and any other applicable targets established for charter schools. The INSPIRE program is designed to insure that the school will demonstrate Adequate Yearly Progress.

#### **8.4 Curriculum Updates for 2010-11**

The 2010-11 Program Guide contains detailed information on Connections Academy's curricular offerings.



As Connections prepared for the 2010-11 school year we focused our efforts on providing an engaging and relevant educational experience for our students. With an emphasis on innovation, effective implementation, evaluation of student learning, and continuous improvement, we focused our resources on curriculum improvements and new curriculum options that better leverage the interactivity and engagement potential of online resources. We have sought to balance these enhancements and options with the need to accommodate different learning styles and the fact that certain educational activities may be more effective offline. As always, we based these decisions on

feedback from our families, our boards, and our teachers. This feedback is collected daily through our StarTrack system, Connexus<sup>®</sup> feedback tool, our annual Parent Satisfaction survey, and from conversations and comments made by our board members.

Connections continues to implement our six year Course Development and Revision Model that results in complete course replacements every six years. During the six year course adoption period, daily, yearly, and mid-way revisions are included in the revision cycle. In an effort to assess course effectiveness frequently and in multiple ways, and to use these findings as basis for improvement, we continue to implement a multi-level evaluation system. This system incorporates regular reviews of student performance results, user feedback, assessment performance analysis, and national, state, and district

course requirements. Our commitment to continuous improvement continues to be displayed in the latest 2009-2010 StarTrack lesson ratings from students, teachers, and Learning Coaches.

Previous Ratings: Summer 2008 - March 2009

- Total ratings – 587,000
- Total ratings with comments – 19,000
- Average rating – 4.06 (5 point scale)
- Total distinct lessons rated – 26,500

Current Ratings: School Year 2009-2010 only (August 2009 - March 2010)

- Total ratings – 386,748
- Total ratings with comments – 13,067
- Average rating – 4.11 (5 point scale)
- Total distinct lessons rated – 17,574

The ensuing memorandum presents a combination of new curriculum offerings, specific course and component enhancements, and new, engaging instructional tools and resources. You will find that the 2010–2011 courses offer the same detailed daily lessons, online instructional resources, challenging assessments, and high-quality, up-to-date textbooks. You also will find innovative proprietary instructional resources, tools, and options designed to provide an engaging and personalized learning experience for students. The curriculum development process continues to adhere to nationally adopted standards and quality assurance processes, and to follow a formal course revision plan that ensures course content is always current and accessible.

## **Curriculum Development & Enhancement**

Connections Academy’s team of experienced and talented curriculum specialists, content and copy editors, and multimedia designers work to ensure our students are presented content, instructional resources, and activities that prepare them to be active, knowledgeable participants in a global networked society. They are applying their deep expertise in instructional design, online instruction, and academic disciplines to the development and enhancement of quality online courses and tools. These curriculum enhancements are guided by the latest key design principles:

- reflect a clear understanding of student needs and incorporate varied ways to learn and demonstrate mastery of the curriculum
- address standards and learning objectives for all content areas that reflect 21st century expertise
- engage students in active learning
- incorporate appropriate content-specific tools and software
- feature deliberate practice to assist students monitor their learning, as well as seek feedback and actively evaluate their strategies and current levels of understanding
- develop and adopt learning resources that make maximum use of the flexibility and the power of technology and the online medium, to reach all learners anytime and anywhere
- integrate assessments that give students, educators, and other stakeholders timely and actionable feedback about student learning to improve achievement and instructional practices
- use advances in the learning sciences and technology to enhance STEM (science, technology, engineering, and mathematics) learning and develop, adopt, and evaluate new methodologies with the potential to enable all learners to excel in STEM

The 2010-11 curriculum offerings demonstrate evidence of this commitment to technology based curricular enhancements. We sought to identify opportunities throughout the curriculum to replace off-line, older style activities with interactive, accountable, online activities and simulations that engage students and increase learning.

- *Virtual Rock and Mineral Kit* engages students in scientific discovery as they observe and analyze rock and mineral properties. Students perform experiments on various rocks and minerals in a high-tech, interactive learning environment.
- *WorkPad* uses the screen as a worksheet for students as they solve basic addition, subtraction, multiplication, and division problems, as well higher level computation, directly on the computer.
- *Connect-a-Majig* incorporates fun, interactive activities to help readers at all grade levels build and learn new words. Students manipulate letter tiles and word parts to develop essential reading skills and concepts.
- *Lemonade Stand* brings the concept of supply and demand to life through interactive simulations. Students consider factors such as the weather, cost of supplies, and neighborhood events to determine how much to charge for a glass of lemonade and to determine their earnings for the day.
- *Flash Cards* provide students an easy, interactive resource for practicing subject specific terminology. Students create flash cards to practice word knowledge at the lesson, unit, or course level.
- *Time Machine* draws on a variety of media to transport students to other places and time periods so they can explore important themes, people, and events.
- *CheckMyWork* plagiarism-checking tool supports students in the development and submission of original work. Students copy and paste text from any work to be submitted to their teacher and receive instant feedback on the originality of their work.
- *EBSCO* database provides students easy access to thousands of premium e-journals containing articles from hundreds of different publishers.
- *Connector* presents students an online interactive yearbook. Featuring student photos and information, photos of school events and faculty/staff photos, and the ability to virtually sign one another's yearbook, students connect with fellow students and share school year experiences.



While a summary of the new curricular offerings is presented below and the entire breadth and depth of the curriculum is provided in the 2010–2011 Program Guide, the numbers below demonstrate the amazing depth and breadth of content, interactive instructional activities, and assessments available to your families.

- Over 500 courses
- Over 29,000 hours of instruction

- Over 28,500 unique lessons
- Over 15,000 assessments
- Over 92,000 assessment items
- Over 1,500 Teachlet® tutorials

## **What's New in the Elementary and Middle Grades (K–8)**

- Enhanced K-8 Educational Technology and Online Learning courses to include additional internet safety lesson content.
- New grade 2 and 5 Art courses to complete the revision of our grade 1-5 Art offerings. Second grade students continue to develop and use skills in art, building on their knowledge of line, shape, and color. Fifth grade students are introduced to works of art through time, exploring the growth and development of civilizations through the work of artists.
- New grade 2 and 5 Physical Education courses to complete the revision of grade 1-5 PE courses. These courses include three option strands, including yoga, individualized plans covering team or individual sports, or a personal fitness plan.
- Implementation of itext only options for targeted 6<sup>th</sup> - 8<sup>th</sup> grade courses while maintaining the ability to offer both online and offline options (e.g., Middle School Health and PE courses), enabling each school to make its own decision based on their financial resources.
- A range of annual course revisions to improve and enhance existing courses, including:
  - revisions to select portfolios, tests, and quizzes
  - updates to Language Arts and Social Studies read-alouds
  - integration of proprietary online tools and resources including the Virtual Rock and Mineral Kit, WorkPad, Connect-a-majig, and Flash Cards
  - increased online access to resources, such as yoga lessons and Take Me to Your Readers interactive content
  - assessment icons visible on the Course Tree and daily planner to indicate lesson assessments and type
  - revised grading criteria for Skills for Success (Study Island)
  - increased deep linking directly to specific itext pages, providing students easier access to textbook content
- Art Club, Broadcast Club, and Innovators Club added to Connections Academy's 15 current elementary and middle school clubs and activities offerings. As members of the Art Club, students will explore art, photography, and graphic design, and have opportunities to share their creative designs. The history and trends of broadcast media, including print, audio, and video, will be explored by Broadcast Club members. Innovators Club activities provide students opportunities to explore the world of invention and the entrepreneurial process. In addition, students will have the opportunity to stay engaged through Summer Connections' LiveLesson sessions, mini-newsletters, and student polls.
- Connections Academy's ever-popular Home Life course series will be enhanced with two exciting new additions:

- *Backyard Ecosystem* – students learn about ecosystems as they explore six North American ecosystems. Students investigate their own ecosystem as they explore their backyard or nearby park.
- *Lemonade Stand* – using a lemonade stand as a model, students learn the basics of starting a business. Students apply their learning as they play an interactive lemonade stand game.
- Supplemental online options as a result of the Curriculum and Instruction department continually researching and piloting cutting-edge online resources. The most effective of these resources will be integrated into Connections Academy’s Connexus® and become available on a school-by-school basis based on available resources and priorities of the individual school boards and school leadership. Three very exciting options that are tentatively scheduled to be available for the 2010-11 school year are Fast ForWord, DimensionM, and uBoost. Fast ForWord is a literacy and brain exercise program based on the latest neuroscience. DimensionM is a multi-player math gaming platform that applies the latest video gaming to enhancing math skills. uBoost is an online incentive system designed specifically for schools that will allow schools to attach age-appropriate incentives to important school and learning goals.

## **What’s New in High School (9–12)**

- Addition of German III to our ever-expanding world language offerings of Spanish I-IV, French I-IV, German I and II, Latin I and II, Japanese I and II, Mandarin Chinese I and II, and AP Spanish and French courses. All I-IV level courses will be fully integrated into the Connections Academy LMS.
- Rebuild of basic, standard, and honors English 9 courses. In these courses, students will read and respond to diverse selections to gain a thorough understanding of fiction and nonfiction genres, including short stories, essays, poetry, and drama. Reading Jack London's *The Call of the Wild*, epic poetry, suspense stories, and William Shakespeare's *Romeo and Juliet*, students explore universal themes and make connections between the characters' experiences and their own. Writing instruction focuses on analytical and expository writing, as well as opportunities for students to write creatively.
- A Prototype online practice tool will be introduced into the English 9 and Pre-calculus courses. This application will enhance the accountability and effectiveness of student practice work (activities and problem sets designed to reinforce critical skills and concepts, similar to “homework” in a traditional school). Rather than relying solely on students and Learning Coach to monitor this work, this tool will provide real-time visibility to teachers as to how students are mastering and completing their practice assignments.
- In support of our overall math focus, mathematics course enhancements include the addition of a Statistics course, revision of Consumer Math, conversion of math mail-in assessments to online assessments, and integration of the WorkPad tool.
- Implementation of itext only options for targeted 9<sup>th</sup> - 12<sup>th</sup> grade courses while maintaining the ability to offer both online and offline options (e.g., English 9), enabling each school to make its own decision based on their financial resources.

- Provision of multiple reading selections geared to the differing reading abilities and interests of our students in Language Arts and English courses through online novels and alternative novel units. As with itexts, schools with sufficient financial resources may continue to purchase print books.
- Increased geography offering, Geography and Society, to meet state standards requirements in states requiring one full credit of geography.
- Addition of Game Design and Web Design to the technology courses offerings. In these courses students will be introduced to the basic skills necessary for game and web design, and work to develop a game prototype and/or complete project based web design activities.
- A range of annual course revisions to improve and enhance existing courses, including:
  - Revisions to English portfolios and portfolio submission timelines, tests, and quizzes, and discussion windows
  - Introduction to Computers and Application course enhancements to include additional internet safety lesson content
  - State specific Health, Fitness, and Nutrition course updates to address new state requirements (i.e., OCA, SCCA)
  - Revised ACT and SAT Prep courses, including Teachlet® tutorials devoted to critical aspects of the college application process
  - Increased Connexus® integration of AP courses, including AP Statistics, AP Biology, AP American Government, and AP Calculus BC
  - Revision of Personal Finance to include revised instructional content, improved standards alignment, and more online, interactive activities to support student learning
  - Integration of proprietary online tools and resources to provide interactive, online activities and simulations that engage students and increase learning, including the Virtual Rock and Mineral Kit and WorkPad
  - Enhanced assessment icons visible on the Course Tree and student daily planner to indicate lesson assessments and type
  - Revised grading criteria for Skills for Success (Study Island)
- Art Club, Broadcast Club, and Innovators Club added to Connections Academy’s 11 current high school clubs and activities offerings. As members of the Art Club, students will explore art, photography, and graphic design, and have opportunities to share their creative designs. The history and trends of broadcast media, including print, audio, and video, will be explored by Broadcast Club members. Innovators Club activities provide students opportunities to explore the world of invention and the entrepreneurial process. In addition, students will have the opportunity to stay engaged through Summer Connections’ LiveLesson sessions, mini-newsletters, and student polls.
- A “social networking” application will be introduced that will provide some of the much needed “connectedness for students who are thriving academically in the virtual setting but are feeling isolated from their peers. Access to this application will be a school-based decision and then will be further controlled by individual Learning Coaches.

## **8.5 Special services available to students**

### *Individuals with Disabilities Education Act (IDEA) Eligible Students*

#### *Enrollment Requirements*

At the time of enrollment, all parents who indicate their students have special needs are asked to submit a copy of the student's most recent Individualized Education Plan (IEP) and Eligibility Report or 504 Plan. It is important that the IEP is current and complete, and that any educational assessments and evaluation reports that support the IEP are also submitted.

All documents are reviewed by the Director of Special Education, and if necessary a member of the special education staff contacts the family to discuss specific student needs or to clarify the information.

The student's annual review date is noted, and once enrollment is complete the team begins to schedule IEP meetings, as necessary.

#### *During the School Year*

At the beginning of the school year, the special education team ensures that teachers have access to the student IEPs and/or 504 plans. The teachers are made aware of each student's special learning needs and are given guidance on how to make the necessary program accommodations with the Learning Coaches.

#### *Conducting IEP Meetings*

The special education team plans for and schedules all annual reviews and other IEP-related meetings. They contact families and establish mutually beneficial meeting times. Although typically held virtually, the IEP meetings occur in compliance with all state and federal laws.

#### *New Referrals*

Throughout the year, both teachers and Learning Coaches may detect that a student is having difficulties with learning and they may believe there could be a need for special education assistance. If this is suspected, the teacher will first help the Learning Coach implement a series of program modifications. If those documented strategies fail, he or she will then refer the student to the school's Student Support Team (SST). This team will meet and suggest additional strategies and considerations, and they will also work to gather more information about the student's learning history and profile. They may even consult with a member of the special education team. If after all the recommended strategies fail, the team (along with the parent) will officially refer the student to the school's special education team. Once the team receives the referral they will begin the process of determining if the student is in need of a special education evaluation, an IEP, and ultimately special education services (INSPIRE Board Policy 660, "Special Education" and 544, "Disciplining Students with Disabilities (IDEA)").

## 9. Student achievement data

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

In 2009-10, Idaho changed the definition of “Proficiency” on the ISAT to include students who were Advanced, students who were Proficient, and half of the students at the Basic level. Therefore, INSPIRE’s longitudinal performance for each year was calculated accordingly back to 2005-06.

For Reading, the percentage of ISAT students achieving Proficiency was 85% in 2005-06, 91% in 2006-07, 92% in 2007-08, 91% in 2008-09, 92% in 2009-10, and 89% in 2010-11; however this percentage was within three percentage points of the corresponding statewide value and was not statistically different from that statewide value (i.e., a 95% confidence interval around the 2010-11 INSPIRE Proficiency percentage for Reading also contained the statewide Idaho value of 92%). Since 2008-09, there is no statistically significant difference in Reading Proficiency between INSPIRE and Idaho’s statewide value for Proficiency.

In Math, the percentage of ISAT students achieving Proficiency was 84% in 2005-06, 76% in 2006-07, 83% in 2007-08, 85% in 2008-09, 87% in 2009-10, and 82% in 2010-11. During 2010-11, the percentage of students new to INSPIRE who tested was approximately 60%. One explanation for the decline in Math Proficiency from 2009-10 to 2010-11 can be attributed to this new influx of students. When you compare 2009-2010 new students to 2010-2010 new students, there was a large difference in performance from the previous year (from 87% Proficiency in 2009-10 to 80% Proficiency in 2010-11). There was a difference in returning students performance but this was not statistically significant (87% Proficiency in 2009-10 to 85% Proficiency in 2010-11). INSPIRE has demonstrated historically that results occur over a longitudinal time period. First year students for 2010-2011 entered INSPIRE at a significantly different level; it takes several years at INSPIRE to make up the lost ground that students enter the school with and then advance them to their grade level.

For Language Arts, in 2006-07, the percentage of ISAT students achieving Proficiency was 70% in 2006-07, 81% in 2007-08, 80% in 2008-09, 83% in 2009-10, and 83% in 2010-11. The 83% value equals the statewide Idaho Proficiency value in Language Arts for both 2009-10 and 2010-11.

For Science, in 2006-07, 74% of INSPIRE students achieved Proficiency. INSPIRE students achieved 83% in 2007-08, 76% in 2008-09, 84% in 2009-10, and 71% in 2010-11. This value was still within four percentage points of the statewide Idaho value for Science Proficiency and was also not statistically different from that statewide value (i.e., a 95% confidence interval around the 2010-11 INSPIRE Proficiency percentage for Science also contained the statewide Idaho value of 75%). Even though this is not significant, students new to INSPIRE in 2010-2011 showed a larger difference in performance from the previous year’s new students similar to the math scores. New students in 2009-10 were at 86% Proficiency, whereas new students in 2010-11 were at 66% Proficiency. First year students for 2010-2011 entered INSPIRE at a significantly different level.

In summary, INSPIRE is meeting or exceeding statewide values for students who have been with INSPIRE more than one year, and is meeting statewide AYP goals except for the disadvantaged subgroup. See Section 12.1 on steps to improve scores in this area.

2010-11 Adequate Yearly Progress Report INSPIRE Virtual Charter School (0578) – INSPIRE Virtual Charter #457					
Was AYP Met?	School Improvement Status		Reading Goal	Math Goal	3 <sup>rd</sup> Indicator Goal
No	Alert		Alert	Alert	Met AYP
Targets Missed: Economically Disadvantaged: Math Proficiency Economically Disadvantaged: Reading Proficiency					
	ISAT Reading		ISAT Math		3 <sup>rd</sup> Indicator
Grades: 3,4,5,6,7,8,10	% Tested	% Proficient	% Tested	% Proficient	Language Usage
	Goal: 95.0%	Goal: 85.6%	Goal: 95.0%	Goal: 83.0%	Goal: 75.1%
All Students	99.30%	89.10%	99.30%	83.90%	84.70%
African American	~	~	~	~	~
Asian	~	~	~	~	~
American Indian	~	~	~	~	~
Hispanic	100%	~	100%	~	~
Native Hawaiian/Pacific Islander	~	~	~	~	~
White	99.20%	89.60%	99.20%	84.80%	~
Limited English Proficiency	~	~	~	~	~
Economically Disadvantaged	99.30%	83.60%	99.30%	77.90%	~
Students with Disabilities	100%	~	100%	~	~
~ For reporting purposes (participation), Idaho does not report student data for less than 10 students. For accountability purposes (proficiency), Idaho does not report student data for less than 34 students					
Source: <a href="http://apps.sde.idaho.gov/AYP/Results/Results?SchoolYearId=8&amp;DataPlanId=6&amp;SDESchoolCode=0578&amp;Scope=School">http://apps.sde.idaho.gov/AYP/Results/Results?SchoolYearId=8&amp;DataPlanId=6&amp;SDESchoolCode=0578&amp;Scope=School</a>					

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

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

**LEAP Reading and Math Summary 2010-11:**

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

	<b>LEAP Reading</b>	<b>LEAP Math</b>
<b>Pretest Takers</b>	356	396
<b>Posttest Takers</b>	267	296
<b>Pretest Posttest Takers</b>	248	275

Reading

The table below provides a breakdown of the number of students taking the pretest, posttest, and the pretests and posttests by grade.

<b>Grade</b>	<b>LEAP Reading Pretest Takers</b>	<b>LEAP Reading Posttest Takers</b>	<b>LEAP Reading Pretest AND Posttest Takers</b>
<b>1</b>	23	19	17
<b>2</b>	42	30	27
<b>3</b>	33	27	26
<b>4</b>	44	32	31
<b>5</b>	44	31	29
<b>6</b>	65	43	42
<b>7</b>	55	37	36
<b>8</b>	50	48	40

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

<b>Grade</b>	<b>Average LEAP Reading Pretest Score</b>	<b>Average LEAP Reading Posttest Score</b>
<b>1</b>	82.0%	92.6%
<b>2</b>	77.3%	88.7%
<b>3</b>	84.6%	91.3%
<b>4</b>	77.8%	80.9%
<b>5</b>	77.4%	83.0%
<b>6</b>	85.0%	86.3%
<b>7</b>	84.6%	86.9%
<b>8</b>	85.0%	87.9%

*Reading Satisfactory Progress*

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

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

<b>Grade</b>	<b>Reading Satisfactory Progress (%)</b>
<b>1</b>	94.1%
<b>2</b>	96.3%
<b>3</b>	100.0%
<b>4</b>	83.9%
<b>5</b>	86.2%
<b>6</b>	83.3%
<b>7</b>	91.7%
<b>8</b>	95.0%
<b>Overall</b>	<b>90.7%</b>

Math

The table below breaks out the number of LEAP math pretest and posttest takers by grade.

<b>Grade</b>	<b>LEAP Math Pretest Takers</b>	<b>LEAP Math Posttest Takers</b>	<b>LEAP Math Pretest AND Posttest Takers</b>
<b>K</b>	33	30	29
<b>1</b>	25	19	17
<b>2</b>	43	30	29
<b>3</b>	29	27	23
<b>4</b>	47	32	31
<b>5</b>	50	30	29
<b>6</b>	59	42	41
<b>7</b>	57	37	35
<b>8</b>	53	49	41

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

<b>Grade</b>	<b>Average LEAP Math Pretest Score</b>	<b>Average LEAP Math Posttest Score</b>
<b>K</b>	80.8%	94.3%
<b>1</b>	71.9%	89.8%
<b>2</b>	70.8%	85.3%
<b>3</b>	62.6%	82.3%
<b>4</b>	63.4%	75.7%
<b>5</b>	59.4%	77.2%
<b>6</b>	57.2%	71.7%
<b>7</b>	60.3%	69.3%
<b>8</b>	70.0%	77.7%

### *Math Satisfactory Progress*

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

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

<b>Grade</b>	<b>Math Satisfactory Progress %</b>
<b>K</b>	100.0%
<b>1</b>	94.1%
<b>2</b>	93.1%
<b>3</b>	95.7%
<b>4</b>	77.4%
<b>5</b>	86.2%
<b>6</b>	78.0%
<b>7</b>	71.4%
<b>8</b>	80.5%
<b>Overall</b>	<b>84.7%</b>

### **9.3 Report of student progress based on the measurable student educational standards identified in the charter**

See section 8.1.

## 10. School Community

### 10.1 Parental satisfaction survey data

The Connections Academy Parent Satisfaction Survey is conducted each year by a third party independent research firm. This survey provides quantifiable data regarding parents' perceptions of the school, teachers, and curricula, as well as parents' impressions of their overall experience.

The 2010-11 INSPIRE Parent Satisfaction Survey was sent to 411 families, and the school had a 68% response rate, an increase over the previous year's rate of 62%.

Overall, the Parent Satisfaction Survey paints a positive picture of INSPIRE Connections Academy. A significantly larger percentage of parents are more satisfied with INSPIRE Connections Academy than dissatisfied. To highlight some of results from the 2010-11 survey:

- 91% of parents would give the program a grade of A or B
- 96% report that their child/children are satisfied with the program
- 95% report that the quality of the curriculum is good or excellent
- 92% report that their child is making good progress
- 95% say they are satisfied with the helpfulness of their child's teacher
- 94% respond that they would recommend INSPIRE Connections Academy to other parents whose children are not enrolled

INSPIRE is pleased to note that 91% of parents rated the response time of their child's teacher as excellent or good, and 87% of families reported the response time of the school's principal to their calls as excellent or good. Ninety-two percent of families who had contacted the principal reported they were satisfied with the helpfulness of their school's principal, and 95% agree that the use of the computer and Connexus improve the learning experience.

INSPIRE continues to have areas for improvement based on the results of the Parent Satisfaction Survey. While 96% report that they are satisfied with the variety of learning activities provided by the program, 75% percent of families reported being satisfied with the opportunities their child had for participation in extracurricular activities. Fifty-five percent of families reported attending an event sponsored by INSPIRE, and of those attending, 84% rated the event as excellent or good. This is consistent with the result from the previous year. INSPIRE will strive to offer appealing and convenient events, and continue to encourage families to participate in events, during the 2011-12 school year.

Improving contact between teachers, students, and Learning Coaches will continue to be a priority. Parents reported that during the 2010-11 school year, 86% of teachers responded the same day to their phone calls and WebMail messages, compared to 83% the previous year, and 92% of parent's rate the response time of teachers as good or excellent, up from 88% the previous year. Sixty-nine percent agree that the Connections Academy program provides opportunities for interaction with other families. Eighty-five percent of INSPIRE respondents report that the amount of contact they have with their child's teacher is about right and 84% feel that the amount of contact their child has with their teacher is about right.

Complete survey results are located on the following pages.

## Connections Academy Parent Satisfaction Survey 2010-2011

	INSPIRE, the IDAHO CA				CONNECTIONS ACADEMY TOTAL			
	2010-2011 (n=201)	2009-2010 (n=243)	2008-2009 (n=188)	2007-2008 (n=71)	2010-2011 (n=4,488)	2009-2010 (n=4,082)	2008-2009 (n=4,800)	2007-2008 (n=3,893)
All Respondents > Families Sent Survey > Response Rate >	411	392	277	199	15,033	14,365	9,961	6,944
	66.4%	82.9%	71.8%	42.8%	80.3%	86.3%	85.3%	87.8%
Respondents "First Year Families" > First Year Families Sent Survey > Response Rate of "First Year Families" >	288				10,089			
	64.0%				83.3%			
Respondents "Returning Families" > Returning Families Sent Survey > Response Rate of "Returning Families" >	188				7,774			
	74.2%				47.4%			

### BASED ON YOUR EXPERIENCES IN THE 2010-2011 SCHOOL YEAR, WHAT GRADE WOULD YOU GIVE THE CONNECTIONS ACADEMY PROGRAM OVERALL, FOR ALL OF YOUR STUDENTS?

	2010-2011	2009-2010	2008-2009	2007-2008	2010-2011	2009-2010	2008-2009	2007-2008
A	55.2%	51.7%	48.0%	49.3%	52.7%	50.9%	59.7%	55.2%
B	35.8%	32.1%	41.4%	36.0%	29.8%	32.2%	33.1%	35.3%
C	6.0%	5.0%	11.1%	12.7%	6.1%	5.5%	6.0%	7.7%
D	2.5%	0.4%	1.5%	1.4%	1.2%	1.1%	0.9%	1.4%
F	0.4%				0.4%	0.3%	0.3%	0.4%
A+B (NET)	91.1%	83.8%	87.4%	85.9%	82.3%	83.1%	92.8%	90.5%

### OVERALL, HOW SATISFIED IS YOUR CHILD WITH THE CONNECTIONS ACADEMY PROGRAM?

	2010-2011	2009-2010	2008-2009	2007-2008	2010-2011	2009-2010	2008-2009	2007-2008
SATISFIED: (NET)	95.7%	95.9%	90.9%	90.1%	95.4%	95.5%	95.7%	95.1%
VERY SATISFIED	59.0%	57.9%	55.0%	59.2%	60.9%	57.5%	65.3%	64.5%
SOMEWHAT SATISFIED	35.9%	38.0%	35.4%	31.0%	34.4%	38.0%	30.4%	30.6%
DISSATISFIED: (NET)	4.3%	4.1%	9.1%	9.9%	4.6%	4.5%	4.3%	4.9%
SOMEWHAT DISSATISFIED	2.8%	3.7%	7.8%	9.9%	3.4%	3.5%	3.4%	3.6%
VERY DISSATISFIED	1.4%	0.4%	1.5%		1.2%	1.0%	0.9%	1.3%

### COMPARED TO YOUR CHILD'S PREVIOUS SCHOOL, HOW SATISFIED ARE YOU WITH THE CONNECTIONS ACADEMY PROGRAM?

	2010-2011	2009-2010	2008-2009	2007-2008	2010-2011	2009-2010	2008-2009	2007-2008
MORE SATISFIED: (NET)	81.3%	79.2%	81.3%	75.1%	85.5%	84.0%	85.1%	80.8%
MUCH MORE SATISFIED	60.0%	59.3%	57.9%	56.3%	66.5%	66.0%	67.0%	62.5%
SOMEWHAT MORE SATISFIED	20.5%	19.9%	23.4%	18.7%	19.0%	17.9%	18.1%	18.3%
EQUALLY SATISFIED	11.9%	15.9%	10.4%	15.5%	9.0%	9.0%	9.4%	12.7%
LESS SATISFIED: (NET)	8.7%	4.9%	8.3%	8.5%	5.0%	5.5%	5.5%	6.5%
SOMEWHAT LESS SATISFIED	4.9%	3.5%	6.3%	7.0%	3.6%	3.8%	4.1%	5.1%
MUCH LESS SATISFIED	1.9%	1.5%	2.1%	1.4%	1.4%	1.6%	1.4%	1.4%

### WILL YOUR CHILD CONTINUE IN CONNECTIONS ACADEMY NEXT SCHOOL YEAR (2011-2012)?

	2010-2011	2009-2010	2008-2009	2007-2008	2010-2011	2009-2010	2008-2009	2007-2008
DEFINITELY/PROBABLY (NET):	69.0%	69.2%	73.2%	69.0%	75.4%	75.2%	76.4%	75.2%
YES, DEFINITELY	40.0%	44.4%	43.9%	40.3%	51.9%	51.2%	51.8%	49.3%
PROBABLY	27.0%	25.1%	29.3%	28.6%	23.5%	23.9%	24.6%	25.9%
MAYBE	17.0%	15.1%	12.1%	23.9%	13.0%	13.7%	13.5%	15.3%
PROBABLY NOT	5.7%	4.1%	6.1%	5.9%	5.3%	5.3%	5.1%	5.4%
DEFINITELY NOT	5.7%	4.1%	2.5%	1.4%	3.3%	3.5%	3.7%	2.4%
ANSWER DIFFERS FOR EACH CHILD	1.9%	4.1%	3.0%		2.2%	2.3%	2.3%	1.8%

### THE PROGRAM PROVIDES OPPORTUNITIES FOR INTERACTION WITH OTHER FAMILIES.

	2010-2011	2009-2010	2008-2009	2007-2008	2010-2011	2009-2010	2008-2009	2007-2008
AGREE: (NET)	69.0%	69.1%	72.7%	70.4%	75.3%	73.0%	75.9%	73.7%
AGREE STRONGLY	11.0%	18.9%	11.1%	21.1%	19.7%	18.0%	19.3%	17.5%
AGREE	58.0%	50.2%	61.6%	49.3%	55.6%	54.9%	56.6%	56.2%
DISAGREE: (NET)	31.0%	30.9%	27.3%	29.6%	24.7%	27.0%	24.1%	26.3%
DISAGREE	20.3%	20.3%	14.7%	23.9%	20.9%	22.0%	20.6%	21.9%
DISAGREE STRONGLY	4.0%	4.5%	2.5%	5.8%	3.0%	4.1%	3.4%	4.4%

### THE PROGRAM IS FLEXIBLE.

	2010-2011	2009-2010	2008-2009	2007-2008	2010-2011	2009-2010	2008-2009	2007-2008
AGREE: (NET)	90.5%	91.4%	90.9%	87.3%	90.2%	91.1%	91.1%	87.8%
AGREE STRONGLY	40.0%	50.2%	43.4%	40.3%	48.4%	51.1%	49.8%	45.7%
AGREE	50.5%	41.2%	47.5%	45.1%	43.8%	40.0%	41.3%	41.9%
DISAGREE: (NET)	7.5%	8.0%	9.1%	12.7%	7.0%	8.9%	8.9%	12.4%
DISAGREE	4.9%	7.0%	8.9%	9.9%	6.2%	7.1%	7.3%	9.0%
DISAGREE STRONGLY	2.8%	1.0%	0.5%	2.8%	1.5%	1.8%	1.6%	2.0%

Note: "Net" totals may differ from the sum of the component values due to rounding.

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## Connections Academy Parent Satisfaction Survey 2010-2011

	INSPIRE, the IDAHO CA				CONNECTIONS ACADEMY TOTAL			
	2010-2011 (n=281)	2009-2010 (n=243)	2008-2009 (n=188)	2007-2008 (n=71)	2010-2011 (n=9,488)	2009-2010 (n=9,092)	2008-2009 (n=8,500)	2007-2008 (n=3,863)
All Respondents >								
Families Sent Survey >	411	362	277	188	13,633	14,365	9,861	6,944
Response Rate >	66.4%	82.0%	71.8%	42.8%	80.8%	86.2%	86.2%	87.5%

### THE CURRICULUM IS MORE CHALLENGING THAN MY STUDENT'S FORMER SCHOOLING (PUBLIC, HOME, OTHER).

AGREE: (NET)	71.2%	75.7%	71.2%	70.4%	71.8%	75.4%	75.1%	74.1%
AGREE STRONGLY	22.0%	35.0%	27.3%	29.0%	29.4%	35.5%	33.5%	32.0%
AGREE	49.4%	39.9%	43.9%	40.0%	42.4%	40.1%	41.6%	41.5%
DISAGREE: (NET)	28.0%	24.3%	28.0%	29.0%	28.2%	24.0%	24.9%	25.9%
DISAGREE	25.0%	21.4%	24.2%	25.4%	24.3%	20.0%	21.7%	21.0%
DISAGREE STRONGLY	3.2%	2.9%	4.5%	4.2%	4.0%	3.0%	3.2%	4.1%

### THE USE OF THE COMPUTER AND LEARNING MANAGEMENT SYSTEM IS IMPROVING THE LEARNING EXPERIENCE.

AGREE: (NET)	95.0%	92.1%	92.9%	90.1%	94.7%	94.7%	92.0%	94.7%
AGREE STRONGLY	34.5%	43.0%	40.4%	35.2%	41.0%	46.0%	46.1%	42.9%
AGREE	60.5%	51.4%	52.5%	54.9%	53.6%	47.9%	46.9%	51.8%
DISAGREE: (NET)	5.0%	4.9%	7.1%	9.9%	5.3%	5.3%	5.0%	5.3%
DISAGREE	3.9%	4.5%	6.6%	3.5%	4.0%	4.7%	4.5%	4.0%
DISAGREE STRONGLY	1.1%	0.4%	0.5%	1.4%	0.5%	0.0%	0.4%	0.0%

### MY CHILD IS MAKING GOOD PROGRESS.

AGREE: (NET)	92.2%	91.4%	87.4%	85.9%	92.0%	92.0%	92.0%	93.0%
AGREE STRONGLY	36.4%	44.0%	35.9%	36.0%	41.3%	44.5%	42.6%	42.4%
AGREE	55.7%	47.3%	51.5%	49.3%	51.2%	48.1%	49.3%	50.6%
DISAGREE: (NET)	7.8%	6.0%	12.0%	14.1%	7.4%	7.4%	8.0%	7.0%
DISAGREE	6.0%	7.4%	10.8%	12.7%	6.5%	6.5%	7.0%	6.2%
DISAGREE STRONGLY	1.8%	1.2%	2.0%	1.4%	1.0%	0.9%	1.0%	0.8%

### MY CHILD IS ENJOYING THE PROGRAM.

AGREE: (NET)	90.4%	90.5%	85.9%	90.1%	90.8%	90.3%	89.9%	90.0%
AGREE STRONGLY	25.0%	39.9%	33.0%	36.0%	30.7%	39.6%	37.3%	37.0%
AGREE	64.0%	50.6%	52.9%	53.5%	54.1%	50.7%	52.6%	53.0%
DISAGREE: (NET)	9.6%	9.5%	14.1%	9.9%	9.2%	9.7%	10.1%	10.0%
DISAGREE	3.2%	0.0%	11.0%	3.5%	7.0%	0.0%	3.0%	0.5%
DISAGREE STRONGLY	1.4%	0.0%	2.5%	1.4%	1.4%	1.1%	1.3%	1.5%

### THE PROGRAM TAKES MORE OF MY TIME THAN I HAD EXPECTED.

AGREE: (NET)	32.4%	42.0%	46.5%	42.3%	35.8%	40.2%	39.7%	41.9%
AGREE STRONGLY	3.2%	11.9%	12.0%	11.3%	9.9%	11.0%	11.5%	13.1%
AGREE	24.2%	30.9%	33.0%	31.0%	25.7%	29.4%	28.1%	28.7%
DISAGREE: (NET)	67.6%	57.2%	53.5%	57.7%	64.4%	59.0%	60.3%	58.1%
DISAGREE	52.7%	44.4%	42.9%	46.5%	49.3%	45.9%	46.7%	45.9%
DISAGREE STRONGLY	14.9%	12.8%	10.6%	11.3%	15.1%	13.9%	13.7%	12.2%

### I AM ABLE TO PERSONALIZE THE CURRICULUM TO FIT THE LEARNING DEMANDS AND INTERESTS OF MY CHILD.

AGREE: (NET)	78.0%	79.0%	87.2%	76.1%	80.5%	79.5%	79.3%	78.4%
AGREE STRONGLY	22.0%	36.1%	25.0%	40.0%	31.0%	34.2%	34.0%	33.6%
AGREE	55.9%	40.7%	41.4%	35.2%	49.5%	45.4%	45.4%	44.9%
DISAGREE: (NET)	21.4%	20.2%	12.8%	23.9%	19.5%	20.5%	20.7%	21.0%
DISAGREE	18.0%	18.9%	30.9%	18.3%	18.2%	17.3%	18.0%	17.9%
DISAGREE STRONGLY	5.3%	3.3%	2.0%	5.6%	3.4%	3.1%	2.8%	4.0%

### THE CURRICULUM IS HIGH QUALITY.

AGREE: (NET)	95.4%	97.5%	94.4%	95.0%	96.3%	96.4%	96.1%	96.0%
AGREE STRONGLY	46.5%	50.2%	42.4%	43.7%	49.0%	54.5%	52.4%	51.1%
AGREE	48.1%	47.3%	52.0%	51.1%	47.3%	41.8%	43.6%	44.9%
DISAGREE: (NET)	4.6%	2.5%	5.6%	4.2%	3.7%	3.6%	3.9%	4.0%
DISAGREE	3.2%	2.5%	5.1%	4.2%	3.2%	3.2%	3.2%	3.4%
DISAGREE STRONGLY	1.4%	0.0%	0.5%	0.0%	0.5%	0.5%	0.7%	0.6%

### THE CURRICULUM IS TOO DIFFICULT.

AGREE: (NET)	9.8%	11.5%	17.2%	11.3%	11.1%	13.0%	13.3%	14.3%
AGREE STRONGLY	1.4%	4.1%	3.5%	3.8%	2.2%	3.8%	3.9%	3.9%
AGREE	8.2%	7.4%	13.8%	7.5%	8.9%	10.3%	10.4%	11.4%
DISAGREE: (NET)	90.4%	88.5%	82.8%	88.7%	88.9%	87.0%	86.7%	85.7%
DISAGREE	84.1%	87.5%	83.1%	82.0%	83.4%	82.5%	82.7%	81.2%
DISAGREE STRONGLY	26.3%	21.0%	19.7%	26.0%	25.5%	24.6%	23.0%	24.5%

Note: "Net" totals may differ from the sum of the component values due to rounding.

## Connections Academy Parent Satisfaction Survey 2010-2011

	INSPIRE, the IDAHO CA				CONNECTIONS ACADEMY TOTAL			
	2010-2011 (n=281)	2009-2010 (n=243)	2008-2009 (n=198)	2007-2008 (n=71)	2010-2011 (n=9,486)	2009-2010 (n=8,092)	2008-2009 (n=6,800)	2007-2008 (n=3,863)
All Respondents >	411	362	277	198	18,633	14,365	9,851	6,944
Families Sent Survey >								
Response Rate >	66.4%	82.0%	71.8%	43.8%	80.3%	86.3%	85.2%	87.5%

### THE PROGRAM TAKES TOO MUCH TIME TO ADMINISTER (E.G. CHECKING OFF ASSIGNMENTS).

AGREE: (NET)	13.0%	17.3%	20.7%	15.0%	12.4%	15.0%	14.4%	13.0%
AGREE STRONGLY	2.5%	4.1%	4.5%	4.2%	2.7%	3.9%	3.7%	3.0%
AGREE	11.0%	13.2%	16.2%	11.3%	9.7%	11.1%	10.7%	11.9%
DISAGREE: (NET)	86.0%	82.7%	79.3%	84.0%	87.6%	85.0%	85.6%	84.2%
DISAGREE	82.0%	80.4%	87.1%	88.0%	80.3%	89.9%	89.4%	89.3%
DISAGREE STRONGLY	25.0%	24.3%	22.2%	26.2%	27.3%	25.1%	26.3%	25.0%

### THE TEACHERS IMPROVE THE LEARNING EXPERIENCE.

AGREE: (NET)	96.1%	97.7%	70.9%	80.3%	91.9%	91.0%	99.7%	97.0%
AGREE STRONGLY	29.2%	32.5%	20.3%	28.2%	41.4%	43.2%	41.7%	37.2%
AGREE	56.9%	55.1%	50.5%	52.1%	50.4%	47.8%	48.0%	50.3%
DISAGREE: (NET)	13.9%	12.3%	21.2%	19.7%	8.1%	9.0%	10.3%	12.0%
DISAGREE	11.7%	10.7%	19.2%	14.1%	7.0%	7.7%	9.1%	10.0%
DISAGREE STRONGLY	2.1%	1.6%	2.0%	5.6%	1.1%	1.3%	1.2%	2.0%

### MY CHILD IS ABLE TO LEARN AT HIS/HER OWN PACE.

AGREE: (NET)	87.0%	87.7%	86.4%	83.1%	88.0%	87.0%	87.4%	85.0%
AGREE STRONGLY	26.0%	40.1%	40.4%	46.0%	43.5%	40.3%	47.4%	44.3%
AGREE	48.0%	41.6%	42.9%	36.0%	44.5%	39.2%	40.0%	40.7%
DISAGREE: (NET)	12.0%	12.3%	13.6%	16.9%	12.0%	12.0%	12.6%	15.0%
DISAGREE	8.9%	10.3%	12.1%	14.1%	10.1%	10.0%	10.6%	12.2%
DISAGREE STRONGLY	3.8%	2.1%	1.5%	2.8%	1.9%	2.0%	2.0%	2.8%

### I AM SATISFIED WITH THE OPPORTUNITIES MY CHILD HAS FOR PARTICIPATION IN EXTRACURRICULAR ACTIVITIES.

AGREE: (NET)	75.4%	79.0%	77.3%	81.7%	80.0%	70.3%	75.6%	74.9%
AGREE STRONGLY	16.0%	26.3%	22.2%	26.0%	24.0%	26.4%	24.8%	24.3%
AGREE	59.9%	52.7%	55.1%	54.9%	56.0%	52.0%	50.8%	50.5%
DISAGREE: (NET)	24.6%	21.0%	22.7%	18.3%	20.0%	21.7%	24.4%	25.2%
DISAGREE	21.0%	17.7%	20.7%	16.9%	16.0%	17.7%	20.9%	20.1%
DISAGREE STRONGLY	3.8%	3.3%	2.0%	1.4%	3.4%	4.0%	3.5%	5.1%

### I AM SATISFIED WITH THE VARIETY OF LEARNING ACTIVITIES PROVIDED BY THE PROGRAM.

AGREE: (NET)	95.0%	95.0%	90.9%	95.0%	95.3%	95.7%	95.2%	94.0%
AGREE STRONGLY	37.4%	47.3%	39.9%	40.0%	44.0%	49.7%	47.4%	44.0%
AGREE	57.7%	48.1%	54.0%	54.9%	51.3%	46.0%	47.8%	49.0%
DISAGREE: (NET)	5.0%	4.5%	5.1%	4.2%	4.7%	4.3%	4.8%	5.7%
DISAGREE	4.3%	4.1%	4.0%	4.2%	3.9%	3.7%	4.3%	5.1%
DISAGREE STRONGLY	0.7%	0.4%	2.0%	0.7%	0.7%	0.6%	0.9%	0.6%

### MY CHILD'S ATTITUDE TOWARD LEARNING HAS IMPROVED WITH CONNECTIONS ACADEMY.

AGREE: (NET)	80.0%	77.4%	72.2%	74.0%	80.4%	80.3%	79.8%	77.2%
AGREE STRONGLY	23.0%	28.4%	29.3%	29.0%	30.4%	34.3%	33.8%	30.3%
AGREE	57.0%	49.0%	42.9%	45.1%	49.9%	46.0%	46.0%	46.9%
DISAGREE: (NET)	19.2%	22.6%	27.8%	25.4%	19.6%	19.7%	20.2%	22.8%
DISAGREE	17.4%	19.8%	23.2%	21.1%	17.2%	17.0%	18.0%	20.1%
DISAGREE STRONGLY	1.8%	2.9%	4.5%	4.2%	2.4%	2.7%	2.2%	2.7%

### THE LESSONS ARE WELL ORGANIZED.

AGREE: (NET)	95.4%	95.1%	94.9%	94.4%	95.0%	95.0%	95.3%	94.0%
AGREE STRONGLY	26.1%	42.7%	40.4%	42.3%	44.0%	40.0%	46.6%	47.9%
AGREE	57.0%	49.4%	54.5%	52.1%	50.9%	46.7%	48.7%	46.7%
DISAGREE: (NET)	4.6%	4.9%	5.1%	5.6%	4.0%	4.5%	4.7%	5.4%
DISAGREE	2.8%	4.9%	5.1%	5.6%	3.9%	3.8%	4.2%	4.6%
DISAGREE STRONGLY	1.8%				0.0%	0.6%	0.5%	0.6%

### PLEASE RATE THE OVERALL QUALITY OF THE CONNECTIONS ACADEMY CURRICULUM.

EXCELLENT/GOOD (NET):	94.7%	96.3%	94.9%	94.4%	95.0%	95.0%	95.0%	94.9%
EXCELLENT	61.2%	64.2%	52.0%	62.0%	65.8%	65.9%	64.3%	61.2%
GOOD	33.5%	32.1%	42.9%	32.4%	30.2%	29.9%	31.7%	33.7%
FAIR	4.8%	3.7%	5.1%	4.2%	3.0%	3.7%	3.8%	4.4%
POOR	0.7%			1.4%	0.0%	0.5%	0.4%	0.7%

Note: "Net" totals may differ from the sum of the component values due to rounding.

## Connections Academy Parent Satisfaction Survey 2010-2011

	INSPIRE, the IDAHO CA				CONNECTIONS ACADEMY TOTAL			
	2010-2011 (n=291)	2009-2010 (n=243)	2008-2009 (n=188)	2007-2008 (n=71)	2010-2011 (n=9,489)	2009-2010 (n=8,082)	2008-2009 (n=6,806)	2007-2008 (n=1,893)
All Respondents >								
Families Sent Survey >	411	392	277	199	18,033	14,365	9,951	6,944
Response Rate >	66.4%	62.9%	71.0%	42.9%	50.9%	56.3%	66.3%	57.5%

**IS ANY ONE OF YOUR STUDENTS CURRENTLY ENROLLED IN A CONNECTIONS ACADEMY WORLD LANGUAGE COURSE (FOREIGN OR SIGN LANGUAGE)?**

YES	36.4%	30.9%	32.9%		27.3%	25.0%	27.7%	
NO	61.0%	66.1%	67.2%		72.7%	74.2%	72.3%	

**HAS ANY CHILD OF YOURS WHO IS ENROLLED IN CONNECTIONS ACADEMY HAD AN IEP OR BEEN DIAGNOSED WITH A LEARNING DISABILITY?**

YES	13.9%	14.0%	25.3%	21.1%	15.1%	16.2%	22.1%	21.1%
NO	86.1%	86.0%	74.7%	78.9%	84.9%	83.8%	77.9%	78.9%

**I AM SATISFIED WITH SPECIAL EDUCATION SERVICES.  
BASE: CHILD HAD IEP/DIAGNOSED WITH LEARNING DISABILITY**

AGREE: (NET)	66.7%	62.4%	60.0%	73.3%	60.0%	60.3%	79.6%	76.5%
AGREE STRONGLY	30.0%	47.1%	32.0%	40.0%	37.0%	41.0%	35.7%	34.4%
AGREE	35.9%	35.3%	34.0%	33.3%	43.0%	39.3%	44.2%	42.1%
DISAGREE: (NET)	33.3%	17.6%	34.0%	26.7%	30.0%	19.7%	20.2%	23.5%
DISAGREE	25.0%	14.7%	32.0%	20.0%	14.0%	14.3%	14.6%	16.6%
DISAGREE STRONGLY	7.7%	2.9%	12.0%	8.7%	5.4%	5.4%	5.9%	6.9%

**I FEEL MY CONCERNS ARE BEING ADDRESSED.  
BASE: CHILD HAD IEP/DIAGNOSED WITH LEARNING DISABILITY**

AGREE: (NET)	62.1%	68.2%	60.0%	73.3%	62.7%	64.4%	63.9%	60.9%
AGREE STRONGLY	35.9%	44.1%	34.0%	46.7%	40.2%	43.7%	36.6%	37.5%
AGREE	46.2%	44.1%	34.0%	26.7%	43.5%	40.0%	44.1%	43.4%
DISAGREE: (NET)	17.9%	11.8%	32.0%	26.7%	17.3%	15.6%	16.1%	19.1%
DISAGREE	10.3%	11.8%	20.0%	20.0%	12.6%	11.4%	11.6%	13.9%
DISAGREE STRONGLY	7.7%		6.0%	8.7%	4.7%	4.1%	4.2%	5.2%

**I FEEL MY CHILD IS MAKING PROGRESS ON HIS/HER IEP GOALS.  
BASE: CHILD HAD IEP/DIAGNOSED WITH LEARNING DISABILITY**

AGREE: (NET)	76.9%	85.3%	74.0%	60.0%	62.9%	63.4%	63.6%	61.1%
AGREE STRONGLY	28.2%	52.9%	26.0%	33.3%	35.1%	37.5%	35.3%	33.9%
AGREE	48.7%	32.4%	48.0%	46.7%	47.8%	46.1%	48.3%	47.2%
DISAGREE: (NET)	23.1%	14.7%	26.0%	20.0%	17.1%	16.6%	16.4%	16.9%
DISAGREE	20.5%	11.8%	12.0%	13.3%	12.6%	12.4%	11.2%	14.4%
DISAGREE STRONGLY	2.8%	2.9%	14.0%	8.7%	4.4%	4.1%	5.2%	4.5%

**I FEEL MY CHILD'S SPECIAL EDUCATION TEACHER UNDERSTANDS HIS/HER NEEDS.  
BASE: CHILD HAD IEP/DIAGNOSED WITH LEARNING DISABILITY**

AGREE: (NET)	79.5%	79.5%	70.0%	60.0%	61.6%	61.0%	63.0%	60.4%
AGREE STRONGLY	38.5%	44.1%	34.0%	33.3%	36.9%	43.5%	40.3%	36.6%
AGREE	41.0%	35.4%	44.0%	46.7%	41.7%	30.0%	42.6%	43.7%
DISAGREE: (NET)	20.5%	23.5%	22.0%	20.0%	18.4%	16.4%	17.0%	19.6%
DISAGREE	15.4%	20.6%	12.0%	13.3%	13.7%	13.1%	11.9%	13.5%
DISAGREE STRONGLY	5.1%	2.9%	10.0%	8.7%	4.7%	5.3%	5.1%	6.0%

**I FEEL MY CHILD'S TEACHER PROVIDES SUFFICIENT SUPPORT.  
BASE: CHILD HAD IEP/DIAGNOSED WITH LEARNING DISABILITY**

AGREE: (NET)	67.2%	65.3%	72.0%	73.3%	65.9%	65.3%	65.5%	64.2%
AGREE STRONGLY	30.0%	41.2%	32.0%	40.0%	42.4%	46.9%	42.3%	40.7%
AGREE	56.4%	44.1%	40.0%	33.3%	43.5%	36.4%	43.2%	43.5%
DISAGREE: (NET)	12.0%	14.7%	20.0%	26.7%	14.1%	14.7%	14.5%	15.0%
DISAGREE	7.7%	14.7%	10.0%	13.3%	10.6%	10.6%	10.9%	11.9%
DISAGREE STRONGLY	5.1%		10.0%	13.3%	3.5%	4.1%	3.6%	3.6%

**I FEEL MY CHILD WILL BE SUCCESSFUL ON STATE TESTS.  
BASE: CHILD HAD IEP/DIAGNOSED WITH LEARNING DISABILITY**

AGREE: (NET)	74.4%	70.8%	72.0%	66.7%	74.4%	74.0%	74.1%	73.4%
AGREE STRONGLY	23.1%	35.3%	16.0%	46.7%	25.2%	20.7%	24.2%	25.4%
AGREE	51.3%	35.3%	56.0%	20.0%	46.2%	47.9%	49.9%	48.0%
DISAGREE: (NET)	25.6%	29.4%	28.0%	33.3%	25.6%	25.4%	25.9%	26.6%
DISAGREE	20.5%	23.5%	22.0%	26.7%	19.3%	16.6%	19.1%	20.2%
DISAGREE STRONGLY	5.1%	5.9%	6.0%	8.7%	6.3%	6.8%	6.8%	6.4%

Note: "Net" totals may differ from the sum of the component values due to rounding.

## Connections Academy Parent Satisfaction Survey 2010-2011

	INSPIRE, the IDAHO CA				CONNECTIONS ACADEMY TOTAL			
	2010-2011 (n=201)	2009-2010 (n=243)	2008-2009 (n=188)	2007-2006 (n=71)	2010-2011 (n=3,489)	2009-2010 (n=5,062)	2008-2009 (n=5,500)	2007-2006 (n=3,963)
All Respondents >								
Families Sent Survey >	411	392	277	188	13,833	14,365	9,861	6,344
Response Rate >	60.4%	62.9%	71.8%	42.8%	50.2%	56.3%	55.3%	57.8%

### SPECIAL EDUCATION SERVICES ARE BETTER COMPARED TO MY CHILD'S PREVIOUS SCHOOL.

BASE: CHILD HAD IEP/DIAGNOSED WITH LEARNING DISABILITY

	2010-2011	2009-2010	2008-2009	2007-2006	2010-2011	2009-2010	2008-2009	2007-2006
AGREE: (NET)	76.9%	79.4%	80.0%		77.7%	70.0%	75.6%	
AGREE STRONGLY	46.2%	52.9%	30.0%		41.5%	42.5%	36.4%	
AGREE	30.0%	26.5%	40.0%		36.2%	27.5%	39.4%	
DISAGREE: (NET)	23.1%	20.6%	20.0%		22.3%	29.9%	24.3%	
DISAGREE	15.4%	17.6%	10.0%		16.8%	17.5%	10.0%	
DISAGREE STRONGLY	7.7%	2.9%	14.0%		5.5%	5.6%	6.2%	

### HAVE YOU AND YOUR CHILD EVER ATTENDED AN EVENT SPONSORED BY A CONNECTIONS ACADEMY SCHOOL, LIKE A FIELD TRIP OR END-OF-YEAR PARTY?

	2010-2011	2009-2010	2008-2009	2007-2006	2010-2011	2009-2010	2008-2009	2007-2006
YES	54.0%	53.1%	56.1%	63.4%	48.2%	41.2%	45.1%	46.4%
NO	45.2%	46.9%	41.9%	36.0%	51.8%	58.8%	54.9%	53.6%

### PLEASE RATE THE OVERALL QUALITY OF THE CONNECTIONS ACADEMY EVENTS YOU HAVE ATTENDED.

BASE: ATTENDED EVENT

	2010-2011	2009-2010	2008-2009	2007-2006	2010-2011	2009-2010	2008-2009	2007-2006
EXCELLENT/GOOD (NET):	83.0%	83.7%	96.1%	100.0%	87.0%	91.1%	92.1%	99.2%
EXCELLENT	35.7%	43.4%	54.0%	57.0%	45.2%	52.0%	52.7%	48.0%
GOOD	46.1%	40.3%	44.3%	42.2%	41.8%	39.0%	39.4%	49.0%
FAIR	15.0%	12.4%	0.9%		10.0%	7.4%	7.0%	9.2%
POOR	0.8%	3.9%			2.1%	1.5%	1.0%	1.7%

### HOW FREQUENTLY ARE YOU IN TOUCH WITH YOUR CHILD'S CONNECTIONS ACADEMY TEACHERS? PLEASE INCLUDE CONTACTS BY PHONE, WEBMAIL, MAIL OR ANY OTHER WAYS.

	2010-2011	2009-2010	2008-2009	2007-2006	2010-2011	2009-2010	2008-2009	2007-2006
TOP TWO BOX (NET):	44.5%				53.5%			
ONCE A WEEK OR MORE	21.0%				34.9%			
THREE TIMES A MONTH	23.5%				18.6%			
TWICE A MONTH	21.0%				19.2%			
ONCE A MONTH	18.5%				14.3%			
LESS THAN ONCE A MONTH	16.0%				13.0%			

### HOW FREQUENTLY IS YOUR CHILD IN TOUCH WITH THEIR CONNECTIONS ACADEMY TEACHERS? PLEASE INCLUDE CONTACTS BY PHONE, WEBMAIL, MAIL OR ANY OTHER WAYS.

	2010-2011	2009-2010	2008-2009	2007-2006	2010-2011	2009-2010	2008-2009	2007-2006
TOP TWO BOX (NET):	71.5%				66.6%			
ONCE A WEEK OR MORE	46.0%				53.4%			
THREE TIMES A MONTH	25.5%				13.2%			
TWICE A MONTH	13.2%				16.4%			
ONCE A MONTH	11.4%				9.3%			
LESS THAN ONCE A MONTH	3.9%				4.7%			

### HOW DO YOU FEEL ABOUT THE AMOUNT OF CONTACT YOU HAVE WITH YOUR CHILD'S CONNECTIONS ACADEMY TEACHERS?

	2010-2011	2009-2010	2008-2009	2007-2006	2010-2011	2009-2010	2008-2009	2007-2006
IT'S TOO MUCH	1.1%	2.0%	0.5%		1.5%	1.5%	1.4%	
IT'S ABOUT RIGHT	82.1%	79.8%	75.0%		86.4%	85.5%	86.1%	
IT'S NOT ENOUGH	13.9%	17.7%	23.7%		12.1%	13.0%	12.5%	

### HOW DO YOU FEEL ABOUT THE AMOUNT OF CONTACT YOUR CHILD HAS WITH THEIR CONNECTIONS ACADEMY TEACHERS?

	2010-2011	2009-2010	2008-2009	2007-2006	2010-2011	2009-2010	2008-2009	2007-2006
IT'S TOO MUCH	0.4%	1.2%	0.5%		1.3%	1.1%	1.0%	
IT'S ABOUT RIGHT	64.3%	70.0%	83.0%		83.2%	79.5%	79.3%	
IT'S NOT ENOUGH	15.3%	28.2%	16.9%		15.5%	19.4%	19.7%	

### WHO INITIATES MOST OF THE CONTACTS BETWEEN YOUR FAMILY AND CONNECTIONS ACADEMY TEACHERS?

	2010-2011	2009-2010	2008-2009	2007-2006	2010-2011	2009-2010	2008-2009	2007-2006
THE TEACHER(S)	33.1%	35.0%	36.9%	33.0%	30.6%	32.5%	36.6%	39.1%
PARENTS/LEARNING COACHES	14.2%	13.2%	15.7%	26.0%	17.9%	17.3%	16.4%	20.7%
THE STUDENT(S)	19.9%	15.5%	17.7%	18.3%	17.3%	15.1%	13.0%	10.0%
STUDENTS AND PARENTS/LEARNING COACHES TOGETHER	23.1%	21.0%	16.2%	16.3%	24.2%	24.0%	22.5%	21.4%
OTHER	9.8%	11.5%	11.8%	2.8%	9.7%	11.0%	11.2%	6.8%
DON'T KNOW/NO ANSWER					0.0%	0.0%	0.0%	0.3%

Note: "Net" totals may differ from the sum of the component values due to rounding.

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## Connections Academy Parent Satisfaction Survey 2010-2011

	INSPIRE, the IDAHO CA				CONNECTIONS ACADEMY TOTAL			
	2010-2011 (n=281)	2009-2010 (n=243)	2008-2009 (n=188)	2007-2006 (n=71)	2010-2011 (n=9,489)	2009-2010 (n=8,082)	2008-2009 (n=6,500)	2007-2006 (n=1,993)
All Respondents >								
Families Sent Survey >	411	392	277	198	18,833	14,368	9,861	6,844
Response Rate >	68.4%	62.0%	71.8%	42.0%	50.2%	56.2%	65.2%	57.8%

### WHAT IS THE MOST COMMON METHOD OF COMMUNICATION BETWEEN MEMBERS OF YOUR HOUSEHOLD AND CONNECTIONS ACADEMY TEACHERS?

	2010-2011	2009-2010	2008-2009	2007-2006	2010-2011	2009-2010	2008-2009	2007-2006
WEBMAIL	54.1%	63.4%	64.0%	62.0%	60.4%	65.3%	64.7%	63.4%
TELEPHONE	22.4%	19.9%	20.0%	33.0%	20.7%	19.7%	22.2%	20.0%
LIVELESSON	17.0%	11.9%	3.5%	1.4%	12.9%	9.7%	3.3%	5.4%
MAIL	1.4%	0.0%	0.5%	1.4%	0.9%	1.0%	0.7%	0.9%
OTHER	4.3%	4.9%	2.5%	1.4%	5.0%	4.2%	4.1%	3.0%

### HOW OFTEN DOES THE TEACHER RESPOND THE SAME DAY TO YOUR PHONE CALLS AND WEBMAIL MESSAGES?

	2010-2011	2009-2010	2008-2009	2007-2006	2010-2011	2009-2010	2008-2009	2007-2006
TOP TWO BOX (NET):	86.1%	82.7%	70.7%	73.2%	80.3%	80.6%	67.3%	67.2%
NEARLY ALWAYS	46.0%	44.9%	40.4%	47.9%	50.0%	55.5%	56.6%	59.4%
MOST OF THE TIME	36.1%	37.9%	30.3%	25.4%	30.0%	31.0%	30.7%	27.8%
HALF OF THE TIME	9.3%	10.7%	14.0%	16.3%	6.4%	7.3%	7.1%	6.4%
OCCASIONALLY	3.6%	3.7%	10.0%	4.2%	3.2%	3.9%	3.7%	3.9%
HARDLY EVER	1.1%	2.9%	4.0%	4.2%	1.0%	2.3%	1.9%	2.4%

### HOW WOULD YOU RATE THE RESPONSE TIME OF YOUR CHILD'S CONNECTIONS ACADEMY TEACHERS?

	2010-2011	2009-2010	2008-2009	2007-2006	2010-2011	2009-2010	2008-2009	2007-2006
EXCELLENT/GOOD (NET):	91.5%	90.1%	79.3%	78.9%	80.7%	91.1%	91.5%	90.9%
EXCELLENT	46.0%	51.9%	37.9%	47.9%	60.5%	59.3%	60.6%	59.9%
GOOD	41.0%	38.2%	41.4%	31.0%	32.1%	31.7%	30.9%	31.0%
FAIR	6.4%	9.5%	17.2%	16.9%	5.9%	7.2%	7.1%	7.1%
POOR	2.1%	2.5%	3.5%	4.2%	1.4%	1.7%	1.4%	2.0%

### HOW SATISFIED ARE YOU WITH THE HELPFULNESS OF YOUR CHILD'S CONNECTIONS ACADEMY TEACHERS?

	2010-2011	2009-2010	2008-2009	2007-2006	2010-2011	2009-2010	2008-2009	2007-2006
SATISFIED: (NET)	94.7%	96.7%	92.9%	91.5%	90.4%	90.5%	96.3%	95.7%
VERY SATISFIED	66.0%	74.9%	63.1%	62.0%	70.0%	70.6%	75.6%	74.9%
SOMEWHAT SATISFIED	28.0%	21.8%	29.8%	29.6%	20.3%	19.9%	20.7%	20.8%
DISSATISFIED: (NET)	5.3%	3.3%	7.1%	8.5%	3.6%	3.5%	3.7%	4.3%
SOMEWHAT DISSATISFIED	3.6%	2.1%	6.1%	7.0%	2.7%	2.7%	3.0%	3.0%
VERY DISSATISFIED	1.8%	1.2%	1.0%	1.4%	1.0%	0.8%	0.7%	1.3%

### HOW WOULD YOU RATE THE RESPONSE TIME OF YOUR CHILD'S CONNECTIONS ACADEMY COUNSELOR?

	2010-2011	2009-2010	2008-2009	2007-2006	2010-2011	2009-2010	2008-2009	2007-2006
BASE: HAS CHILD IN CONNECTIONS ACADEMY, GRADE 9-12 AND CONTACTED COUNSELOR								
EXCELLENT/GOOD (NET):	75.3%	65.1%	77.4%	80.0%	68.8%	69.1%	90.2%	81.7%
EXCELLENT	33.3%	37.8%	36.8%	44.0%	54.2%	53.5%	53.6%	42.4%
GOOD	42.0%	47.3%	40.9%	36.0%	34.7%	35.5%	36.3%	39.3%
FAIR	16.5%	9.5%	11.8%	16.0%	6.4%	6.1%	7.1%	12.2%
POOR	9.2%	5.4%	10.9%	4.0%	2.0%	2.9%	2.9%	6.1%

### HOW SATISFIED ARE YOU WITH THE HELPFULNESS OF YOUR CHILD'S CONNECTIONS ACADEMY COUNSELOR?

	2010-2011	2009-2010	2008-2009	2007-2006	2010-2011	2009-2010	2008-2009	2007-2006
BASE: HAS CHILD IN CONNECTIONS ACADEMY, GRADE 9-12 AND CONTACTED COUNSELOR								
SATISFIED: (NET)	91.4%	90.5%	90.0%	92.0%	90.9%	90.2%	95.7%	90.9%
VERY SATISFIED	56.0%	60.8%	57.0%	53.0%	72.5%	70.9%	69.5%	58.8%
SOMEWHAT SATISFIED	33.3%	29.7%	33.0%	40.0%	23.4%	24.3%	26.1%	32.3%
DISSATISFIED: (NET)	8.6%	9.5%	10.0%	8.0%	4.1%	4.8%	4.3%	11.1%
SOMEWHAT DISSATISFIED	3.7%	5.4%	6.7%	4.0%	2.0%	3.6%	2.9%	7.2%
VERY DISSATISFIED	4.9%	4.1%	4.3%	4.0%	1.3%	1.2%	1.4%	3.9%

### HAVE YOU EVER CONTACTED YOUR SCHOOL PRINCIPAL WITH A QUESTION OR PROBLEM?

	2010-2011	2009-2010	2008-2009	2007-2006	2010-2011	2009-2010	2008-2009	2007-2006
YES	42.0%	30.2%	42.9%	46.3%	38.2%	25.7%	27.6%	30.5%
NO	58.0%	69.8%	57.1%	53.7%	61.8%	74.3%	72.4%	69.5%

### HOW WOULD YOU RATE THE RESPONSE TIME OF YOUR CHILD'S CONNECTIONS ACADEMY PRINCIPAL?

	2010-2011	2009-2010	2008-2009	2007-2006	2010-2011	2009-2010	2008-2009	2007-2006
BASE: EVER CONTACTED PRINCIPAL								
EXCELLENT/GOOD (NET):	67.3%	90.9%	94.1%	91.4%	66.6%	66.6%	66.4%	66.7%
EXCELLENT	52.5%	66.2%	57.6%	65.7%	55.1%	63.3%	64.2%	59.6%
GOOD	34.7%	23.7%	36.5%	25.7%	33.5%	23.4%	24.2%	27.1%
FAIR	7.6%	3.4%	5.8%	8.0%	6.2%	7.0%	6.7%	6.0%
POOR	5.1%	5.7%			3.2%	6.3%	4.9%	6.5%

Note: \*Net totals may differ from the sum of the component values due to rounding.

## Connections Academy Parent Satisfaction Survey 2010-2011

	INSPIRE, the IDAHO CA				CONNECTIONS ACADEMY TOTAL			
	2010-2011 (n=201)	2009-2010 (n=243)	2008-2009 (n=188)	2007-2006 (n=71)	2010-2011 (n=9,489)	2009-2010 (n=8,082)	2008-2009 (n=6,500)	2007-2006 (n=3,962)
All Respondents >								
Families Sent Survey >	411	382	277	198	15,633	14,365	9,951	6,944
Response Rate >	66.4%	62.9%	71.8%	42.8%	60.8%	66.3%	65.3%	67.5%

### HOW SATISFIED ARE YOU WITH THE HELPFULNESS OF YOUR CHILD'S CONNECTIONS ACADEMY PRINCIPAL?

BASE: EVER CONTACTED PRINCIPAL

	2010-2011	2009-2010	2008-2009	2007-2006	2010-2011	2009-2010	2008-2009	2007-2006
SATISFIED: (NET)	92.4%	92.2%	90.8%	91.4%	94.8%	92.2%	89.7%	93.4%
VERY SATISFIED	63.0%	70.4%	60.2%	65.7%	70.3%	70.2%	70.4%	68.7%
SOMEWHAT SATISFIED	29.0%	14.8%	30.6%	25.7%	24.3%	19.0%	19.3%	19.7%
DISSATISFIED: (NET)	7.6%	6.0%	1.2%	3.6%	5.4%	10.0%	10.3%	11.0%
SOMEWHAT DISSATISFIED	4.2%	4.5%	1.2%	3.9%	3.0%	5.3%	5.3%	5.7%
VERY DISSATISFIED	3.4%	2.3%	1.2%	5.7%	2.4%	5.0%	5.0%	5.0%

### HAVE YOU EVER CONTACTED YOUR CHILD'S ASSISTANT PRINCIPAL WITH A QUESTION OR PROBLEM?

BASE: ASKED APPLICABLE SCHOOLS

	2010-2011	2009-2010	2008-2009	2007-2006	2010-2011	2009-2010	2008-2009	2007-2006
YES			NA	NA	33.3%	11.0%	11.8%	12.4%
NO			NA	NA	66.7%	89.0%	88.2%	87.6%

### HOW WOULD YOU RATE THE RESPONSE TIME OF YOUR CHILD'S CONNECTIONS ACADEMY ASSISTANT PRINCIPAL?

BASE: EVER CONTACTED ASSISTANT PRINCIPAL

	2010-2011	2009-2010	2008-2009	2007-2006	2010-2011	2009-2010	2008-2009	2007-2006
EXCELLENT/GOOD (NET):			NA	NA	90.4%	90.3%	85.8%	80.4%
EXCELLENT			NA	NA	55.7%	63.2%	61.4%	53.5%
GOOD			NA	NA	34.7%	27.0%	24.4%	26.9%
FAIR			NA	NA	7.3%	7.7%	5.9%	10.0%
POOR			NA	NA	2.3%	6.0%	5.3%	9.0%

### HOW SATISFIED ARE YOU WITH THE HELPFULNESS OF YOUR CHILD'S CONNECTIONS ACADEMY ASSISTANT PRINCIPAL?

BASE: EVER CONTACTED ASSISTANT PRINCIPAL

	2010-2011	2009-2010	2008-2009	2007-2006	2010-2011	2009-2010	2008-2009	2007-2006
SATISFIED: (NET)			NA	NA	96.1%	90.4%	88.0%	81.1%
VERY SATISFIED			NA	NA	70.8%	66.1%	66.0%	59.8%
SOMEWHAT SATISFIED			NA	NA	25.4%	19.3%	20.0%	21.3%
DISSATISFIED: (NET)			NA	NA	3.9%	11.6%	12.0%	18.9%
SOMEWHAT DISSATISFIED			NA	NA	2.3%	5.8%	7.0%	10.8%
VERY DISSATISFIED			NA	NA	1.6%	5.8%	5.0%	8.3%

### PLEASE RATE THE FOLLOWING AREAS OF CONNECTIONS ACADEMY SUPPORT: TECHNICAL SUPPORT (QUESTIONS OR PROBLEMS CONCERNING THE LMS OR A COMPUTER SUPPLIED BY CONNECTIONS ACADEMY).

BASE: ALL APPLICABLE

	2010-2011	2009-2010	2008-2009	2007-2006	2010-2011	2009-2010	2008-2009	2007-2006
EXCELLENT/GOOD (NET):	91.7%	91.7%	88.5%	87.3%	92.2%	90.7%	91.3%	94.1%
EXCELLENT	58.3%	71.8%	58.8%	60.6%	63.5%	64.4%	63.9%	63.6%
GOOD	33.5%	20.1%	29.7%	26.8%	28.7%	26.3%	27.4%	30.5%
FAIR	6.0%	6.9%	7.3%	12.7%	5.7%	6.8%	6.1%	4.7%
POOR	2.3%	1.5%	4.2%		2.1%	3.4%	3.9%	1.2%

### PLEASE RATE THE FOLLOWING AREAS OF CONNECTIONS ACADEMY SUPPORT: ENROLLMENT SUPPORT (GETTING QUESTIONS ANSWERED ABOUT THE ENROLLMENT PROCESS).

BASE: ALL APPLICABLE

	2010-2011	2009-2010	2008-2009	2007-2006	2010-2011	2009-2010	2008-2009	2007-2006
EXCELLENT/GOOD (NET):	87.3%	91.8%	88.3%	88.3%	90.4%	91.0%	90.3%	92.7%
EXCELLENT	55.2%	68.9%	55.8%	49.3%	64.8%	66.1%	61.8%	60.4%
GOOD	32.1%	25.0%	32.5%	31.0%	27.6%	25.7%	28.5%	29.3%
FAIR	8.8%	6.4%	6.1%	12.7%	5.0%	6.1%	7.0%	7.0%
POOR	4.1%	1.7%	3.8%	7.0%	2.1%	3.2%	2.0%	2.7%

### PLEASE RATE THE FOLLOWING AREAS OF CONNECTIONS ACADEMY SUPPORT: PLACEMENT (GETTING QUESTIONS ANSWERED ABOUT PLACEMENT, PLACEMENT TESTS, OR STUDENT COURSES)

BASE: ALL APPLICABLE

	2010-2011	2009-2010	2008-2009	2007-2006	2010-2011	2009-2010	2008-2009	2007-2006
EXCELLENT/GOOD (NET):	85.7%	91.7%	94.8%	NA	90.8%	90.3%	89.5%	NA
EXCELLENT	53.3%	64.8%	49.5%	NA	59.5%	60.9%	58.6%	NA
GOOD	32.4%	27.0%	35.3%	NA	31.1%	29.4%	31.0%	NA
FAIR	9.7%	7.0%	11.4%	NA	6.0%	7.3%	6.0%	NA
POOR	4.8%	1.3%	3.6%	NA	2.6%	2.4%	2.5%	NA

Note: 'Net' totals may differ from the sum of the component values due to rounding.

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## Connections Academy Parent Satisfaction Survey 2010-2011

	INSPIRE, the IDAHO CA				CONNECTIONS ACADEMY TOTAL			
	2010-2011 (n=281)	2009-2010 (n=243)	2008-2009 (n=188)	2007-2006 (n=71)	2010-2011 (n=4,488)	2009-2010 (n=4,062)	2008-2009 (n=4,500)	2007-2006 (n=3,960)
All Respondents >								
Families Sent Survey >	411	362	277	166	10,633	14,365	9,961	6,944
Response Rate >	66.4%	62.9%	71.8%	42.8%	60.8%	66.3%	65.3%	57.8%

PLEASE RATE THE FOLLOWING AREAS OF CONNECTIONS ACADEMY SUPPORT: MATERIALS FULFILLMENT (RECEIVING THE CORRECT MATERIALS ON A TIMELY BASIS).

PLEASE RATE THE FOLLOWING AREAS OF CONNECTIONS ACADEMY SUPPORT: MATERIALS FULFILLMENT (RECEIVING THE CORRECT MATERIALS ON A TIMELY BASIS).

BASE: ALL APPLICABLE

	2010-2011	2009-2010	2008-2009	2007-2006	2010-2011	2009-2010	2008-2009	2007-2006
EXCELLENT/GOOD (NET):	92.1%	95.4%	94.3%	91.5%	95.0%	92.1%	90.7%	92.0%
EXCELLENT	66.4%	70.7%	57.4%	62.0%	71.7%	69.3%	65.6%	67.4%
GOOD	25.6%	15.0%	27.4%	29.6%	23.3%	22.8%	24.9%	24.6%
FAIR	5.3%	4.0%	9.6%	8.5%	3.9%	5.9%	6.7%	5.9%
POOR	2.2%		5.6%		1.2%	2.0%	2.0%	2.2%

DID YOU CONTACT TECHNICAL SUPPORT DURING THE YEAR FOR ANY CONNECTIONS ACADEMY HARDWARE, SOFTWARE OR LMS ISSUES?

	2010-2011	2009-2010	2008-2009	2007-2006	2010-2011	2009-2010	2008-2009	2007-2006
YES	77.6%	43.6%	50.6%	46.3%	61.6%	46.6%	46.4%	52.6%
NO	22.4%	56.4%	43.4%	50.7%	38.4%	51.4%	50.6%	47.2%

HOW SATISFIED ARE YOU WITH THE FOLLOWING ATTRIBUTES OF TECHNICAL SUPPORT... RESPONSE TIME?

BASE: CONTACTED TECH SUPPORT

	2010-2011	2009-2010
SATISFIED (NET):	97.2%	97.1%
VERY SATISFIED	74.3%	76.3%
SOMEWHAT SATISFIED	22.9%	20.8%
DISSATISFIED (NET):	2.8%	2.9%
SOMEWHAT DISSATISFIED	1.8%	3.2%
VERY DISSATISFIED	0.9%	0.7%

HOW SATISFIED ARE YOU WITH THE FOLLOWING ATTRIBUTES OF TECHNICAL SUPPORT... PROBLEM RESOLUTION?

BASE: CONTACTED TECH SUPPORT

	2010-2011	2009-2010
SATISFIED (NET):	95.9%	95.4%
VERY SATISFIED	75.2%	74.9%
SOMEWHAT SATISFIED	20.6%	20.5%
DISSATISFIED (NET):	4.1%	4.0%
SOMEWHAT DISSATISFIED	3.2%	3.2%
VERY DISSATISFIED	0.9%	1.4%

HOW SATISFIED ARE YOU WITH THE FOLLOWING ATTRIBUTES OF TECHNICAL SUPPORT... COURTEOUSNESS?

BASE: CONTACTED TECH SUPPORT

	2010-2011	2009-2010
SATISFIED (NET):	96.1%	96.7%
VERY SATISFIED	66.2%	64.1%
SOMEWHAT SATISFIED	12.0%	14.5%
DISSATISFIED (NET):	0.9%	1.3%
SOMEWHAT DISSATISFIED	0.9%	0.9%
VERY DISSATISFIED		0.4%

HOW SATISFIED ARE YOU WITH THE FOLLOWING ATTRIBUTES OF ENROLLMENT SUPPORT... RESPONSE TIME?

BASE: CONTACTED ENROLLMENT SUPPORT

	2010-2011	2009-2010
SATISFIED (NET):	95.7%	96.7%
VERY SATISFIED	70.1%	77.1%
SOMEWHAT SATISFIED	25.5%	19.6%
DISSATISFIED (NET):	0.3%	3.3%
SOMEWHAT DISSATISFIED	3.7%	2.0%
VERY DISSATISFIED	2.9%	0.7%

HOW SATISFIED ARE YOU WITH THE FOLLOWING ATTRIBUTES OF ENROLLMENT SUPPORT... PROBLEM RESOLUTION?

BASE: CONTACTED ENROLLMENT SUPPORT

	2010-2011	2009-2010
SATISFIED (NET):	90.3%	96.4%
VERY SATISFIED	70.9%	76.3%
SOMEWHAT SATISFIED	22.4%	19.9%
DISSATISFIED (NET):	8.7%	3.0%
SOMEWHAT DISSATISFIED	5.2%	2.5%
VERY DISSATISFIED	1.5%	1.1%

Note: "Net" totals may differ from the sum of the component values due to rounding.

## Connections Academy Parent Satisfaction Survey 2010-2011

	INSPIRE, the IDAHO CA				CONNECTIONS ACADEMY TOTAL			
	2010-2011 (n=251)	2009-2010 (n=243)	2008-2009 (n=188)	2007-2008 (n=71)	2010-2011 (n=6,488)	2009-2010 (n=6,092)	2008-2009 (n=5,500)	2007-2008 (n=3,963)
All Respondents >	411	392	277	199	18,833	14,365	9,861	6,944
Families Sent Survey >								
Response Rate >	65.6%	62.0%	71.5%	43.8%	80.8%	66.3%	65.2%	57.5%

### HOW SATISFIED ARE YOU WITH THE FOLLOWING ATTRIBUTES OF ENROLLMENT SUPPORT... COURTEOUSNESS?

BASE: CONTACTED ENROLLMENT SUPPORT

SATISFIED (NET):	97.0%	96.9%
VERY SATISFIED	94.7%	85.8%
SOMEWHAT SATISFIED	13.1%	13.3%
DISSATISFIED (NET):	2.2%	1.1%
SOMEWHAT DISSATISFIED	1.5%	0.0%
VERY DISSATISFIED	0.7%	0.3%

### HOW SATISFIED ARE YOU WITH THE FOLLOWING ATTRIBUTES OF PLACEMENT SUPPORT... RESPONSE TIME?

BASE: CONTACTED PLACEMENT SUPPORT

SATISFIED (NET):	93.1%	96.7%
VERY SATISFIED	71.0%	75.1%
SOMEWHAT SATISFIED	22.0%	21.6%
DISSATISFIED (NET):	6.9%	3.3%
SOMEWHAT DISSATISFIED	5.4%	2.5%
VERY DISSATISFIED	1.5%	0.8%

### HOW SATISFIED ARE YOU WITH THE FOLLOWING ATTRIBUTES OF PLACEMENT SUPPORT... PROBLEM RESOLUTION?

BASE: CONTACTED PLACEMENT SUPPORT

SATISFIED (NET):	95.4%	96.2%
VERY SATISFIED	71.4%	74.8%
SOMEWHAT SATISFIED	23.9%	21.4%
DISSATISFIED (NET):	4.6%	3.8%
SOMEWHAT DISSATISFIED	3.1%	2.7%
VERY DISSATISFIED	1.5%	1.1%

### HOW SATISFIED ARE YOU WITH THE FOLLOWING ATTRIBUTES OF PLACEMENT SUPPORT... COURTEOUSNESS?

BASE: CONTACTED PLACEMENT SUPPORT

SATISFIED (NET):	97.7%	96.7%
VERY SATISFIED	94.2%	83.3%
SOMEWHAT SATISFIED	13.5%	15.4%
DISSATISFIED (NET):	2.3%	1.3%
SOMEWHAT DISSATISFIED	1.2%	0.9%
VERY DISSATISFIED	1.2%	0.4%

### HAVE YOU OR YOUR CHILD PARTICIPATED IN REAL-TIME DISCUSSION OR INSTRUCTION ON CONNECTIONS ACADEMY'S LIVELESSON SYSTEM?

YES	90.0%	83.5%	77.3%	66.2%	80.5%	85.2%	83.3%	81.7%
NO	10.0%	16.5%	22.7%	33.8%	19.5%	14.8%	16.7%	18.3%

### HOW SATISFIED WERE YOU OR YOUR CHILD WITH THE INSTRUCTION AND INTERACTION PROVIDED THROUGH LIVELESSON TECHNOLOGY?

BASE: PARTICIPATED IN LIVELESSON

SATISFIED (NET):	95.5%	92.8%	90.8%	80.9%	83.4%	85.0%	83.5%	81.5%
VERY SATISFIED	85.7%	81.1%	45.1%	44.7%	64.0%	60.2%	63.9%	53.5%
SOMEWHAT SATISFIED	33.8%	34.5%	45.8%	36.2%	29.4%	24.8%	29.6%	33.0%
DISSATISFIED (NET):	11.5%	7.4%	9.2%	19.1%	6.0%	5.0%	6.5%	6.5%
SOMEWHAT DISSATISFIED	7.5%	5.9%	5.5%	14.9%	4.9%	3.9%	5.2%	6.5%
VERY DISSATISFIED	4.0%	1.5%	3.8%	4.3%	1.7%	1.1%	1.3%	2.0%

### IS YOUR CHILD ENROLLED IN EITHER OUR GIFTED AND TALENTED COURSES (FOR GRADES 3-8) OR HONORS/ADVANCED PLACEMENT COURSES (FOR HIGH SCHOOL)?

YES	25.0%	19.8%	10.2%		27.1%	15.4%	13.3%	
NO	74.4%	80.1%	89.8%		72.9%	84.6%	86.7%	

Note: "Net" totals may differ from the sum of the component values due to rounding.

## Connections Academy Parent Satisfaction Survey 2010-2011

	INSPIRE, the IDAHO CA				CONNECTIONS ACADEMY TOTAL			
	2010-2011 (n=281)	2009-2010 (n=243)	2008-2009 (n=188)	2007-2006 (n=71)	2010-2011 (n=4,488)	2009-2010 (n=4,082)	2008-2009 (n=4,500)	2007-2006 (n=1,963)
All Respondents >								
Families Sent Survey >	411	382	277	188	18,623	14,365	8,861	6,944
Response Rate >	68.4%	82.0%	71.6%	42.3%	80.3%	86.3%	66.3%	57.6%

### OVERALL, HOW SATISFIED ARE YOU WITH CONNECTIONS ACADEMY'S GIFTED AND TALENTED OR HONORS/ADVANCED PLACEMENT COURSES AND INSTRUCTION?

BASE: CHILD ENROLLED IN GIFTED AND TALENTED OR HONORS/AP COURSES

SATISFIED: (NET)	95.0%	93.5%	90.9%	50.0%	95.1%	95.5%	94.5%	94.3%
VERY SATISFIED	65.3%	66.8%	55.8%		64.8%	65.7%	61.5%	53.7%
SOMEWHAT SATISFIED	30.0%	23.8%	33.3%	50.0%	30.2%	29.8%	33.1%	40.5%
DISSATISFIED: (NET)	4.2%	6.5%	11.1%	50.0%	4.9%	4.5%	5.5%	5.7%
SOMEWHAT DISSATISFIED	2.8%	6.5%	11.1%		3.5%	3.7%	4.2%	4.0%
VERY DISSATISFIED	1.4%			50.0%	1.5%	0.8%	1.3%	0.9%

### DO YOU RECOMMEND CONNECTIONS ACADEMY TO PARENTS WHOSE CHILDREN ARE NOT ENROLLED IN THE PROGRAM?

YES (5-10):	94.0%	95.1%	91.9%	91.5%	94.1%	94.4%	92.1%	94.5%
10	50.5%				60.0%			
9	17.0%				13.1%			
8	14.9%				10.4%			
7	5.7%				5.0%			
6	5.0%				2.6%			
NO (0-5)	6.0%	4.9%	6.1%	8.5%	5.9%	5.6%	4.9%	5.5%
5	3.3%				2.0%			
4	0.4%				0.7%			
3	0.7%				0.7%			
2	0.7%				0.5%			
1	0.4%				0.3%			
0	0.7%				1.0%			

### AFTER GRADUATING FROM HIGH SCHOOL, DO YOU THINK YOUR CHILD IS MOST LIKELY TO...

ENROLL IN A FOUR-YEAR COLLEGE	36.0%	36.1%	37.0%	36.0%	43.2%	40.2%	40.6%	42.8%
ENROLL IN A COMMUNITY COLLEGE	13.5%	14.0%	16.4%	11.3%	13.9%	14.1%	16.7%	13.3%
ENROLL IN A TECHNICAL OR TRADE SCHOOL	7.5%	6.0%	12.1%	5.5%	6.0%	6.5%	11.7%	10.9%
START WORK RIGHT AFTER HIGH SCHOOL	1.8%	0.0%	3.4%	4.2%	2.4%	2.6%	3.4%	3.7%
VARIES DEPENDING ON THE CHILD	18.5%	22.8%	31.5%	36.0%	15.9%	17.9%	25.3%	29.3%
UNSURE	19.9%	19.9%			18.1%	15.5%		

Note: "Net" totals may differ from the sum of the component values due to rounding.

## **10.2 Community involvement**

### **Community Coordinators - Summary**

Community Coordinators (coordinators) are parents or guardians who coordinate events for Connections Academy families. Coordinators play an important role in fostering a sense of community within their schools. The role of Community Coordinator carries a lot of responsibility; each coordinator will be paired with a teacher partner who will provide guidance and support. It is the mission of coordinators to identify and organize educational community activities and to promote positive interaction and socialization among Connections Academy families.

Coordinators typically must have at least one year of experience with Connections Academy. They must be at least 18 years old and will be required to receive background check clearance.

### **General Responsibilities**

Detailed requirements for the Community Coordinator position are specified in the Community Coordinator Handbook. The basic responsibilities are listed below.

- Plan at least one Connections Academy sanctioned event each month and participate in the event.
- Write newsletter articles about events, and share event photos with the school editor. Event photos that are submitted must only include Connections Academy members who have given permission for their photos to be used in school publications.
- Make sure all the required documentation for each Connections Academy sanctioned event is properly completed and submitted to the school principal/designee.
- Participate in regular phone meetings and maintain ongoing communication with school staff.
- Work with a teacher partner and the principal/designee to ensure successful activities.
- Promote the mission and objectives of Connections Academy in a positive manner with everyone encountered including staff, students, and the general public.
- Disseminate information concerning resources and opportunities in the local communities.
- Share information about available opportunities with Connections Academy families including extracurricular activities such as art classes, dance classes, music classes, community services opportunities and events, and other community-based services or activities outside of the realm of public education.
- Seek information on opportunities available through recreation leagues for Connections Academy students to participate in sports activities.

### **Connections Academy Sanctioned Events**

Community Coordinators are responsible for planning and attending at least one Connections Academy sanctioned event per month. To be sanctioned by Connections Academy, an event must be approved by the principal/designee. These events are intended to extend and enrich the standard curriculum and provide opportunities for socialization between students and their families. In addition, these events may be presented in either an on-site or virtual event.

The principal/designee will work with coordinators to select and approve both on-site and virtual events. Coordinators should communicate with their teacher partners to become familiar with the Curriculum Guide so that they are better able to match events with current learning topics. To obtain approval for an event, coordinators must submit an Event Request Form to the principal/designee that describes the event and provides details such as the event date, location, educational purpose, and requested funds. The coordinator will be responsible for working with the school staff to advertise and implement events.

### 10.3 Public relations

INSPIRE Connections Academy recognizes that parents and students need information about full time virtual schooling in order to make an effective school choice decision. The Board of Directors of INSPIRE Connections Academy contracts with Connections Academy to help promote this public choice option. In addition, an INSPIRE Connections Academy teacher helps promote the school at public events and activities.

INSPIRE has many ways to reach families and inform them about INSPIRE Connections Academy:

**1) In-Person Information Sessions:** Between March and August 2010, INSPIRE staff held 40 Information Sessions in the following cities:

- Boise
- Burley
- Caldwell
- Coeur d'Alene
- Eagle
- Hailey
- Idaho Falls
- Ketchum
- Meridian
- Mountain Home
- Nampa
- Pocatello
- Sandpoint
- Saint Anthony
- Twin Falls

**2) Weekly Virtual Information Sessions:** Using LiveLesson® technology, weekly Virtual Information Sessions were conducted from March through September, for a total of 21 sessions in 2010. INSPIRE's live sessions are conducted online by an INSPIRE teacher and consist of a short presentation and question and answer period. Virtual information sessions allow for state-wide reach and are cost-effective to conduct since no travel or transportation of materials is involved.

**3) Online Outreach: Online and social networking were used to help provide information about the school** Automated email campaigns were created and sent to prospective families after they requested information about the school. An INSPIRE Facebook Page was launched for the 2011–12 recruitment season to engage prospective families, allow currently enrolled families to interact with the school and to allow interested prospects to request further information (i.e. Request a Program Guide; Get Free Email Tips). Finally, *Search engine optimization efforts* made it easier for families using search engines to find Connections Academy and INSPIRE websites.

**4) Offline outreach** included print ads, radio and television spots, outdoor advertising, and direct mail, throughout the state.

**5) Parent-Supported Outreach:** Parent endorsements and word-of-mouth continue to be major drivers of enrollments. Grassroots activities for recruiting and retaining students included parent distribution of materials at community gatherings, local organizations, gymnastics meets, etc., reviewing Connections Academy online on sites such as GreatSchools.net, and inviting friends and acquaintances to Connections Academy events. Certain experienced parents are also invited to participate in additional activities such as serving as a parent contact on the website or hosting a Parent-to-Parent meeting. The “Contact-a-Parent” program allows prospective and current parents to talk to parents who have students enrolled in INSPIRE to learn more about the program.

## 11. Other Charter Implementation, such as

### 11.1 School culture

The primary resources that INSPIRE uses to evaluate school culture are the parent satisfaction survey and the employee satisfaction survey. Both of these surveys are conducted every year by an independent contractor. Data is reported in aggregate and the surveys are completely anonymously. These surveys contributed to a comprehensive analysis of the school's strengths as well as areas for improvement. Overall INSPIRE's parent and staff satisfaction results are very strong.

#### Staff survey

INSPIRE Connections Academy conducts a staff survey each spring. There were 18 survey respondents to the staff survey, which represented 100% of staff at that time. Survey items are ranked on a 6-point scale and cover such topics as overall satisfaction, management, compensation, training and development, and comparison data. *A few of the highlights include:*

#### *Overall Satisfaction*

In the Overall Satisfaction section of the survey, INSPIRE shows slightly upward results trends from 2006 – 2010.

#### *Management*

The Management section of the survey reflects positively on INSPIRE overall. In six out of ten of the categories, the satisfaction rating is at or above 4.5 on a six-point scale. In particular, "My immediate supervisor encourages and supports my professional development and involvement in training" is rated at 5.29, and "I have the opportunity to use my talents for the betterment of the workplace" is rated at 4.78.

#### *Compensation & Rewards*

This category shows a decrease from 2010 to 2011. Because of the cutbacks in school funding and a freeze on salaries in 2009-10, this decrease is expected. Staff responses were down in regard to thinking "total compensation reflects my efforts" (decreased from 5.00 to 4.00) and "my salary and incentives are competitive with the marketplace" (decreased from 5.08 to 4.06).

#### *Training and Development*

This category also shows maintenance of satisfaction and all but one of the GPA's are over 5.0.

#### *Connections Academy Compared to Other Employers*

INSPIRE maintained solid satisfaction among employees, with no GPA's below 4.33. "Tools and Technology" rated the highest at 5.41, with "Training and Development" a close second with a GPA of 5.33, and "Customer Focus" third with a GPA of 5.12.

### 11.2 Discipline plan

Appropriate conduct is expected of all students at the school. School students are guaranteed due process by law as required by the 14<sup>th</sup> Amendment to the Constitution. The student's code of conduct will be explained in the school's handbook and includes steps to be followed in the event of misbehavior. (INSPIRE Board Policy 542, "Student Expulsion/Denial of Enrollment" and 554, "Disciplining Students with Disabilities (IDEA)").

#### Discipline Measures

There are three levels of disciplinary measures utilized by the school: 1) Warning, 2) Suspension, and 3) Expulsion. Each level has associated conduct breach definitions and corresponding disciplinary actions that may occur.

## **1. Warning**

Students who receive warnings from the school will have a conference (via phone or in person) with their parent/guardian(s) and the school administrator(s), and the incident will be formally documented in writing and will become part of the student's permanent record. The student will not have a disruption in schooling and will not be removed from the class (the Education Management System).

Warnings are issues when a student demonstrates a breach of expected conduct, but not as serious as those listed under the suspension and/or expulsion categories in this handbook.

## **2. Suspension**

When a student is suspended, he or she is temporarily removed from class (the Education Management System) or a school sponsored program or activity. The length of a suspension is determined by the school administrator (up to 10 days at a time). A suspension will be documented in writing and will become part of a student's permanent record.

During a period of suspension as defined by the school principal, a student's permission to log on to and/or use parts of Connexus<sup>®</sup> is restricted. Student access to WebMail, the message boards, online clubs/activities, and/or all of Connexus<sup>®</sup> may be revoked. In such cases where the student's access is completely revoked, the Learning Coach is responsible for logging on to Connexus<sup>®</sup> and obtaining the student's assignments, responding to WebMail, and recording assessment responses for the student. The student should continue with his or her schoolwork during a suspension.

Violations that may lead to suspension include, but are not limited to, the following breaches of conduct:

- *Cheating on tests or daily work:* A student who knowingly participates in copying, using another's work, and representing it as his or her own (for example, students transmitting their work electronically for another student's use), or who provides other students with test answers, answer keys, or otherwise uses unauthorized materials in an assignment or assessment situation.
- *Plagiarism:* A student's use of another person's words, products, or ideas without proper acknowledgement of the original work with the intention of passing it off as his or her own. Plagiarism may occur deliberately (with the intention to deceive) or accidentally (due to poor referencing). It includes copying material from a book, copying-and-pasting information from the Internet, and getting family or friends to help with coursework.
- *Unexcused absence:* An unexcused absence is the absence of a student due to truancy or an absence for which the parent cannot produce proper documentation (e.g., a note from a doctor in the case of illness.)
- *Illegal absence:* Illegal absences are unexcused absences by a student who is under the age of 17 who are absent from school due to avoidable absences, unapproved family vacations, and truancy.
- *Abusive conduct:* A student who uses abusive language or engages in abusive conduct in the presence of others either in person or electronically/virtually.
- *Bullying:* A student who repeatedly engages in negative actions against another student in an attempt to exercise control over him or her.

- *Harassment:* A student who demonstrates verbal, written, graphic, or physical conduct relating to an individual's sex, race, color, national origin, age, religious beliefs, ethnic background, or disability that is sufficiently severe, pervasive, or persistent so as to interfere with or limit the ability of an individual to participate in or benefit from the school's programs that: 1) has the purpose or effect of creating an intimidating or hostile environment, 2) unreasonably interferes with an individual's educational performance, or 3) otherwise adversely affects an individual's educational opportunities.
- *Vandalism:* A Student who intentionally damages or destroys school property or records (physical or electronic). In these instances the school reserves the right to contact the proper law enforcement agency(ies).
- *Theft and robbery:* A student who takes money or other property (physical or electronic) with the intent to deprive another person or the school of that property. The threat or the use of force or violence is considered a serious breach of conduct. In these instances the school reserves the right to contact the proper law enforcement agency.
- *Sexual harassment:* A student who subjects another to any unwelcome sexual advances including verbal harassment, unwelcome or inappropriate touching, or suggestions, requests, or demands for sexual favors.
- *Violation of acceptable use policy:* Students who violate the acceptable use policy in one form or another are open to disciplinary action including suspension. This would include signing on as parents.
- *Repeated violation of any disciplinary issues:* Included in this category could be when inappropriate items are included in drop boxes after previous incidents or previous excuses of accidents. (Some sexual related attachments have been included in the past and the reason given was an accident. This may happen once but not repeatedly.)

### **3. Expulsion**

When a student is expelled, he or she is separated from the school for an extended period of time, or permanently, for disciplinary reasons. An expulsion will be documented in writing and will become part of a student's permanent record.

Violations that may lead to expulsion include, but are not limited to, any behavior that indicates that a Student is a serious threat to the safety of others, possession of firearms, dangerous weapons, bombs, or explosives, criminal behavior, arson, possession of, or sale of controlled substances or paraphernalia. Suspensions or expulsions for children designated as exceptional follow all appropriate state and federal policies, regulations, and laws.

For those students with disabilities under the Individuals with Disabilities Education Act (IDEA), the disciplinary procedures required by the IDEA will be followed. In the event a student has disabilities under both Section 504 and the IDEA, both policies shall be followed in determining appropriate disciplinary actions.

### **Due Process for Students**

The following actions will be conducted by the school, per each of the disciplinary measures as outlined below:

### **Suspension up to 5 days**

An informal hearing will be convened with the student, parent, school principal and other staff members as appropriate. At this hearing, the student will be provided all due process as required by law. The school principal will inform the student and parent of the charges. Should the student not admit to the charges, he or she will be provided an explanation of the evidence. The student will be provided with an opportunity to present his or her version of the occurrence. If the school principal determines that the occurrence justifies suspension, written notice will be sent to the student.

### **Suspension of an additional 10 days**

The Superintendent may extend the temporary suspension an additional ten (10) school days.

### **Suspension of an additional 5 days**

The School Board may extend the temporary suspension an additional five (5) days if determined it would be detrimental to other student's health, welfare, or safety.

### **Expulsion**

The Board, through the superintendent, will provide written notice to the parent/guardian of the student. Within a reasonable period of time following such notification, the Board will grant the student and his/her parent/guardian a full and fair hearing on the proposed expulsion or denial of enrollment. The formal expulsion hearing will be before the Board who will make the final decision. The hearing may include the student, parent, school principal, and other staff members, as appropriate. At this hearing, the student will be provided all due process as required by law. Students shall have the right to be represented by counsel and the right to call witnesses and to cross-examine adult witnesses

The charges will be reviewed and if the charges are not admitted to, the student and parent shall be provided with an explanation of the evidence. The student will be provided with an opportunity to present his or her version of the occurrence. The Board of Trustees, through the superintendent, will provide notification to the parents/guardian regarding long-term suspension, expulsion or an alternative, and the Board will make the discipline determination.

### **11.3 Transportation and nutrition, as applicable**

N/A: Inspire is a virtual school.

## 12. Strategic Planning

### 12.1 Areas identified for improvement

Areas of improvement for the 2011-2012 and corresponding goals for the 2011-2012 school year include the following:

- 1) Increased performance of economically disadvantaged students in math and reading.

How We'll Get There:

- Provide teachers with data and school improvement plan.
- Proctor test question format within each LiveLesson session.
- Follow RTI process to identify needs before testing window begins, with emphasis on economically disadvantaged students (math and reading). Focus intervention efforts primarily on these students.
- LiveLesson session "plans" that clearly state goals and objectives for each LiveLesson session.
- Teacher training and tracking student progress via Aimsweb and Dibels.
- Implementation of math and reading instruction during live lessons in all subject areas.

- 2) Increased percentage of students scoring above a 1 (Below Grade Level) on the spring test as compared to the fall test on the Idaho Reading Indicator Reading Proficiency Exam for Grades K through 3 by 10%.

How We'll Get There

- In-depth and consistent proctor training.
- Prepare parents/students.
- Send home packets.
- Progress Monitoring w/1s.
- Student practice with adults other than parents.
- Provide teachers with data and school improvement plan.
- Follow RTI process to identify needs before testing window begins.
- Teacher training and tracking student progress via Aimsweb and Dibels.

These areas for improvement will be monitored weekly by the INSPIRE leadership team.

### 12.2 Improvement plans and measures

See section 12.1.

### 12.3 Other areas of planned growth

INSPIRE continues to increase enrollment each year. Eleventh grade was added during the 2007-2008 school year, and twelfth grade was added during the 2008-2009 school year. In addition to an increase in our high school populations, INSPIRE continues to grow at the K-8 level as well. Each year, INSPIRE targets a higher enrollment number from the prior year. So far, INSPIRE has met the increased goals each year, and has already exceeded its enrollment goal for 2011-2012.

### 12.4 Improvement in areas previously identified as in need of improvement

See section 12.1.

**12.5 Opportunities for dissemination of effective strategies utilized by the school**

INSPIRE staff participates in Idaho Charter School Network activities and have assisted with planning and presenting at both state and national conferences.

**12.6 Anticipated upcoming proposed charter amendments**

INSPIRE is in its 6<sup>th</sup> year of operations and anticipates revising its charter goals to reflect what has been learned over the last six years and changes in the state requirements.

## 13. Additional Elements for Virtual School Programmatic Operations Audits

### 13.1 Effectiveness of the learning management program

**1) Technological Effectiveness:** For a virtual program, it is critical that the technology used to run the program is state-of-the-art, of the highest quality, and extremely reliable. In this area, INSPIRE Connections Academy and its educational services provider Connections Academy, excel. The platform for organizing and managing the entire INSPIRE educational environment is the Education Management System (EMS) known as Connexus<sup>®</sup>. This proprietary, web-based software delivers every assignment and tracks every activity (whether conducted online or offline), monitoring the completion of individual lessons as well as the student's mastery of discrete skills and knowledge. Connexus<sup>®</sup> operates within a very secure and robust technology infrastructure which protects all data from loss and intrusion while maintaining a safe, closed environment in which students, parents, and teachers can interact with each other.

The Connections Academy technology platform includes state-of-the-art, enterprise-level hardware and software. This system has fault tolerance and redundancy built into it at every level so that Connections Academy client users such as students, Learning Coaches, teachers and administrators see only seamless operation of Connexus. If any one component in the Connexus<sup>®</sup> system fails, its load is immediately picked up by other components and service is not interrupted. Scalability is taken into account as the technology infrastructure is developed, and the hardware is functioning well below capacity to allow for rapid growth.

Data and information is backed up daily on the server, then onto disks on backup servers, and then streamed onto tape. The power system at the network operations center (NOC) where Connexus<sup>®</sup> technology components are housed has redundant generators. The physical plant at the NOC is a secure building using card key, thumbprint, and physical key security systems and is physically protected from fire, flood, and other natural disasters. Access is limited to key personnel only and security cameras are in use at all times.

Multiple systems monitor all components of Connexus<sup>®</sup>, including hardware and software, 24/7. Alerts are sent immediately whenever an issue is detected - from a bug in the software of a course to a server failure - and the MIS and Development staff respond to every alert with immediate and appropriate action.

This system serves 17 remote offices (schools) as well as the Connections Academy main office in Baltimore.

**2) Instructional and educational effectiveness:** Connections Academy's Connexus<sup>®</sup> is a highly accountable, highly effective instructional delivery system. Connexus<sup>®</sup> allows the school to deliver every assignment and track every activity, monitoring the completion of individual lessons as well as mastery of discrete skills and knowledge. A Grade Book integrated within Connexus<sup>®</sup> allows parents to view grades from both electronic and written work. They also can see missing and upcoming assignments, gauge student progress through the course, and see how many lessons are completed. The Grade Book allows teachers and families to access extensive information both at-a-glance and in depth. Grade Book snapshots (Progress Reports) that reports on student progress can be viewed at any point in time by both parents and teachers; however, only teachers can publish progress reports. Several specific reports are created at certain times per year based upon a schedule set by the school. All reports include both measures of academic performance and the amount of progress the student has demonstrated during a given period of time.

Connexus<sup>®</sup> has a system to rate students' level of involvement and success in all aspects of their participation in INSPIRE academics and activities. Students who are performing well and are meeting attendance requirements are considered to be "On Track." Students who may be falling behind in

attendance, lesson completion, or contact with their teachers, may be assigned “Approaching Alarm” status. Those students who are significantly behind in any one or more of these areas (or others) are considered to be in “Alarm” status. The student’s status is reflected in Connexus® to which they, their Learning Coaches, teachers, and principal all have continual access. School administration and teachers pay special attention to those students who are either in Approaching Alarm or Alarm status, and focus on addressing each student individually to resolve the issues that are causing the student to be off-track.

Connexus® also allows principals and other administrator’s unprecedented and up-to-the-minute access to an enormous amount of information about teachers, students, families, courses, enrollment, special education, state test participation rates, pre- and post-test completion rates, etc. Information is generally available within seconds. For example, every principal has access to a report called Students Flagged for Principal Attention, and the Accountability Report shows the principal which students are on track for lesson completion, attendance, and performance, and allows the principal and teachers to immediately see which students may be dropping off academically and require intervention. Additionally, principals can easily monitor teacher performance noting how long teachers are taking to grade student work and reading about teacher: student interaction in the Student Log which captures every single interaction between an INSPIRE staff member and a student.

Connexus® combines a safe virtual environment for education with very real opportunities for interaction among students, family, and teachers.

### **13.2 Effectiveness of special services provided to qualifying students**

See section 8.5 for information about the special education program at INSPIRE.

### **13.3 Average turnaround time for teacher review of student work**

For assessments in the LMS, the turnaround time is approximately 48 hours. For portfolio assignments that are submitted electronically, turnaround time is also about 48 hours. Portfolios that are mailed into the office have a longer turnaround time that varies based on the number of portfolios received at one time; however, teachers work toward grading and returning student work within a two week timeframe.

### **13.4 Frequency and method of teacher/student and student/student interaction**

Teachers at INSPIRE are expected to model exemplary teaching, which includes the following guidelines:

#### **Communicate Frequently**

**Student Contacts:** Ongoing contact between you and your students allows you to assess your students’ learning, builds rapport, and offers structured and tailored teaching and learning opportunities. Interact with each of your students on at least a weekly basis using WebMail messages, **LiveLesson®** sessions, feedback when grading, Message Board postings, Newsletter contributions, phone conversations, and/or face-to-face interactions. Students should interact synchronously with a teacher at least once every two weeks.

**Substantive Conversations:** Make your calls with students instructionally focused. When not completing one of the regularly scheduled activities such as the PLP conferences or a **LiveLesson®** session, prepare for and conduct curriculum-based assessment (CBA) calls. Be proactive in facilitating your students’ learning. Create a welcoming environment that fosters learning, respect, communication, participation, and sharing among you, your students, and your Learning Coaches.

**Response Time:** Respond to all student and Learning Coach inquiries (whether by WebMail message, phone, or Message Board post, as appropriate) within two (2) working days. However, INSPIRE teachers make every effort to respond to all inquiries on the day received.

### **Conduct Required Contacts**

Prepare for, complete, and accurately document the following required contacts: Welcome Call, PLP Calls, and End of Year Call. Complete the initial PLP call within thirty (30) days of each student's start date. By March 1, conduct and document Retention Calls to the Learning Coaches of your students who are "at risk" of being retained. At the end of the year, call and send a WebMail message to those Learning Coaches whose students are being retained.

### **Document All Interactions with Students**

Document all contacts with your students and Learning Coaches in the User Logs. Be clear, detailed, complete, and timely. Save all academically-relevant WebMail messages to the log. Regularly review your students' logs to gain historical perspective on their progress and stay informed of their interactions with other Connections Academy staff.

### **Monitor Student Progress**

Students must adequately participate (including communicating regularly and completing lessons and assignments) to remain "On Track" and enrolled in our program. Be familiar with your school's escalation criteria, monitor your students' statuses on a regular basis, and work with Learning Coaches to keep students "On Track." Check your students' attendance on a regular basis and work with Learning Coaches to ensure your students have up-to-date attendance data. Know the attendance requirements for your state and ensure that students meet targeted attendance days.

### **Create an Online Learning Community**

To enhance your students' learning, set up opportunities for group interactions through small group collaborative assignments, online discussions, and team activities using **LiveLesson®** sessions. Use a variety of presentation medium to promote participation from all students. Draw students into discussions that allow them to actively reflect, deepen their understanding, and solve problems. Provide challenging student-learning opportunities.

### **Personalize Students' Programs (Personalized Performance Learning)**

Use Connections Academy's tools (the PLP, the Scheduler, SkillsTutor activities, Study Island, **LiveLesson®**, etc.) to personalize your students' programs so each of them can achieve maximum success. Such program personalization can be achieved by modifying lesson pacing, lesson content, or organizational routines, and should be done through regular conversations with the Learning Coach. Create custom lessons to meet diverse learning styles.

### **Use Student Data**

Regularly review and use student data to facilitate each student's learning. For students in grades K to 8, use their pre- and post-LEAP assessments to develop their PLPs; for students in grades 9 to 12, review their PLPs to understand their academic, postsecondary, and personal/social goals. Review your school's state testing results and work with your principal to plan and implement needed changes.

### **Provide Timely Feedback**

Review, score, and provide feedback on student work in a timely manner so that students (and Learning Coaches) have an accurate and up-to-date reflection of their learning and progress. Grade and return

assessments within two working days; grade and return portfolios within five working days. Recognize outstanding student achievement and work.

### **Collaborate with Your Colleagues**

Work collaboratively with your colleagues to provide administrative and academic support to each other, recognizing that the performance of your school as a whole is a shared responsibility. Opportunities and the need for collaboration extend beyond each of our schools individually to Connections Academy staff members across the country. Share, contribute, collaborate, and learn with us.

### **Opportunities for Interaction**

Learning Coaches and students meet regularly (by phone, WebMail messages, LiveLesson, and/or online discussions) with their teachers to review student progress, discuss tests and assessments, and progress toward meeting the state standards. The amount of contact varies according to need, but at a minimum each student is contacted once every two weeks. Teachers do not wait to be contacted. They are proactive participants in their students' learning plans and can track student progress in real time through Connexus<sup>®</sup>.

Students interact regularly with other students via LiveLesson several times a week, and also have access to a School Directory in which students and families who wish to be listed are listed and so can be contacted by other students in the program. Message Boards allow students to communicate with both their teachers and other students, and also allow parents to communicate with one another. Connections Academy's extensive clubs and activities (see below) create many various opportunities for student/student contact.

- *Art Club*: Inclusive of two-dimensional and three-dimensional art, photography, and graphic design, and aimed to spark student's creativity. The student will be exposed to nuances and styles associated with each medium and have the opportunity to create original designs and artwork. This club has LiveLesson sessions during which students share artwork with peers and provide feedback on the artwork of other students.
- *Book Club*: Guided by a teacher through online prompts and discussions, students read and converse about selected books. A collaborative online environment is dedicated to this club to encourage group literary discussion.
- *Arts and Crafts Club*: A simple instructional format encourages students to create crafts using materials found at home or in nature. Crafts include apple printing, magnetic poetry, and making gifts and educational games.
- *Broadcast Club*: Students learn about the history and trends of broadcast media and have an opportunity to share work with peers. Throughout the year, students explore the growth of print (from newspapers to blogs), audio (from radio shows to podcasts), and video (from television to internet videos). Guest speakers, experts in their fields, will present information about their trade during LiveLesson sessions enhancing students experience with the ever-changing field of journalism.
- *Chess Club*: Students will learn about the ancient world of chess, including the origins of the game, descriptions of the chess board, opening positions, piece identification, rules of play, terminology, and winning strategies. Students can sign up to practice and play chess online against classmates. Students may also have an opportunity to compete at local organized community events.

- *Debate Club*: Students will learn the art of public speaking and critical thinking in this challenging new debate club facilitated by Connections Academy Language Arts experts in a virtual environment. Students will discuss and debate current events and utilize skills such as brainstorming, topic research, presentation strategies, verbal and non-verbal cues, and role-playing. Facilitators will help students develop position statements, support arguments, think analytically, and become comfortable with public speaking.
- *Environmental Club*: Students learn about and discuss environmental issues at the local, national, and global level. Each weekly LiveLesson session feature a project that students can do at home to help the environment. Special guest speakers participate in the club as well, adding breadth to the knowledge the student gains from participating.
- *Math Club*: Students expand their math skills by playing interactive games using the First in Math website. As they play, students reinforce a wide range of skills from simple addition to algebra. Students set the pace of their work and earn points as they master various concepts geared to their grade level.
- *The Monitor Newspaper*: A student-managed newspaper team, including reporters and staff publish a monthly newspaper, *The Monitor*. Students will learn group dynamics, organization strategies and team-building exercises as they research and write stories on current events, sports, entertainment, fashion, and an advice column. This team will also write the students' weekly homepage announcements and be advisors for the online photo yearbook.
- *National History Day Club*: This club guides students through the process of creating, editing, and submitting a unique project for the National History Day competition. Working with an identified National History Day theme and timeline, students choose from several different types of projects and learn important research and writing skills as they complete and present their findings.
- *Pen Pals*: Skills in letter writing, penmanship, and written expression evolve when students are matched by grade level and personal interests—all while making friends with other Connections Academy students.
- *Pens and Lens Literary Magazine*: The Connections Academy literary magazine, *Pens and Lens*, recognizes and publishes original student artwork, poetry, short stories, and essays based on monthly thematic events.
- *The Poetry Corner*: To encourage artistic expression, the Poetry Lady will teach students the fine art of writing poetry. Students post their original poems on the Poetry message board and select poetry may be published in the Connections Academy literary magazine. Students are encouraged to keep a poetry journal.
- *Quiz Bowl*: Trivia whiz kids can test their knowledge of fun facts in the Connections Academy quiz bowl game. Trivia questions will be presented for elementary and middle school students, while academic questions will challenge high school students in the form of a weekly academic competition. Winners will be identified by state. High school champions will move on to a virtual end-of-year national academic quiz bowl competition
- *Robotics Club*: Students are guided through the exciting world of robots. Students define what a robot is (and what it isn't!), study the myths that surround robots, examine how robots are used in movies and stories, and consider how robots assist humans. Experts in

the field of robotics help students learn more about artificial intelligence and what the future holds for humans and machines.

- *Science Fair Club*: Students gain hands-on experience working with the scientific method, planning experiments, and observing the world in which we live. This club challenges members to bring science to life as it affects their lives and their community. Students are taught the proper components of a science fair presentation with the hopes of competing in a local science fair or sharing their project with other club members at the end of the school year.
- *Science in the Kitchen*: Students apply their research skills and scientific knowledge in conducting experiments and discovering results. Students view and discuss experiments online in a collaborative format.
- *Student Leadership and Community Service Club*: Students selected in each state work together to provide guidance and feedback on student-related activities, such as creating a student mentoring program and identifying community service projects. The council fosters an environment for leadership skills and school community.

Field trips also bring students and their families together for in-person interactions. Monthly field trips for each region of the state are planned by staff members.

### **13.5 Frequency and method of teacher/parent interaction**

See above, 13.4. Teachers often talk to parents/Learning Coaches when contacting students.

### **13.6 Professional development specific to the virtual school environment**

Teachers begin the school year at least one week prior to students starting in order to complete professional development and training. All teachers complete a two-day training workshop conducted by a member of the School Support Services team, as well as a Connections Academy-developed online training course that is approximately 8 hours long. Some teachers travel to Baltimore (usually annually) for special training; Baltimore Connections Academy staff travels to all schools regularly to conduct training for all teachers; and teachers also receive training from Connections Academy via LiveLessons<sup>®</sup>. The principal, assistant principal, and the director of special education all attend the Leadership Retreat, conducted by Connections Academy Corporate, in early summer. Teachers and administrators also take advantage of local and national professional development opportunities. Staff development training continues on a regular basis throughout the school year.

The Connections Academy teacher training and professional development programs aim to equip teachers with the following:

- A working knowledge of the Connections Academy curriculum and how to implement it in a virtual environment
- Strategies and best practices for virtual learning and instruction
- How to utilize and navigate the tools of Connexus<sup>®</sup>
- How to develop a Personalized Learning Plan (PLP) and individualize instructional programs
- Forms of assessment and how to utilize test results to guide instruction
- Knowledge of school processes and policies
- How to foster a virtual school community

The following training programs are provided to and/or required of all Connections Academy teachers:

### 1. **The Connections Academy Program Manual**

The Connections Academy Program Manual is located on the teacher homepage under “Links” and serves as a resource for teachers to use all year. It contains policies, procedures and “how to” components that aid the teachers on a day-to-day basis. These “how to” components also have accompanying on-line tutorial segments that visually demonstrate each process.

### 2. **Teacher Training Courses**

#### **Required Initial Teacher Orientation Course (Developed by Connections Academy)**

All teachers and principals must complete and pass a self-guided Connections Academy-developed teacher training course. This course is delivered through Connexus<sup>®</sup> and contains lessons, assessments, and online tutorials. The focus of this course is to prepare teachers for the first few weeks of school, and covers the basics including: curriculum assessment, personalizing instruction, school year events, grading and report cards, communication, and essential Connexus<sup>®</sup> tools. Upon successful completion of these courses and assessments teachers are ready for the school year. This course takes approximately 8-9 hours to complete. Teachers who do not complete this course within 4 weeks will be notified by Connections Academy that they are required to complete this course or face warnings from HR and then suspension. If the employee has not completed the training within 10 weeks of employment, he or she will be issued a warning notifying him/her that he/she must complete the training within 2 weeks or be suspended. At 12 weeks, if the employee has not completed the training, he/she will be suspended.

#### **Supplemental Teacher Training Course Segments (Developed by Connections Academy)**

Once school is in progress, Connections Academy presents more segments of the training course to teachers on an ongoing basis. These segments contain information about more complex features and functions of Connexus<sup>®</sup>, instructional processes, and processes that teachers need to implement once school is successfully underway.

#### **University-level Online Instruction Course (Developed by a University Partner)**

After teachers successfully complete the Connections Academy-developed training course centered around Connexus<sup>®</sup> and Connections Academy processes, they have the opportunity to enroll in an online graduate-level course specially designed for Connections Academy teachers that focuses on online instructional practices. The teachers are able to earn graduate credit upon successful completion of this course.

### 3. **Connections Academy Professional Development Sessions**

Connections Academy provides teachers with ongoing professional development activities throughout the year. Presenters with various backgrounds and areas of content expertise conduct live tutorial sessions on a rotating basis throughout the school year. Teachers are required to virtually attend monthly sessions on such topics as: implementing specific instructional strategies, current curriculum-specific topics and trends, effective teaching strategies and communication skills for a virtual environment, educational technology, using data to guide instruction, and educational trends.

In addition to the professional development opportunities available to all staff, Connections Academy offers three additional professional development programs, aimed at helping teachers and other staff advance to more responsible positions within Connections Academy. These three programs are the Career Ladder, the Leadership Academy, and the Manager Training series.

### **13.7 Effectiveness of technical support relevant to delivery of online courses**

Connections Academy provides INSPIRE students with the hardware and software they need to access our online courses, including one computer per household with software installed. Connections Academy has a fully-staffed technical support team available during regular business hours that is dedicated to assisting families with technology issues. However, Connections Academy is heavily invested in top-of-the-line technology and thereby proactively reduces the need for technical support. See 13.1 for a description of the technology supporting the delivery of our online courses.