

## CHARTER SCHOOL PERFORMANCE CERTIFICATE

This Performance Certificate (“Certificate”) is effective on **July 1, 2024**, by and between the Idaho Public Charter School Commission (the “Commission”) and **Idaho Virtual Academy, Inc.** (the “Charter Holder”) for the purpose of operating **Idaho Virtual Academy** (the “School”), an independent public school organized as an Idaho nonprofit corporation and established under the Accelerating Public Charter Schools Act, Idaho Code section 33-5201 *et seq.*, as amended (the “Charter Schools Act”).

### RECITALS

WHEREAS, the Charter Holder has organized and manages the public charter school pursuant to the Idaho Non-profit Corporation Act, Chapter 52, Title 30; and

WHEREAS, on **October 28, 2004**, the Authorizer approved a petition for the transfer of the School’s charter to the Authorizer; and

WHEREAS, the School’s charter was renewed on **March 1, 2018**, for a five-year term of operations,

WHEREAS, on **February 24, 2023**, the Authorizer renewed the School’s charter for a subsequent five-year term of operations to begin July 1, 2023 and end on June 30, 2028.

NOW THEREFORE, in consideration of the foregoing recitals and the mutual understandings contained herein, the Commission and the Charter Holder agree as follows:

### DEFINITIONS

For purposes of this Performance Certificate, each of the following words or expressions shall have the same meaning as set forth in Section 33-5202A, Idaho Code:

- A. Application** means the document submitted to the Authorizer to request the creation of a public charter school found at <https://chartercommission.idaho.gov/pcsc-schools/> incorporated by reference including amendments and applications.
- B. Authorizer** means any of the following: a local board of trustees of a school district; the Commission; an Idaho public college, university, or community college; or a private, nonprofit, Idaho-based, nonsectarian college or university that is accredited by the same organization that accredits Idaho public colleges and universities.
- C. Charter** means the grant of authority approved by the Authorizer to the Charter Holder.
- D. Charter Holder** means the School’s board of directors to which a charter is granted.

- E. Educational Services Provider** means a nonprofit or for-profit entity that contracts with a public charter school for a fee to provide educational services and resources, including administrative support and educational design, implementation, or management.
- F. Founder** means a person who makes a material contribution toward the establishment of a public charter school and who is designated as such by the Charter Holder.
- G. Performance certificate** or “Certificate” means a fixed-term, renewable certificate between a public charter school and the Commission that outlines the negotiated roles, powers, responsibilities, and performance expectations for each party to the certificate.
- H. Public Charter School** means a school that is authorized to deliver public education in Idaho.
- I. Public Charter School Commission or “Commission”** means the Public Charter School Commission established pursuant to Section 33-5213, Idaho Code.
- J. Public Charter School Commission Board or “Commission Board”** means the seven (7) member governing board of the Commission who are appointed by the governor, subject to the advice and consent of the senate.
- K. Virtual School** means a public charter school that delivers a full-time, sequential program of synchronous and/or asynchronous instruction primarily through the use of technology via the internet in a distributed environment. Schools classified as virtual must have an online component to their school with online lessons and tools for student and data management. Students enrolled in a virtual school may meet at the same location and time while receiving virtual instruction.

## SECTION 1: TERMS OF AUTHORIZATION

- A. Continued Operation of School.** Pursuant to the Charter Schools Act, the Commission hereby approves the continued operation of the School on the terms and conditions set forth in this Certificate.
- B. Term of Agreement.** The School’s operational term shall be from **July 1, 2023**, and end on **June 30, 2028**. Subsequent terms of operation may be issued by the Commission in accordance with Idaho Code and Commission policy.
- C. Conditions.** Applicable conditions are attached as Appendix B and incorporated herein by this reference. If all conditions have been completed to the satisfaction of the Commission by the stated due date, the School shall continue operations through the remainder of the current Certificate term. In the event that all conditions have not been completed to the satisfaction of the Commission by the stated due date, the Commission will consider whether to exercise its authority to revoke the School’s Charter at its next regularly scheduled public meeting or special meeting, if necessary.

## SECTION 2: SCHOOL GOVERNANCE

- A. Governing Board.** The School shall be governed by a board of directors (the “Governing Board” or “Charter Holder”) in a manner that is consistent with the terms of this Certificate, so long as such provisions are in accordance with all applicable state, federal, and local laws, rules, regulations, and policies. The Charter Holder shall have final authority and responsibility for the academic, financial, and organizational performance of the School. The Charter Holder shall also have authority for and be responsible for policy and operational decisions of the School, although nothing herein shall prevent the Charter Holder from delegating decision-making authority for policy and operational decisions to officers, employees, and agents of the School, as well as third party Educational Services Providers.
- B. Articles of Incorporation and Bylaws.** The articles of incorporation and bylaws of the Charter Holder shall provide for governance of the operation of the School as a nonprofit corporation and a public charter school, and shall at all times be consistent with all applicable state, federal, and local laws, rules, regulations, and policies and this Certificate. The Charter Holder shall notify the Commission of any modification to the School’s articles of incorporation or bylaws within 48 hours of approval by the Charter Holder.
- C. Charter Board Composition.** The composition of the School’s Governing Board shall at all times be determined by and consistent with the School’s articles of incorporation and bylaws, and all applicable laws, rules, regulations, and policies. The Charter Holder shall notify the Commission of any changes to the School’s Governing Board members or their contact information within 48 hours of the change.

## SECTION 3: AUTHORIZER ROLE AND RESPONSIBILITIES

- A. Oversight Allowing Autonomy.** The Commission shall continually monitor the performance and legal compliance of the School, including collecting and analyzing data, and conducting prearranged site visits. The Commission will conduct oversight activities that enable it to fulfill its responsibilities, including conducting appropriate inquiries and investigations, in a manner that does not unduly inhibit the autonomy of the School and is consistent with the intent of the Charter Schools Act.
- B. Charter School Performance Framework.** The Charter School Performance Framework (“Performance Framework”) is attached and incorporated into this Certificate as Appendix A. The Performance Framework shall be used to evaluate the School’s performance, and at a minimum, will include academic proficiency and growth; college and career readiness (high school only); actual and potential at-risk and economically disadvantaged makeup of the student body population for all grade levels; and board performance and stewardship, including compliance with all applicable state, federal, and local laws, rules, regulations, and policies, and terms of the Performance Certificate. The specific terms of the Performance Framework are

determined by the Commission and shall be binding on the School. If the Commission revises the Performance Framework during the term of this Performance Certificate through a vote of the Commission Board at a public meeting, the revised Performance Framework shall be deemed effective on the date set by the Commission Board and shall replace the previous Performance Framework.

- C. Commission to Monitor School Performance.** The Commission shall monitor and report on the School's progress in relation to the indicators, measures, metrics, and targets set out in the Performance Framework.
- D. Renewal.** No later than September 1, the Commission shall issue a public charter school performance report and charter renewal application guidance to any Charter Holder whose charter will expire the following year. The performance report shall summarize the School's performance to date, based on the Performance Certificate, and shall provide notice of any weaknesses or concerns that may jeopardize renewal, if not timely rectified. The Charter Holder shall have thirty (30) days to respond to the performance report and submit any corrections or clarifications for the report.
- i. In making charter renewal decisions, the Commission will do the following:
    - i. Ground its decision in evidence of the school's performance over the term of the performance certificate;
    - ii. Ensure that data used in making renewal decisions are available to the school and public;
    - iii. Take into consideration the actual and potential at-risk and economically disadvantaged makeup of the School's student body population as defined in Section 33-1001, Idaho Code, for all grade levels; and
    - iv. Provide a public report summarizing the evidence basis for each decision.

The Commission shall offer renewal terms in accordance with Section 33-5209A(7), Idaho Code. In accordance with the Charter Schools Act, the Commission shall renew any Charter in which the School met all of the terms of its Certificate at the time of renewal.

#### **SECTION 4: EDUCATIONAL PROGRAM**

- A. School Mission.** The mission of the School is as follows: **Building a community of engaged learners.**
- B. Grades Served.** The School may serve students in grades **K -12.**
- C. Design Elements.** The School shall implement and maintain the essential design elements as presented in the Application, incorporated by reference. Any changes to the essential design elements shall be approved by the Commission.

- **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. This can be measured via observation and lesson plans.
- **Rigorous Curriculum:** Idaho Virtual Academy utilizes the award winning K12 curriculum. This can be measured via curriculum review.
- **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. This can be measured via observation and staff interviews.
- **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. This can be measured via policy review.
- **Partnership:** Teachers, parents and students uniquely connected in a 21st Century Learning Community designed to support and enhance individual student learning. This can be measured via observation and policy review.
- **21st Century Skills:** Students will gain the skills, knowledge and expertise to succeed in work and life in the 21st century. This can be measured via observation and curriculum review.
- **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. This can be measured via observation, data analysis, and curriculum review.

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

**E. Accreditation.** The School shall be accredited as provided by the statute and rules of the State Board of Education.

## **SECTION 5: SCHOOL OPERATIONS**

**A. In General.** The School and the Charter Holder shall operate at all times in accordance with all applicable, state, federal and local laws, rules, regulations, and policies.

**B. School Performance.** The School shall meet the standards as defined in the Performance Framework.

- C. Required Reports.** The School shall prepare and submit reports as required by Commission policy, as found on the Commission’s website.
- D. Notice to the Commission.** The Charter Holder will notify the Commission within 48 hours if any of the following occur:
- i. If the Charter Holder becomes aware that the School is not operating in substantial compliance with the terms and conditions of this Performance Certificate;
  - ii. If the School’s accrediting body finds that the School has failed to meet or maintain full accreditation requirements;
  - iii. If any complaints are filed against the School, including but not limited to lawsuits and complaints filed with the Idaho Professional Standards Commission relating to School employees; and
  - iv. If there are any early warning signs of distress as outlined in this Performance Certificate, including excessive reductions in enrollment of all students or at-risk students, excessive staff turnover, or excessive Governance Board turnover of the Charter Holder in any school year or between school years.
- E. Maximum Enrollment.** The maximum number of students who may be enrolled in the School, across all programs, shall be

The maximum number of students who may be enrolled in the school will be determined by the Board each school year, no later than the annual meeting prior to that school year. The Board must also establish an enrollment deadline(s). The Charter Board may establish different enrollment caps for the general program or specific grade levels or programs. As defined in IDAPA 08.02.04 section 203.02, caps shall not be placed on special education or alternative programs. The enrollment cap(s) and/or deadline must be publicly posted as soon as reasonably possible after the Board makes its annual determination and remain posted for the remainder of the affected school year. Students shall be enrolled until the cap or deadline is reached, whichever occurs first. Thereafter, student applications will be accepted for enrollment during the following school year

- F. Enrollment Policy.** The School shall make student recruitment, admissions, enrollment, and retention decisions in a nondiscriminatory manner and without regard to race, color, creed, national origin, sex, marital status, religion, ancestry, disability or need for special education services. In no event may the School limit admission based on race, ethnicity, national origin, disability, gender, income level, athletic ability, or proficiency in the English language. If there are more applications to enroll in the School than there are spaces available, the School shall select students to attend using a random selection process that shall be publicly noticed and open to the public.

- G. School Facilities.** The School shall operate at the following location(s): 1965 Eagle Road, Ste 160, Meridian, ID 83642. The School shall provide the Commission with facilities

documentation in accordance with Commission policy, as found on the Commission website.

- H. Attendance Area.** The School's primary attendance area is as follows: **State of Idaho**
- I. Identified Comparison Group.** For purposes of evaluating the School against the metrics and measures established in the Performance Framework, the School's comparison group shall be identified as described below and shall be established for the length of the Certificate term. The School's comparison group shall include all schools in the following **districts:**
- i.** The comparison group for the School's virtual program shall include all virtual schools operating in Idaho (excluding the School's virtual program).
  - ii.** The comparison group for the School's virtual-alternative program shall include all alternative schools operating in Idaho (excluding the School's virtual-alternative program).
- J. Staff.** Instructional and administrative staff of the School shall be certified as provided by Section 33-5206(4-7), Idaho Code. The Charter Holder shall adopt a policy consistent with Section 33-507, Idaho Code, regarding the hiring of family members.
- K. Alignment with All Applicable Law.** The School shall comply with all applicable federal, state and local laws, rules, and regulations. In the event any such laws, rules, or regulations are amended, the School shall be bound by any such amendment upon the effective date of said amendment.

## SECTION 6: SCHOOL FINANCE

- A. General.** The School shall comply with all applicable financial and budget laws, rules, regulations, and financial reporting requirements, as well as the requirements contained in the School's Performance Framework.
- B. Financial Controls.** At all times, the School shall maintain appropriate governance, managerial procedures, and financial controls, which shall include, but not be limited to: (1) commonly accepted accounting practices and the capacity to implement them; (2) adequate payroll procedures; (3) procedures for the creation and review of monthly and quarterly financial reports; (4) internal control procedures for cash receipts, cash disbursements and purchases; and (5) maintenance of asset registers and financial procedures for grants, all in accordance with all applicable, state, federal, and local laws, rules, regulations, and policies.

In the event that the School has an agreement with a third party education services provider which includes a deficit protection clause, the School shall be exempt from some or all measures within the financial portion of the Performance Framework.

- C. Financial Audit.** The School shall submit audited financial statements from an independent auditor in accordance with the rules of the Idaho State Department of Education.

- D. Annual Budgets.** The School shall adopt a budget for each fiscal year, prior to the beginning of the fiscal year in accordance with the rules of the Idaho State Department of Education.

## **SECTION 7: TERMINATION, NON-RENEWAL AND REVOCATION**

- A. Termination by the School.** Should the School choose to terminate its Charter before the expiration of the Certificate, it may do so upon written notice to the Commission. Any school terminating its Charter shall work with the Commission to ensure a smooth and orderly closure and transition for students and parents, as guided by the public charter school closure protocol established by the Commission.
- B. Nonrenewal.** The Commission may non-renew the Charter at the expiration of the Certificate if the School failed to meet one or more of the terms of its Certificate, including the Performance Framework. The Charter Holder may appeal a decision to non-renew directly to the Office of Administrative Hearings and is subject to judicial review as a contested case as set forth in Chapter 52, Title 67, Idaho Code.
- C. Revocation.** The School's Charter may be revoked by the Commission if, after fair and specific notice from the Commission, the School:
- a. Commits a material and substantial violation of any of the terms, conditions, standards, or procedures required by the Charter Schools Act or the Performance Certificate;
  - b. Fails to meet generally accepted standards for fiscal management;
  - c. Substantially violates any material provision of law from which the School is not exempted; or
  - d. Has failed to meet one or more of the renewal conditions, included in Appendix B [IF NECESSARY], by the stated due date.

Revocation may not occur until the Charter Holder has been afforded a public hearing, unless the Commission determines that the continued operation of the School presents an imminent public safety issue, in which case the charter may be revoked immediately. Public hearings shall be conducted by the Commission or such other person or persons appointed by the Commission to conduct public hearings and receive evidence. Hearings will be conducted in accordance with Section 33-5209C(2), Idaho Code.

If the Commission revokes the Charter, it will clearly state the reasons for the revocation in a resolution before the Commission Board.

The Charter Holder may appeal a decision to revoke directly to the Office of Administrative Hearings and is subject to judicial review as a contested case as set forth in Chapter 52, Title 67, Idaho Code.

- D. Closure.** The Commission's closure protocol shall begin immediately after a decision to



terminate is made by the Charter Holder, or a decision to revoke or non-renew is made by the Commission. Closure protocol shall begin regardless of whether the Charter Holder appeals the decision. In the event that closure protocol begins, the School shall cease operations no later than the following June 30. Closure protocol shall only cease if the Office of Administrative Hearings overturns the Commission's decision.

**SECTION 8: MISCELLANEOUS**

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

IN WITNESS WHEREOF, the Commission and the Charter Holder have executed this Performance Certificate to be effective **July 1, 2024**.

*Alan L Reed*  
Alan L Reed (Jul 24, 2024 15:16 MDT)

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**Chairman**  
**Idaho Public Charter School Commission**

*Jeffrey D. Thompson*  
Jeffrey D Thompson (Aug 9, 2024 13:19 EDT)

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**Chairman**  
**Idaho Virtual Academy**  
**Charter Holder (Board of Directors)**

Appendix A: Performance Framework

Appendix B: Conditions

## Appendix A: Performance Framework



## PERFORMANCE FRAMEWORK

*Adopted June 27, 2024*

Idaho Public Charter School Commission  
514 W. Jefferson Street, #303  
Boise, Idaho 83702

Phone: (208) 332-1561

[pcsc@osbe.idaho.gov](mailto:pcsc@osbe.idaho.gov)

Alan Reed, Chairman  
Jacob Smith, Director

## ACADEMIC MEASURES

1. Math Proficiency
2. ELA Proficiency
3. Math Growth
4. ELA Growth
5. Literacy Proficiency
6. College and Career Readiness

**Note:** When the term *comparison group* is used in this framework, the group of schools selected is unique to each charter school.

## 1. MATH PROFICIENCY

Proficiency Rate: The IPCSC will use the proficiency rates as determined by the Idaho Accountability Framework measured via the Idaho Standards Achievement Test and reported via the Idaho Report Card.

<b>Math Proficiency Rubric</b>	
Exceeds Standard	The school's proficiency rate is greater than one standard deviation above the average of the school's identified comparison group, <b>OR</b> the school's proficiency average is in the 90 <sup>th</sup> percentile of all Idaho schools.
<b>Meets Standard</b>	<b>The school's proficiency rate is equal to the average or falls between the average and one standard deviation above the average of the school's identified comparison group.</b>
Approaches Standard	The school's proficiency rate falls between the average and one standard deviation below the average of the school's identified comparison group.
Does Not Meet Standard	The school's proficiency rate is more than one standard deviation below the average of the school's identified comparison group, <b>OR</b> the school has been identified by Idaho Department of Education for comprehensive or targeted support for three consecutive years.

## 2. ELA PROFICIENCY

Proficiency Rate: The IPCSC will use the proficiency rates as determined by the Idaho Accountability Framework measured via the Idaho Standards Achievement Test and reported via the Idaho Report Card.

ELA Proficiency Rubric	
Exceeds Standard	The school's proficiency rate is greater than one standard deviation above the average of the school's identified comparison group, <b>OR</b> the school's proficiency average is at or above the 90 <sup>th</sup> percentile of all Idaho schools.
Meets Standard	<b>The school's proficiency rate is equal to the average or falls between the average and one standard deviation above the average of the school's identified comparison group.</b>
Approaches Standard	The school's proficiency rate falls between the average and one standard deviation below the average of the school's identified comparison group.
Does Not Meet Standard	The school's proficiency rate is more than one standard deviation below the average of the school's identified comparison group, <b>OR</b> the school has been identified by Idaho Department of Education for comprehensive or targeted support for three consecutive years.

### 3. MATH GROWTH

Growth Rate: The IPCSC will use the growth rates as determined by the Idaho Accountability Framework measured via the Idaho Standards Achievement Test and reported via the Idaho Report Card. Growth rate is determined by the percentage of students who made adequate growth towards proficiency.

Math Growth Rubric	
Exceeds Standard	The school's growth rate is greater than one standard deviation above the average of the school's identified comparison group, <b>OR</b> the school's growth rate is in the 90 <sup>th</sup> percentile of all Idaho public schools.
Meets Standard	<b>The school's growth rate is equal to the average or falls between the average and one standard deviation above the average of the school's identified comparison group, OR the growth rate increased by at least 10% over the previous year.</b>
Approaches Standard	The school's growth rate falls between the average and one standard deviation below the average of the school's identified comparison group.
Does Not Meet Standard	The school's growth rate is more than one standard deviation below the average of the school's identified comparison group.



#### 4. ELA GROWTH

Growth Rate: The IPCSC will use the growth rates as determined by the Idaho Accountability Framework measured via the Idaho Standards Achievement Test and reported via the Idaho Report Card. Growth rate is determined by the percentage of students who made adequate growth towards proficiency.

ELA Growth Rubric	
Exceeds Standard	The school's growth rate is greater than one standard deviation above the average of the school's identified comparison group, <b>OR</b> the school's growth rate is in the 90 <sup>th</sup> percentile of all Idaho public schools.
Meets Standard	<b>The school's growth rate is equal to the average or falls between the average and one standard deviation above the average of the school's identified comparison group, OR the growth rate increased by at least 10% over the previous year.</b>
Approaches Standard	The school's growth rate falls between the average and one standard deviation below the average of the school's identified comparison group.
Does Not Meet Standard	The school's growth rate is more than one standard deviation below the average of the school's identified comparison group.

## 5. LITERACY

Early Literacy Proficiency Rate (K-3 only): The IPCSC will use the proficiency rates as determined by the Idaho Accountability Framework measured from the Idaho Reading Indicator and reported via the Idaho Report Card.

Literacy Proficiency Rubric	
Exceeds Standard	<p>One of the following is true:</p> <ul style="list-style-type: none"> <li>• The school's proficiency rate on the spring administration of the statewide literacy assessment is greater than one standard deviation above the average of the school's identified comparison group; <b>OR</b></li> <li>• The school's proficiency rate on the spring administration of the statewide literacy assessment is at or above 90%; <b>OR</b></li> <li>• The fall to spring change in proficiency rate is 20% or greater.</li> </ul>
Meets Standard	<p><b>The school's proficiency on the spring administration of the statewide literacy assessment is equal to the average or within one standard deviation above the average of the school's identified comparison group, OR the school's fall to spring change in proficiency rate is between 10%-19%.</b></p>
Approaches Standard	<p>The school's proficiency on the spring administration of the statewide literacy assessment falls within one standard deviation below the average of the school's identified comparison group.</p>
Does Not Meet Standard	<p>The school's proficiency rate on the spring administration of the statewide literacy assessment is more than one standard deviation below the average of the school's identified comparison group.</p>

## 6. COLLEGE AND CAREER READINESS

Adjusted Cohort Graduation Rate (ACGR): High schools will be evaluated based on their 4-Year ACGR. Alternative high schools will be evaluated based on their 5-Year ACGR. The IPCSC annual report will present the previous year's data, as the current year's data is not available when Annual Reports are produced. The IPCSC will use the appropriate ACGR as provided by the Idaho Accountability Framework and reported via the Idaho Report Card.

<b>College and Career Readiness Rubric</b>	
Exceeds Standard	The school's ACGR is greater than one standard deviation above the average of the school's identified comparison group, <b>OR</b> the school's ACGR is 90%.
Meets Standard	<b>The school's ACGR is equal to the average OR falls between the average and one standard deviation above the average of the school's identified comparison group.</b>
Approaches Standard	The school's ACGR falls between the average and one standard deviation below the average of the identified comparison group.
Does Not Meet Standard	The school's ACGR is more than one standard deviation below the school's identified comparison group.

## ADDITIONAL ACADEMIC MEASURES FOR ALTERNATIVE PROGRAMS GRADES 6 - 12

1. Math Content Mastery
2. ELA Content Mastery
3. Progress Toward Graduation
4. College and Career Readiness- Alternative

In addition to the standard measures, the following measures will apply to alternative programs.

To be considered an alternative program, 100% of the students enrolled in the program must meet the statutory definition of “at-risk”.

**Comparison Group:** the comparison group for alternative programs includes all schools and IPCSC programs serving 100% at-risk student populations.

## 1. MATH CONTENT MASTERY ALTERNATIVE

Note: This measure will be considered in addition to the standard proficiency measure for schools classified as alternative.

Idaho graduation requirements only require math to be taken in three of the four years of high school. Alternative schools structure this requirement differently. For the purposes of this measure, the total number of continuously enrolled students will exclude students enrolled in a grade for which the school does not require math to be taken.

Alt Proficiency Rubric	
Exceeds Standard	The percentage of continuously enrolled students who have either already completed all ELA/Math graduation requirements or successfully earned credit for the equivalent of 1 year of instruction in the discipline (ELA or Math) is more than 10% above the school's percentage in the previous year, <b>OR</b> The percentage in the current year is greater than 80%.
Meets Standard	<b>The percentage of continuously enrolled students who have either already completed all ELA/Math graduation requirements OR Successfully earned credit for the equivalent of 1 year of instruction in the discipline (ELA or Math) is equal to or up to 10% greater than the school's percentage in the previous year.</b>
Approaches Standard	The percentage of continuously enrolled students who have either already completed all ELA/Math graduation requirements <b>OR</b> Successfully earned credit for the equivalent of 1 year of instruction in the discipline (ELA or Math) is below, but no more than 10% below, the school's percentage in the previous year.
Does Not Meet Standard	The percentage of continuously enrolled students who have either already completed all ELA/Math graduation requirements <b>OR</b> Successfully earned credit for the equivalent of 1 year of instruction in the discipline (ELA or Math) is more than 10% below the school's percentage in the previous year.

## 2. ELA CONTENT MASTERY ALTERNATIVE

Note: This measure will be considered in addition to the standard proficiency measure for schools classified as alternative.

Alt Proficiency Rubric	
Exceeds Standard	The percentage of continuously enrolled students who have either already completed all ELA/Math graduation requirements or successfully earned credit for the equivalent of 1 year of instruction in the discipline (ELA or Math) is more than 10% above the school's percentage in the previous year, <b>OR</b> The percentage in the current year is greater than 80%.
Meets Standard	<b>The percentage of continuously enrolled students who have either already completed all ELA/Math graduation requirements OR Successfully earned credit for the equivalent of 1 year of instruction in the discipline (ELA or Math) is equal to or up to 10% greater than the school's percentage in the previous year.</b>
Approaches Standard	The percentage of continuously enrolled students who have either already completed all ELA/Math graduation requirements <b>OR</b> successfully earned credit for the equivalent of 1 year of instruction in the discipline (ELA or Math) is below, but no more than 10% below, the school's percentage in the previous year.
Does Not Meet Standard	The percentage of continuously enrolled students who have either already completed all ELA/Math graduation requirements <b>OR</b> Successfully earned credit for the equivalent of 1 year of instruction in the discipline (ELA or Math) is more than 10% below the school's percentage in the previous year.

### 3. 9-12 PROGRESS TOWARD GRADUATION ALTERNATIVE

Note: This measure will be considered in addition to the standard growth measure for schools classified as alternative.

For the purpose of this measure, a quarter of instructional enrollment will be calculated based on the number of instructional days reported and may be further modified by mutual agreement of the school and the IPCSC based on the alternative school's course completion structure.

Alt Growth Rubric	
Exceeds Standard	More than 75% of students enrolled in the alternative program earned 2.9 credits for every instructional quarter for which the student was enrolled for 90% of the days in that instructional quarter.
Meets Standard	Between 65% and 75% of students enrolled in the alternative program earned 2.9 credits for every instructional quarter for which the student was enrolled for 90% of the days in that instructional quarter falls, <b>OR</b> his percentage is less than 65% BUT at least 5% greater than in the previous year.
Approaches Standard	Less than 65% of students enrolled in the alternative program earned 2.9 credits for every instructional quarter for which the student was enrolled for 90% of the days in that instructional quarter AND this percentage is between 3% and 5% greater than the previous year.
Does Not Meet Standard	Less than 65% of students enrolled in the alternative program earned 2.9 credits for every instructional quarter for which the student was enrolled for 90% of the days in that instructional quarter AND this percentage is less than 3% greater than in the previous year.

#### 4. COLLEGE AND CAREER READINESS – ALTERNATIVE

Note: This measure will be considered in addition to the standard college and career readiness measure for schools classified as alternative. Non-alternative schools may include this measure as a mission specific goal, in addition to the standard measures, if they feel this data would help the IPCSC understand their school’s academic outcomes.

<b>C&amp;C Readiness Rubric</b>	
Exceeds Standard	The percentage of the not continuously enrolled students who were enrolled for at least 45 days and were eligible to graduate in the same academic year (plus summer) who graduated is more than 10% above the school’s percentage in the previous year, <b>OR</b> The percentage in the current year is greater than 75%.
Meets Standard	<b>The percentage of the not continuously enrolled students who were enrolled for at least 45 days and were eligible to graduate in the same academic year (plus summer) who graduated is equal to OR Up to 10% greater than the school’s percentage in the previous year.</b>
Approaches Standard	The percentage of the not continuously enrolled students who were enrolled for at least 45 days and were eligible to graduate in the same academic year (plus summer) who graduated is below, but no more than 10% below the school’s percentage in the previous year.
Does Not Meet Standard	The percentage of the not continuously enrolled students who were enrolled for at least 45 days and were eligible to graduate in the same academic year (plus summer) who graduated is more than 10% below the school’s percentage in the previous year.



## OPERATIONAL MEASURES

### BOARD GOVERNANCE

1. Governance Structure
2. Governance Oversight

### OPERATIONAL MANAGEMENT

3. Student Services
4. Data Security and Information Transparency
5. Facility and Services

# BOARD GOVERNANCE

## 1. GOVERNANCE STRUCTURE

Data Sources: Board bylaws, articles of incorporation, and any courtesy letters or notifications issued to the school by entities responsible for oversight or enforcement.

<b>Governance Structure Rubric</b>	
<b>Meets Standard</b>	<ul style="list-style-type: none"><li>• <b>Board bylaws are compliant with ID law.</b></li><li>• <b>Articles of incorporation are current.</b></li><li>• <b>No investigations were conducted into either ethical behavior or conflict of interest regarding any board director.</b></li><li>• <b>The board did not experience an Open Meeting Law violation that needed to be cured this year.</b></li></ul> <p><b>OR</b> <b>The school was informed of or became aware of a non-compliance and action to correct the issue was taken within 30 days.</b></p>
<b>Does Not Meet Standard</b>	The school was informed of or became aware of non-compliance and action to correct the issue was <u>not</u> taken within 30 days.

## 2. GOVERNANCE OVERSIGHT

Data Sources: Board meeting minutes, school policies, continuous improvement plan (or other strategic planning evidence if submitted by the school), and verification of submission of annual administrator evaluation.

<b>Governance Oversight Rubric</b>	
<b>Meets Standard</b>	<ul style="list-style-type: none"><li>• <b>The board reviews academic data in a timely and thorough manner.</b></li><li>• <b>The board reviews financial reports in a timely and thorough manner.</b></li><li>• <b>The board maintains compliant policies.</b></li><li>• <b>The board engages in strategic planning.</b></li><li>• <b>The board conducts a compliant annual evaluation of their school leader and/or management organization.</b></li></ul> <p><b>OR</b></p> <p><b>The school was informed of or became aware of a non-compliance and action to correct the issue was taken within 30 days.</b></p>
<b>Does Not Meet Standard</b>	The school was informed of or became aware of non-compliance and action to correct the issue was <u>not</u> taken within 30 days.

## OPERATIONAL MANAGEMENT

### 3. STUDENT SERVICES

Data Sources: If applicable, any notifications or courtesy letters issued by the Idaho Department of Education or State Board of Education, which required corrective action with regard to the school's ELL, SPED, or C&C Readiness programs, as well as any documentation submitted by the school evidencing correction.

<b>Student Services Rubric</b>	
<b>Meets Standard</b>	<b>All of the following are true:</b> <ul style="list-style-type: none"><li>• <b>The school's English Language Learner program is in good standing; and</b></li><li>• <b>The school's Special Education program is in good standing; and</b></li><li>• <b>The school's college and career readiness program is in good standing; and</b></li><li>• <b>The school's federal programs are in good standing.</b></li></ul> <b>OR</b> <b>The school was informed of or became aware of a non-compliance and action to correct the issue was taken within 30 days.</b>
<b>Does Not Meet Standard</b>	The school was informed of or became aware of non-compliance and action to correct the issue was <u>not</u> taken within 30 days.

#### 4. DATA SECURITY & INFORMATION TRANSPARENCY

Data Sources: Periodic desk audit of school website, and any formal notifications regarding data security or public records compliance.

<b>Data Security and Information Transparency Rubric</b>	
<b>Meets Standard</b>	<ul style="list-style-type: none"><li>• <b>The school’s website is compliant with I.C. 33-133(7) (data collection, access, and security policy); I.C. 33-320 (continuous improvement plan); and I.C. 33-357 (expenditures updated monthly, contracts, performance reports, and annual budgets).</b></li><li>• <b>The school did not experience any issues involving data security this year.</b></li><li>• <b>The school did not experience any compliance issue regarding public records requests this year.</b></li></ul> <p><b>OR</b></p> <p><b>The school was informed of or became aware of a non-compliance and action to correct the issue was taken within 30 days.</b></p>
<b>Does Not Meet Standard</b>	<p>The school was informed of or became aware of non-compliance and action to correct the issue was <u>not</u> taken within 30 days.</p>

## 5. FACILITY & SERVICES

Data Sources: Verification of meal service program and transportation services via public documents and/or school website, and any notifications of concerns regarding occupancy or safety issued to the school by entities responsible for oversight or enforcement.

<b>Facility and Building Services Rubric</b>	
<b>Meets Standard</b>	<ul style="list-style-type: none"><li>• <b>The school's occupancy certificate is current.</b></li><li>• <b>The school maintains current safety inspections and drills.</b></li><li>• <b>The school provides daily transportation to students in compliance with Idaho Code.</b></li><li>• <b>The school provides a compliant lunch program.</b></li></ul> <p><b>OR</b> <b>The school was informed of or became aware of a non-compliance and action to correct the issue was taken within 30 days.</b></p>
<b>Does Not Meet Standard</b>	The school was informed of or became aware of non-compliance and action to correct the issue was <u>not</u> taken within 30 days.

# FINANCIAL MEASURES

## 1. Default

# 1. DEFAULT

Calculation: No calculation

Data Source: Annual Fiscal Audit Report, Terms of Debt, Other Formal Notifications Received by School

Default Rubric	
Exceeds Standard	The school has met standard for at least 3 consecutive years, including the most recently completed school year.
Meets Standard	<p><b>The school is not in default of any financial obligations and did not experience any instances of default during the fiscal year.</b></p> <p><b>Financial obligations include, but are not limited to, making payments to vendors and utility services on time, complying with all loan covenants, filing any reports required for maintenance of grants or philanthropic funds, meeting all tax obligations, and operating without financial judgements or property liens.</b></p>
Approaches Standard	The school experienced one or more instances of minor default during the fiscal year (such as making late payments); however, the school is not currently in default of any financial obligations.
Does Not Meet Standard	School is currently in default of financial obligations.



## Appendix B: Conditions of Renewal

No conditions of renewal are applicable.











# Idaho Virtual Academy Performance Certificate 2023-2028

Final Audit Report

2024-08-09

Created:	2024-07-24
By:	Naysa Shepherd (naysa.shepherd@osbe.idaho.gov)
Status:	Signed
Transaction ID:	CBJCHBCAABAA143cnN9SrH6Ct3UVJeoT6ZiJiJGHkSuu

## "Idaho Virtual Academy Performance Certificate 2023-2028" History

-  Document created by Naysa Shepherd (naysa.shepherd@osbe.idaho.gov)  
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-  Document emailed to milkmanreed@gmail.com for signature  
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-  Email viewed by milkmanreed@gmail.com  
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-  Signer milkmanreed@gmail.com entered name at signing as Alan L Reed  
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