



IDAHO VIRTUAL ACADEMY

♦ ♦ ♦ ♦

ANNUAL PERFORMANCE REPORT

2016-2017

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

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

Alan Reed, Chairman
Tamara Baysinger, Director

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Introduction

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

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

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

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

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

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

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

To facilitate a clearer context for the academic results contained in this report, the demographic, enrollment, and school leadership data provided is from the 2016-17 school year. Updated enrollment and school leadership information is available upon request from the school or PCSC office.

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

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

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

School Overview

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

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

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

	School	Surrounding District	State
Non-White	14.50%	N/A	25.64%
Limited English Proficiency	0.15%	N/A	5.56%
Special Needs	12.90%	N/A	9.62%
Free & Reduced Lunch	53.80%*	N/A	48.73%

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

Academic Measure	General Ed Result	Alternative Ed Result
Percentage of Students Meeting or Exceeding Proficiency in Math	31.1%	%*
Percentage of Students Meeting or Exceeding Proficiency in English Language Arts	49.2%	38.9%
Percentage of Students Meeting or Exceeding Proficiency in Science	51.8%	48.0%
Graduation Rate (4-year cohort data from 2016)	49.0%	18.0%

*Masked per state law or statistical irrelevance

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

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

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

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

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

ACADEMIC K-12

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

INDICATOR 1: STATE PROFICIENCY COMPARISON																				
Measure 1a Math Proficiency Rate Comparison to State	Do math proficiency rates meet or exceed the state average? Exceeds Standard: The school's proficiency rate in math exceeds the state average by 16 percentage points or more. Meets Standard: The school's proficiency rate in math is equal to the state average, or exceeds it by 1 - 15 percentage points. Does Not Meet Standard: The school's proficiency rate in math is 1 - 15 percentage points lower than the state average. Falls Far Below Standard: The school's proficiency rate in math is 16 or more percentage points lower than the state average.	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>50</td> <td>0</td> </tr> <tr> <td></td> <td>30 - 45</td> <td>0</td> </tr> <tr> <td>X</td> <td>15 - 29</td> <td>19</td> </tr> <tr> <td></td> <td>0 - 14</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">19</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		50	0		30 - 45	0	X	15 - 29	19		0 - 14	0			19
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		19																		
Notes	The state average will be determined using the same grade set as is served by the public charter school.																			
Measure 1b ELA Proficiency Rate Comparison to State	Do English Language Arts proficiency rates meet or exceed the state average? Exceeds Standard: The school's proficiency rate in ELA exceeds the state average by 16 percentage points or more. Meets Standard: The school's proficiency rate in ELA is equal to the state average, or exceeds it by 1 - 15 percentage points. Does Not Meet Standard: The school's proficiency rate in ELA is 1 - 15 percentage points lower than the state average. Falls Far Below Standard: The school's proficiency rate in ELA is 16 or more percentage points lower than the state average.	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>50</td> <td>0</td> </tr> <tr> <td></td> <td>30 - 45</td> <td>0</td> </tr> <tr> <td>X</td> <td>15 - 29</td> <td>27</td> </tr> <tr> <td></td> <td>0 - 14</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">27</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		50	0		30 - 45	0	X	15 - 29	27		0 - 14	0			27
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INDICATOR 2: DISTRICT PROFICIENCY COMPARISON																				
Measure 2a	Do math (or similar subject area) proficiency rates meet or exceed the district average?	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>50</td> <td>0</td> </tr> <tr> <td>X</td> <td>30 - 45</td> <td>34</td> </tr> <tr> <td></td> <td>15 - 29</td> <td>0</td> </tr> <tr> <td></td> <td>0 - 14</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">34</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		50	0	X	30 - 45	34		15 - 29	0		0 - 14	0			34
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	50	0																		
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		34																		
Math Proficiency Rate Comparison to District	Exceeds Standard: The school's proficiency rate in math either exceeds the district average by 16 percentage points or more, or is at least 80%.																			
	Meets Standard: The school's proficiency rate in math is equal to the district average, or exceeds it by 1 - 15 percentage points.																			
	Does Not Meet Standard: The school's proficiency rate in math is 1 - 15 percentage points lower than the district average.																			
	Falls Far Below Standard: The school's proficiency rate in math is 16 or more percentage points lower than the district average.																			
	The district average will be determined using the same grade set as is served by the public charter school.																			
Notes	Because some schools have primary attendance areas crossing district lines, the school and authorizer will agree upon execution of the performance certificate which district (or other comparison group, in the case of virtual or alternative schools) will be used for comparison purposes. The comparison group should represent a majority of the school's enrollment.																			
Measure 2b	Do ELA (or similar subject area) proficiency rates meet or exceed the district average?	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>50</td> <td>0</td> </tr> <tr> <td></td> <td>30 - 45</td> <td>0</td> </tr> <tr> <td>X</td> <td>15 - 29</td> <td>28</td> </tr> <tr> <td></td> <td>0 - 14</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">28</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		50	0		30 - 45	0	X	15 - 29	28		0 - 14	0			28
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ELA Proficiency Rate Comparison to District	Exceeds Standard: The school's proficiency rate in ELA either exceeds the district average by 16 percentage points or more, or is at least 80%.																			
	Meets Standard: The school's proficiency rate in ELA is equal to the district average, or exceeds it by 1 - 15 percentage points.																			
	Does Not Meet Standard: The school's proficiency rate in ELA is 1 - 15 percentage points lower than the district average.																			
	Falls Far Below Standard: The school's proficiency rate in ELA is 16 or more percentage points lower than the district average.																			
	The district average will be determined using the same grade set as is served by the public charter school.																			
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INDICATOR 3: CRITERION-REFERENCED STUDENT GROWTH (GRADES K-8)			
Measure 3a	Are students making adequate academic growth to achieve math proficiency within 3 years or by 10th grade?	Result	Points Possible Points Earned
Criterion-Referenced Growth			
Math	<p>Exceeds Standard: At least 85% of students are making adequate academic growth in math.</p> <p>Meets Standard: Between 70% and 84% of students are making adequate academic growth in math.</p> <p>Does Not Meet Standard: Between 50% and 69% of students are making adequate academic growth in math.</p> <p>Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth in math.</p>	47	39-50 0 26-38 0 13-25 0 0-12 12 <hr/> 12
Notes			
Measure 3b	Are students making adequate academic growth to achieve English Language Arts proficiency within 3 years or by 10th grade?	Result	Points Possible Points Earned
Criterion-Referenced Growth			
ELA	<p>Exceeds Standard: At least 85% of students are making adequate academic growth in ELA.</p> <p>Meets Standard: Between 70% and 84% of students are making adequate academic growth in ELA.</p> <p>Does Not Meet Standard: Between 50% and 69% of students are making adequate academic growth in ELA.</p> <p>Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth in ELA.</p>	60	39-50 0 26-38 0 13-25 19 0-12 0 <hr/> 19
Notes			

INDICATOR 4: NORM-REFERENCED STUDENT GROWTH (GRADES 9-12)													
Measure 4a	Are students making expected academic growth in math compared to their academic peers?	Result	Points Possible Points Earned										
Norm-Referenced Growth													
Math	<p>Exceeds Standard: The school's median student growth percentile in math falls between the 66th and 99th percentile.</p> <p>Meets Standard: The school's median student growth percentile in math falls between the 43rd and 65th percentile.</p> <p>Does Not Meet Standard: The school's median student growth percentile in math falls between the 30th and 42nd percentile.</p> <p>Falls Far Below Standard: The school's median student growth percentile in math falls below the 30th percentile.</p>	42	<table border="0"> <tr> <td>39-50</td> <td>0</td> </tr> <tr> <td>26-38</td> <td>0</td> </tr> <tr> <td>13-25</td> <td>25</td> </tr> <tr> <td>0-12</td> <td><u>0</u></td> </tr> <tr> <td></td> <td>25</td> </tr> </table>	39-50	0	26-38	0	13-25	25	0-12	<u>0</u>		25
39-50	0												
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0-12	<u>0</u>												
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Notes	Growth will be calculated using 8th and 10th grade ISAT scores. Individual students' growth will be compared to the growth of other students, statewide, who fell in the same category (below basic, basic, proficient, or advanced) on the 8th grade ISAT.												
Measure 4b	Are students making expected academic growth in English Language Arts compared to their academic peers?	Result	Points Possible Points Earned										
Norm-Referenced Growth													
ELA	<p>Exceeds Standard: The school's median student growth percentile in ELA falls between the 66th and 99th percentile.</p> <p>Meets Standard: The school's median student growth percentile in ELA falls between the 43rd and 65th percentile.</p> <p>Does Not Meet Standard: The school's median student growth percentile in ELA falls between the 30th and 42nd percentile.</p> <p>Falls Far Below Standard: The school's median student growth percentile in ELA falls below the 30th percentile.</p>	57	<table border="0"> <tr> <td>39-50</td> <td>0</td> </tr> <tr> <td>26-38</td> <td>33</td> </tr> <tr> <td>13-25</td> <td>0</td> </tr> <tr> <td>0-12</td> <td><u>0</u></td> </tr> <tr> <td></td> <td>33</td> </tr> </table>	39-50	0	26-38	33	13-25	0	0-12	<u>0</u>		33
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INDICATOR 5: COLLEGE & CAREER READINESS (GRADES 9-12)

Measure 5a

Are students graduating from high school on time?

Four-Year Adjusted Cohort Graduation Rate

Exceeds Standard: The school's four-year ACGR was at least 90%.

Meets Standard: The school either:

a) had a four-year ACGR of 80% - 89% OR

b) had a four-year ACGR of at least 66% AND met its progress goal.

Does Not Meet Standard: The school met its progress goal but had a four-year ACGR below 66%.

Falls Far Below Standard: The school did not meet its progress goal and had a four-year ACGR below 66%.

The school's graduation rate progress goal will be established by the state accountability system. If such goals are not established by the state accountability system in any given year, the school's graduation rate progress goal will be established as follows: The progress goal will represent the school's most recent four-year ACGR plus one-sixth of the amount of growth needed to decrease the rate of non-graduates by 50% within 6 years, using the most recent school year as the baseline year. If the school does not have baseline data, its progress goal will initially be based on the surrounding district average graduation rate. IDVA's goal for 2017 was 45%.

Notes

Graduation rates are calculated on a 4-year-plus-summer cohort; for this reason, data availability will always run one year behind (that is, annual reports will contain graduation rate data from the cohort preceding the most recent school year. For example, 2015-16 ACGRs will be reflected in 2017 reports.)

The 66% "floor" established by the bottom two categories is based on ESSA's mandatory inclusion in Targeted Support of any school that graduates fewer than 2/3 of its students on time.

Result	Points Possible	Points Earned
	125	
	100	
49	75	75
	0-65	0
		<hr/> 75

ALTERNATIVE ACADEMIC

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

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

ALTERNATIVE ACADEMIC

ALTERNATIVE INDICATOR 4: STUDENT GROWTH COMPARISON																				
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Norm-Referenced Growth Math	<p>Exceeds Standard: The school's median student growth percentile in math is in the top 10% of alternative schools statewide.</p> <p>Meets Standard: The school's median student growth percentile in math meets or exceeds the average for alternative schools but is below the top 10%.</p> <p>Does Not Meet Standard: The school's median student growth percentile in math is below the average for alternative schools but is above the bottom 20%.</p> <p>Falls Far Below Standard: The school's median student growth percentile in math is in the bottom 20% of alternative schools.</p>																			
Notes	This measure will be evaluated using grades 6 - 7, 7 -8, and/or 8 - 10, as applicable.																			
Measure 4b	Are students making expected academic growth in English Language Arts compared to their academic peers?	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>50</td> <td></td> </tr> <tr> <td>X</td> <td>30</td> <td>30</td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">30</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		50		X	30	30		15			0				30
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ALTERNATIVE INDICATOR 5: COLLEGE & CAREER READINESS (GRADES 9-12)				
Alt Measure 5a	Are students graduating from high school?	Result	Points Possible	Points Earned
Five-Year Cohort Graduation Rate	Exceeds Standard: The school's five-year cohort graduation rate was greater than 80%.		100	
	Meets Standard: The school had a five-year cohort graduation rate of 66% - 80% OR met its progress goal.		80	
	Does Not Meet Standard: The school did not meet its progress goal AND had a five-year cohort graduation rate of 40% - 66%.		60	
	Falls Far Below Standard: The school did not meet its progress goal AND had a five-year cohort graduation rate below 40%.	20	0-39	20
				20
Notes	<p>The school's 5-year cohort graduation rate progress goal will be established as follows: The progress goal will represent the school's most recent 5-year cohort graduation rate plus one-sixth of the amount of growth needed to decrease the rate of non-graduates by 50% within 6 years, using the most recent school year as the baseline year. If the school does not have baseline data, its progress goal will initially be based on the average graduation rate for alternative schools statewide. IDVA Alt's goal for 2017 was 27%.</p> <p>Graduation rates are calculated using a 5-year-plus-summer cohort. The 5-year rate is calculated by adding to the 4-year ACGR any students from the 4-year cohort that graduated by the end of summer of the following year. For this reason, data availability will always run two years behind (that is, annual reports will contain graduation rate data based on the 4-year cohort preceding the most recent school year by two years. For example, 2015-16 5-year cohort graduation rates will be reflected in 2018 reports.)</p>			

PUBLIC CHARTER SCHOOL COMMISSION - PERFORMANCE FRAMEWORK

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

Introduction

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

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

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

Performance Framework Structure

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

Academic:

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

Mission-Specific:

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

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

Operational:

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

Financial:

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

Accountability Designations

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

Honor:

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

Good Standing:

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

Remediation:

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

Critical:

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

IDVA --- PERFORMANCE FRAMEWORK SCORING

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

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

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

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

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

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

IDVA --- PERFORMANCE FRAMEWORK SCORING

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

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

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

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

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

<p>Measure 4 Is the school addressing the academic needs of middle school students struggling in English Language Arts (ELA)?</p> <p>Exceeds Standard: 90%-100% of 6th-8th grade students continuously enrolled for 2 years or more and identified as needing academic intervention in ELA who attended 90% or more of their assigned intervention classes made adequate growth in ELA on the state assessment.</p> <p>Meets Standard: 70%-89% of 6th-8th grade students continuously enrolled for 2 years or more and identified as needing academic intervention in ELA who attended 90% or more of their assigned intervention classes made adequate growth in ELA on the state assessment.</p> <p>Does Not Meet Standard: 50%-69% of 6th-8th grade students continuously enrolled for 2 years or more and identified as needing academic intervention in ELA who attended 90% or more of their assigned intervention classes made adequate growth in ELA on the state assessment.</p> <p>Falls Far Below Standard: Fewer than 50% of 6th-8th grade students continuously enrolled for 2 years or more and identified as needing academic intervention in ELA who attended 90% or more of their assigned intervention classes made adequate growth in ELA on the state assessment.</p> <p>Notes For the purposes of this measure, a student will be considered continuously enrolled for 2 years if he/she is in his/her 4th semester or greater of enrollment at the school at the time of testing. The school will report data to the PCSC by October 1 each year. Due to state-level standardized assessment changes, no result can be calculated for the 2016-17 school year.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>120</td> <td></td> </tr> <tr> <td></td> <td>96</td> <td></td> </tr> <tr> <td></td> <td>48</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td colspan="2"></td> <td style="text-align: right;">0.00</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		120			96			48			0				0.00
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	48																		
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<p>Measure 5 Is the school addressing the academic needs of high school students struggling in Math?</p> <p>Exceeds Standard: 90%-100% of 9th-12th grade students continuously enrolled for 2 years or more and identified as needing academic intervention in math who attended 90% or more of their assigned intervention classes made adequate growth in math on the state assessment.</p> <p>Meets Standard: 70%-89% of 9th-12th grade students continuously enrolled for 2 years or more and identified as needing academic intervention in math who attended 90% or more of their assigned intervention classes made adequate growth in math on the state assessment.</p> <p>Does Not Meet Standard: 50%-69% of 9th-12th grade students continuously enrolled for 2 years or more and identified as needing academic intervention in math who attended 90% or more of their assigned intervention classes made adequate growth in math on the state assessment.</p> <p>Falls Far Below Standard: Fewer than 50% of 9th-12th grade students continuously enrolled for 2 years or more and identified as needing academic intervention in math who attended 90% or more of their assigned intervention classes made adequate growth in math on the state assessment.</p> <p>Notes For the purposes of this measure, a student will be considered continuously enrolled for 2 years if he/she is in his/her 4th semester or greater of enrollment at the school at the time of testing. The school will report data to the PCSC by October 1 each year. Due to state-level standardized assessment changes, no result can be calculated for the 2016-17 school year.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>115</td> <td></td> </tr> <tr> <td></td> <td>92</td> <td></td> </tr> <tr> <td></td> <td>46</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td colspan="2"></td> <td style="text-align: right;">0.00</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		115			92			46			0				0.00
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<p>Measure 6 Is the school addressing the academic needs of high school students struggling in English Language Arts (ELA)?</p> <p>Exceeds Standard: 90%-100% of 9th-12th grade students continuously enrolled for 2 years or more and identified as needing academic intervention in ELA who attended 90% or more of their assigned intervention classes made adequate growth in ELA on the state assessment.</p> <p>Meets Standard: 70%-89% of 9th-12th grade students continuously enrolled for 2 years or more and identified as needing academic intervention in ELA who attended 90% or more of their assigned intervention classes made adequate growth in ELA on the state assessment.</p> <p>Does Not Meet Standard: 50%-69% of 9th-12th grade students continuously enrolled for 2 years or more and identified as needing academic intervention in ELA who attended 90% or more of their assigned intervention classes made adequate growth in ELA on the state assessment.</p> <p>Falls Far Below Standard: Fewer than 50% of 9th-12th grade students continuously enrolled for 2 years or more and identified as needing academic intervention in ELA who attended 90% or more of their assigned intervention classes made adequate growth in ELA on the state assessment.</p> <p>Notes For the purposes of this measure, a student will be considered continuously enrolled for 2 years if he/she is in his/her 4th semester or greater of enrollment at the school at the time of testing. The school will report data to the PCSC by October 1 each year. Due to state-level standardized assessment changes, no result can be calculated for the 2016-17 school year.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> </tr> </thead> <tbody> <tr> <td></td> <td>115</td> </tr> <tr> <td></td> <td>92</td> </tr> <tr> <td></td> <td>46</td> </tr> <tr> <td></td> <td>0</td> </tr> </tbody> </table>	Result	Points Possible		115		92		46		0								
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MISSION-SPECIFIC GOALS			
Measure 1 Is the school addressing the academic needs of students struggling in Math?	Result	Points Possible	Points Earned
	Exceeds Standard: 90%-100% of students who were continuously enrolled for 2 years or more and were identified as needing academic intervention in math who attended 90% or more of their intervention classes made adequate growth in math on the state assessment.	275	
	Meets Standard: 70%-89% of students who were continuously enrolled for 2 years or more and were identified as needing academic intervention in math who attended 90% or more of their intervention classes made adequate growth in math on the state assessment.	220	
	Does Not Meet Standard: 50%-69% of students who were continuously enrolled for 2 years or more and were identified as needing academic intervention in math who attended 90% or more of their intervention classes made adequate growth in math on the state assessment.	110	
	Falls Far Below Standard: Fewer than 50% of students who were continuously enrolled for 2 years or more and were identified as needing academic intervention in math who attended 90% or more of their intervention classes made adequate growth in math on the state assessment.	0	
Notes	All alternative students, regardless of grade, will be included in this measure. For the purposes of this measure, a student will be considered continuously enrolled for 2 years if he/she is in his/her 4th semester or greater of enrollment at the school at the time of testing. The school will report data to the PCSC by October 1 each year. Due to state-level standardized assessment changes, no result can be calculated for the 2016-17 school year.		0.00
Measure 2 Is the school addressing the academic needs of students struggling in English Language Arts (ELA)?	Result	Points Possible	Points Earned
	Exceeds Standard: 90%-100% of students who were continuously enrolled for 2 years or more and were identified as needing academic intervention in ELA who attended 90% or more of their intervention classes made adequate growth in ELA on the state assessment.	275	
	Meets Standard: 70%-89% of students who were continuously enrolled for 2 years or more and were identified as needing academic intervention in ELA who attended 90% or more of their intervention classes made adequate growth in ELA on the state assessment.	220	
	Does Not Meet Standard: 50%-69% of students who were continuously enrolled for 2 years or more and were identified as needing academic intervention in ELA who attended 90% or more of their intervention classes made adequate growth in ELA on the state assessment.	110	
	Falls Far Below Standard: Fewer than 50% of students who were continuously enrolled for 2 years or more and were identified as needing academic intervention in ELA who attended 90% or more of their intervention classes made adequate growth in ELA on the state assessment.	0	
Notes	All alternative students, regardless of grade, will be included in this measure. For the purposes of this measure, a student will be considered continuously enrolled for 2 years if he/she is in his/her 4th semester or greater of enrollment at the school at the time of testing. The school will report data to the PCSC by October 1 each year. Due to state-level standardized assessment changes, no result can be calculated for the 2016-17 school year.		0.00

Measure 3	Result	Points Possible	Points Earned
<p>Exceeds Standard: 80%-100% of continuously enrolled 9th-12th grade students who started the school year as credit deficient gain an additional 1 or more credits above the normal completion expectation during the traditional school year and/or summer school.</p>		325	
<p>Meets Standard: 60%-79% of continuously enrolled 9th-12th grade students who started the school year as credit deficient gain an additional 1 or more credits above the normal completion expectation during the traditional school year and/or summer school.</p>		260	
<p>Does Not Meet Standard: 40%-59% of continuously enrolled 9th-12th grade students who started the school year as credit deficient gain an additional 1 or more credits above the normal completion expectation during the traditional school year and/or summer school.</p>	47%	130	130
<p>Falls Far Below Standard: Fewer than 40% of continuously enrolled 9th-12th grade students who started the school year as credit deficient gain an additional 1 or more credits above the normal completion expectation during the traditional school year and/or summer school.</p>		0	
<p>Notes For the purposes of this measure, a student will be considered continuously enrolled in the alternative program if he/she is enrolled in IDVA alternative classes by the first day of school and remains enrolled through the school year. A student will be considered credit deficient if he/she has 1 or more credits fewer than he/she should based on the date he/she started 9th grade. The normal completion expectation for high school students is 12 credits. The school will report data to the PCSC by October 1 each year.</p>			130.00

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

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

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

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

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

ADDITIONAL OBLIGATIONS		Result	Points Possible	Points Earned
Measure 6a Additional Obligations	Is the school complying with all other obligations?			
	<p>Meets Standard: The school materially complies with all other material legal, statutory, regulatory, or contractual requirements contained in its charter contract that are not otherwise explicitly stated herein, including but not limited to requirements from the following sources: revisions to state charter law; and requirements of the State Department of Education. Matters of non-compliance, if any, are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with all other material legal, statutory, regulatory, or contractual requirements contained in its charter contract that are not otherwise explicitly stated herein; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>	No instances of non-compliance documented	25	25.00
			0	0.00
				25.00
Notes				

INDICATOR 1: NEAR-TERM MEASURES			
Measure 1a	Current Ratio: Current Assets divided by Current Liabilities	Result	Points Possible
Current Ratio		Current Ratio is:	Points Earned
	Meets Standard: Current Ratio is greater than or equal to 1.1 OR Current Ratio is between 1.0 and 1.1 and one-year trend is positive (current year ratio is higher than last year's). <i>Note: For schools in their first or second year of operation, the current ratio must be greater than or equal to 1.1.</i>		50
	Does Not Meet Standard: Current Ratio is between 0.9 and 1.0 or equals 1.0 OR Current Ratio is between 1.0 and 1.1 and one-year trend is negative.	1.00	10
	Falls Far Below Standard: Current ratio is less than or equal to 0.9.		0
Notes	Due to the deficit protection clause in Idaho Virtual Academy's contract with K12, the school will be exempt from evaluation of this measure. The result is included for information only.		0.00
Measure 1b	Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses minus Depreciation Expense / 365)	Result	Points Possible
Unrestricted Days Cash		No. of Days Cash:	Points Earned
	Meets Standard: 60 Days Cash OR Between 30 and 60 Days Cash and one-year trend is positive. <i>Note: Schools in their first or second year of operation must have a minimum of 30 Days Cash.</i>		50
	Does Note Meet Standard: Days Cash is between 15-30 days OR Days Cash is between 30-60 days and one-year trend is negative.	14	10
	Falls Far Below Standard: Fewer than 15 Days Cash.		0
Notes	Due to the deficit protection clause in Idaho Virtual Academy's contract with K12, the school will be exempt from evaluation of this measure. The result is included for information only.		0.00
Measure 1c	Enrollment Variance: Actual Enrollment divided by Enrollment Projection in Charter School Board-Approved Budget	Result	Points Possible
Enrollment Variance		Variance is:	Points Earned
	Meets Standard: Enrollment Variance equals or exceeds 95 percent in the most recent year.		50
	Does Not Meet Standard: Enrollment Variance is between 85-95 percent in the most recent year.	88%	30
	Falls Far Below Standard: Enrollment Variance is less than 85 percent in the most recent year.		0
Notes	Due to the deficit protection clause in Idaho Virtual Academy's contract with K12, the school will be exempt from evaluation of this measure. The result is included for information only.		0.00
Measure 1d	Default	Result	Points Possible
Default		No Default Noted	Points Earned
	Meets Standard: School is not in default of loan covenant(s) and/or is not delinquent with debt service payments.		50.00
	Does Not Meet Standard: Not applicable		
	Falls Far Below Standard: School is in default of loan covenant(s) and/or is delinquent with debt service payments.		0
Notes			50.00

INDICATOR 2: SUSTAINABILITY MEASURES			
Measure 2a	Total Margin: Net Income divided by Total Revenue AND Aggregated Total Margin: Total 3-Year Net Income divided by Total 3-Year Revenues	Result	Points Possible
Total Margin and Aggregated 3-Year Total Margin	Meets Standard: Aggregated 3-year Total Margin is positive and the most recent year Total Margin is positive OR Aggregated 3-Year Total Margin is greater than -1.5 percent, the trend is positive for the last two years, and the most recent year Total Margin is positive. <i>Note: For schools in their first or second year of operation, the cumulative Total Margin must be positive.</i>	Aggregated 3-Year Totals:	50
	Does Not Meet Standard: Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard"	0.03%	10
	Falls Far Below Standard: Aggregated 3-Year Total Margin is less than or equal to -1.5 percent OR The most recent year Total Margin is less than -10 percent.		0
Notes	Due to the deficit protection clause in Idaho Virtual Academy's contract with K12, the school will be exempt from evaluation of this measure. The result is included for information only. Due to the Restatement of Pension Liability, as required by GASB 68, Net Position may be higher than expected. Changes in Net Position due to pension restatement that do not provide or require current financial resources have been removed from the Net Position calculation. This restatement had no material effect on the standard outcome.		
			0.00
Measure 2b	Debt to Asset Ratio: Total Liabilities divided by Total Assets	Result	Points Possible
Debt to Asset Ratio	Meets Standard: Debt to Asset Ratio is less than 0.9	Ratio is:	50
	Does Not Meet Standard: Debt to Asset Ratio is between 0.9 and 1.0	1.00	30
	Falls Far Below Standard: Debt to Asset Ratio is greater than 1.0		0
Notes	Due to the deficit protection clause in Idaho Virtual Academy's contract with K12, the school will be exempt from evaluation of this measure. The result is included for information only. Due to the Restatement of Pension Liability, as required by GASB 68, Total Liabilities may be higher than expected. The restatement had a material effect on the standard outcome resulting in a "falls far below standard" (2.28) rating. However, the pension liability was removed from the Total Liability calculation in the reported standard outcome.		
			0.00
Measure 2c	Cash Flow: Multi-Year Cash Flow = Year 3 Total Cash - Year 1 Total Cash AND One-Year Cash Flow = Year 2 Total Cash - Year 1 Total Cash	Result	Points Possible
Cash Flow	Meets Standard (in one of two ways): Multi-Year Cumulative Cash Flow is positive and Cash Flow is positive each year OR Multi-Year Cumulative Cash Flow is positive, Cash Flow is positive in one of two years, and Cash Flow in the most recent year is positive. <i>Note: Schools in their first or second year of operation must have positive cash flow.</i>	Multi-Year Cumulative is:	50
	Does Not Meet Standard: Multi-Year Cumulative Cash Flow is positive, but trend does not "Meet Standard"		30
	Falls Far Below Standard: Multi-Year Cumulative Cash Flow is negative	-\$630,956	0
Notes	Due to the deficit protection clause in Idaho Virtual Academy's contract with K12, the school will be exempt from evaluation of this measure. The result is included for information only.		
			0.00
Measure 2d	Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)	Result	Points Possible
Debt Service Coverage Ratio	Meets Standard: Debt Service Coverage Ratio is equal to or exceeds 1.1	Ratio is:	50
	Does Not Meet Standard: Debt Service Coverage Ratio is less than 1.1	0.00	0
	Falls Far Below Standard: Not Applicable		
Notes	Due to the deficit protection clause in Idaho Virtual Academy's contract with K12, the school will be exempt from evaluation of this measure. The result is included for information only. Due to the Restatement of Pension Liability, as required by GASB 68, Net Position may be higher than expected. Changes in Net Position due to pension restatement that do not provide or require current financial resources have been removed from the Net Position calculation. This restatement had no material effect on the standard outcome.		
			0.00

IDVA --- LONGITUDINAL RESULTS

GENERAL PROGRAM ACADEMIC	Measure	Possible Points	2013-14 POINTS	2014-15 POINTS	2015-16 POINTS	2016-17 POINTS	2017-18 POINTS
			EARNED*	EARNED	EARNED	EARNED	EARNED
State/Federal Accountability	1a	25	15.00	0.00	0.00		
	1b	25	15.00	15.00	0.00		
Proficiency	2a	75	52.66	0.00	0.00		
	2b	75	42.02	14.96	15.53		
	2c	75	39.20	23.73	26.80		
Growth	3a	100	64.33	0.00	0.00		
	3b	100	34.39	0.00	0.00		
	3c	100	38.06	0.00	0.00		See New Framework
	3d	75	40.30	0.00	0.00		
	3e	75	32.85	0.00	0.00		
	3f	75	37.00	0.00	0.00		
	3g	100	52.70	0.00	0.00		
College & Career Readiness	4a	50	30.00	0.00	0.00		
	4b1 / 4b2	50	30.00	0.00	0.00		
	4c	50	10.59	4.42	6.13		
Total Possible Academic Points Received		1050	534.10	58.11	48.46	0.00	0.00
% of Possible Academic Points for This School			50.87%	25.83%	24.23%	0.00%	0.00%

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

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

ALTERNATIVE PROGRAM ACADEMIC	Measure	Possible Points	2013-14 POINTS	2014-15 POINTS	2015-16 POINTS	2016-17 POINTS	2017-18 POINTS
			EARNED*	EARNED	EARNED	EARNED	EARNED
State/Federal Accountability	1a	25	N/A	0.00	0.00		
	1b	75	N/A	0.00	0.00		
Proficiency	2a	75	N/A	0.00	0.00		
	2b	75	N/A	5.75	2.85		
	2c	75	N/A	23.20	17.05		
Growth	3a	100	N/A	0.00	0.00		
	3b	100	N/A	0.00	0.00		
	3c	100	N/A	0.00	0.00		
	3d	75	N/A	0.00	0.00		
	3e	75	N/A	0.00	0.00		See New Framework
	3f	75	N/A	0.00	0.00		
	3g	100	N/A	0.00	0.00		
Alternative School Student Engagement	4a	100	N/A	0.00	0.00		
	4b	100	N/A	0.00	0.00		
College & Career Readiness	5a	50	N/A	0.00	0.00		
	5b1 / 5b2	50	N/A	0.00	0.00		
	5c1 / 5c2	75	N/A	2.34	2.60		
Total Possible Academic Points Received (Alt)		1325	0.00	31.29	22.50	0.00	0.00
% of Possible Academic Points for This School			N/A	13.91%	10.00%	0.00%	0.00%

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

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

IDVA --- LONGITUDINAL RESULTS

OPERATIONAL	Measure	Possible Points	2013-14 POINTS	2014-15 POINTS	2015-16 POINTS	2016-17 POINTS	2017-18 POINTS
			EARNED	EARNED	EARNED	EARNED	EARNED
Educational Program	1a	25	25	25	25	25	
	1b	25	25	25	25	25	
	1c	25	25	25	25	25	
	1d	25	25	25	25	25	
Financial Management & Oversight	2a	25	15	15	15	25	
	2b	25	25	25	25	25	
Governance & Reporting	3a	25	25	25	25	25	
	3b	25	25	25	25	25	
Students & Employees	4a	25	25	25	25	25	
	4b	25	15	25	25	25	
	4c	25	25	25	25	25	
	4d	25	25	25	25	25	
School Environment	5a	25	25	25	25	25	
	5b	25	25	25	25	25	
	5c	25	25	25	25	25	
Additional Obligations	6a	25	25	25	25		
Total Possible Operational Points Received		400	380.00	390.00	390.00	400.00	0.00
% of Possible Operational Points for This School			95.00%	97.50%	97.50%	100.00%	0.00%

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

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