













































































































































































































































































| INDICATOR 3: CRITERION-REFERENCED STUDENT GROWTH (GRADES K-8)  |                 |  |  |                 |               |  |       |   |  |       |   |    |       |    |    |      |   |  |  |           |
|--|-----------------|--|--|-----------------|---------------|--|-------|---|--|-------|---|----|-------|----|----|------|---|--|--|-----------|
| <b>Measure 3a</b><br><b>Are students making adequate academic growth to achieve math proficiency within 3 years or by 10th grade?</b><br><br><b>Criterion-Referenced Growth</b><br><b>Math</b><br><b>Exceeds Standard:</b> At least 85% of students are making adequate academic growth in math.<br><b>Meets Standard:</b> Between 70% and 84% of students are making adequate academic growth in math.<br><b>Does Not Meet Standard:</b> Between 50% and 69% of students are making adequate academic growth in math.<br><b>Falls Far Below Standard:</b> Fewer than 50% of students are making adequate academic growth in math.<br><br><b>Notes</b>             |                 | <table border="1"> <thead> <tr> <th></th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>39-50</td> <td>0</td> </tr> <tr> <td></td> <td>26-38</td> <td>0</td> </tr> <tr> <td></td> <td>13-25</td> <td>0</td> </tr> <tr> <td>34</td> <td>0-12</td> <td>8</td> </tr> <tr> <td></td> <td></td> <td><u>8</u></td> </tr> </tbody> </table>   |  | Points Possible | Points Earned |  | 39-50 | 0 |  | 26-38 | 0 |    | 13-25 | 0  | 34 | 0-12 | 8 |  |  | <u>8</u>  |
|  | Points Possible | Points Earned  |  |                 |               |  |       |   |  |       |   |    |       |    |    |      |   |  |  |           |
|  | 39-50           | 0  |  |                 |               |  |       |   |  |       |   |    |       |    |    |      |   |  |  |           |
|  | 26-38           | 0  |  |                 |               |  |       |   |  |       |   |    |       |    |    |      |   |  |  |           |
|  | 13-25           | 0  |  |                 |               |  |       |   |  |       |   |    |       |    |    |      |   |  |  |           |
| 34   | 0-12            | 8  |  |                 |               |  |       |   |  |       |   |    |       |    |    |      |   |  |  |           |
|  |                 | <u>8</u>   |  |                 |               |  |       |   |  |       |   |    |       |    |    |      |   |  |  |           |
| <b>Measure 3b</b><br><b>Are students making adequate academic growth to achieve English Language Arts proficiency within 3 years or by 10th grade?</b><br><br><b>Criterion-Referenced Growth</b><br><b>ELA</b><br><b>Exceeds Standard:</b> At least 85% of students are making adequate academic growth in ELA.<br><b>Meets Standard:</b> Between 70% and 84% of students are making adequate academic growth in ELA.<br><b>Does Not Meet Standard:</b> Between 50% and 69% of students are making adequate academic growth in ELA.<br><b>Falls Far Below Standard:</b> Fewer than 50% of students are making adequate academic growth in ELA.<br><br><b>Notes</b> |                 | <table border="1"> <thead> <tr> <th></th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>39-50</td> <td>0</td> </tr> <tr> <td></td> <td>26-38</td> <td>0</td> </tr> <tr> <td>67</td> <td>13-25</td> <td>24</td> </tr> <tr> <td></td> <td>0-12</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td><u>24</u></td> </tr> </tbody> </table> |  | Points Possible | Points Earned |  | 39-50 | 0 |  | 26-38 | 0 | 67 | 13-25 | 24 |    | 0-12 | 0 |  |  | <u>24</u> |
|  | Points Possible | Points Earned  |  |                 |               |  |       |   |  |       |   |    |       |    |    |      |   |  |  |           |
|  | 39-50           | 0  |  |                 |               |  |       |   |  |       |   |    |       |    |    |      |   |  |  |           |
|  | 26-38           | 0  |  |                 |               |  |       |   |  |       |   |    |       |    |    |      |   |  |  |           |
| 67   | 13-25           | 24   |  |                 |               |  |       |   |  |       |   |    |       |    |    |      |   |  |  |           |
|  | 0-12            | 0  |  |                 |               |  |       |   |  |       |   |    |       |    |    |      |   |  |  |           |
|  |                 | <u>24</u>  |  |                 |               |  |       |   |  |       |   |    |       |    |    |      |   |  |  |           |

| INDICATOR 4: NORM-REFERENCED STUDENT GROWTH (GRADES 9-12)                              |   |  |  |                 |               |  |       |   |        |       |    |  |       |   |  |      |   |  |  |    |
|--|---|--|--|-----------------|---------------|--|-------|---|--------|-------|----|--|-------|---|--|------|---|--|--|----|
| <p><b>Measure 4a</b></p> <p><b>Norm-Referenced Growth Math</b></p> <p><b>Notes</b></p> | <p><b>Are students making expected academic growth in math compared to their academic peers?</b></p> <p><b>Exceeds Standard:</b> The school's median student growth percentile in math falls between the 66th and 99th percentile.<br/> <b>Meets Standard:</b> The school's median student growth percentile in math falls between the 43rd and 65th percentile.<br/> <b>Does Not Meet Standard:</b> The school's median student growth percentile in math falls between the 30th and 42nd percentile.<br/> <b>Falls Far Below Standard:</b> The school's median student growth percentile in math falls below the 30th percentile.</p> <p>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.</p>              | <table border="1"> <thead> <tr> <th></th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>39-50</td> <td>0</td> </tr> <tr> <td>Masked</td> <td>26-38</td> <td>28</td> </tr> <tr> <td></td> <td>13-25</td> <td>0</td> </tr> <tr> <td></td> <td>0-12</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">28</td> </tr> </tbody> </table> |  | Points Possible | Points Earned |  | 39-50 | 0 | Masked | 26-38 | 28 |  | 13-25 | 0 |  | 0-12 | 0 |  |  | 28 |
|  | Points Possible   | Points Earned  |  |                 |               |  |       |   |        |       |    |  |       |   |  |      |   |  |  |    |
|  | 39-50   | 0  |  |                 |               |  |       |   |        |       |    |  |       |   |  |      |   |  |  |    |
| Masked   | 26-38   | 28   |  |                 |               |  |       |   |        |       |    |  |       |   |  |      |   |  |  |    |
|  | 13-25   | 0  |  |                 |               |  |       |   |        |       |    |  |       |   |  |      |   |  |  |    |
|  | 0-12  | 0  |  |                 |               |  |       |   |        |       |    |  |       |   |  |      |   |  |  |    |
|  |   | 28   |  |                 |               |  |       |   |        |       |    |  |       |   |  |      |   |  |  |    |
| <p><b>Measure 4b</b></p> <p><b>Norm-Referenced Growth ELA</b></p> <p><b>Notes</b></p>  | <p><b>Are students making expected academic growth in English Language Arts compared to their academic peers?</b></p> <p><b>Exceeds Standard:</b> The school's median student growth percentile in ELA falls between the 66th and 99th percentile.<br/> <b>Meets Standard:</b> The school's median student growth percentile in ELA falls between the 43rd and 65th percentile.<br/> <b>Does Not Meet Standard:</b> The school's median student growth percentile in ELA falls between the 30th and 42nd percentile.<br/> <b>Falls Far Below Standard:</b> The school's median student growth percentile in ELA falls below the 30th percentile.</p> <p>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.</p> | <table border="1"> <thead> <tr> <th></th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>39-50</td> <td>0</td> </tr> <tr> <td>62</td> <td>26-38</td> <td>36</td> </tr> <tr> <td></td> <td>13-25</td> <td>0</td> </tr> <tr> <td></td> <td>0-12</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">36</td> </tr> </tbody> </table>     |  | Points Possible | Points Earned |  | 39-50 | 0 | 62     | 26-38 | 36 |  | 13-25 | 0 |  | 0-12 | 0 |  |  | 36 |
|  | Points Possible   | Points Earned  |  |                 |               |  |       |   |        |       |    |  |       |   |  |      |   |  |  |    |
|  | 39-50   | 0  |  |                 |               |  |       |   |        |       |    |  |       |   |  |      |   |  |  |    |
| 62   | 26-38   | 36   |  |                 |               |  |       |   |        |       |    |  |       |   |  |      |   |  |  |    |
|  | 13-25   | 0  |  |                 |               |  |       |   |        |       |    |  |       |   |  |      |   |  |  |    |
|  | 0-12  | 0  |  |                 |               |  |       |   |        |       |    |  |       |   |  |      |   |  |  |    |
|  |   | 36   |  |                 |               |  |       |   |        |       |    |  |       |   |  |      |   |  |  |    |

| INDICATOR 5: COLLEGE & CAREER READINESS (GRADES 9-12) |  | Points Possible | Points Earned |
|---|--|-----------------|---------------|
| <b>Measure 5a</b>                                     | <b>Are students graduating from high school on time?</b>   |                 |               |
| <b>Four-Year Adjusted Cohort Graduation Rate</b>      | <p><b>Exceeds Standard:</b> The school's four-year ACGR was at least 90%.<br/> <b>Meets Standard:</b> The school either:<br/>                     a) had a four-year ACGR of 80% - 89% OR<br/>                     b) had a four-year ACGR of at least 66% AND met its progress goal.<br/> <b>Does Not Meet Standard:</b> The school met its progress goal but had a four-year ACGR below 66%.<br/> <b>Falls Far Below Standard:</b> The school did not meet its progress goal and had a four-year ACGR below 66%.</p> | 125             | 0             |
|   |  | 100             | 0             |
|   |  | 75              | 0             |
|   |  | 41              | 41            |
|   |  |                 | 41            |
| <b>Notes</b>  | The school's 4 Year ACGR of 41% did not meet the progress goal of 47.29%. The progress goal is calculated as follows: last year's 4-year ACGR plus 8.3% of the non-graduates from that cohort. However, the school's current 4-year ACGR is 62%, a commendable accomplishment, and will result in a higher score on next year's report.  |                 |               |

| INDICATOR 1: EDUCATIONAL PROGRAM                            |  |   |        |                 |               |   |    |    |  |    |  |  |   |  |  |  |    |
|---|--|---|--------|-----------------|---------------|---|----|----|--|----|--|--|---|--|--|--|----|
| <p>Measure 1a<br/>Implementation of Educational Program</p> | <p><b>Is the school implementing the material terms of the educational program as defined in the charter and performance certificate?</b></p> <p><b>Meets Standard:</b> The school implements the material terms of the mission, vision, and educational program in all material respects, and the implementation of the educational program reflects the essential elements outlined in the charter and performance certificate. A cohesive professional development program is utilized.</p> <p><b>Partially Meets Standard:</b> The school partially implements the material terms of the mission, vision, and educational program. However, implementation is incomplete, not cohesive, inconsistent, unclear, and/or unsupported by adequate resources and professional development.</p> <p><b>Does Not Meet Standard:</b> The school has deviated from the material terms of the mission, vision, and/or essential elements of the educational program as described in the performance certificate, without an approved amendment, such that the program provided differs substantially from the program described in the charter and performance certificate.</p>   | <table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>No instances of non-compliance documented</td> <td>25</td> <td>25</td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">25</td> </tr> </tbody> </table> | Result | Points Possible | Points Earned | No instances of non-compliance documented | 25 | 25 |  | 15 |  |  | 0 |  |  |  | 25 |
| Result  | Points Possible  | Points Earned   |        |                 |               |   |    |    |  |    |  |  |   |  |  |  |    |
| No instances of non-compliance documented                   | 25   | 25  |        |                 |               |   |    |    |  |    |  |  |   |  |  |  |    |
|   | 15   |   |        |                 |               |   |    |    |  |    |  |  |   |  |  |  |    |
|   | 0  |   |        |                 |               |   |    |    |  |    |  |  |   |  |  |  |    |
|   |  | 25  |        |                 |               |   |    |    |  |    |  |  |   |  |  |  |    |
| <p>Notes</p>  |  |   |        |                 |               |   |    |    |  |    |  |  |   |  |  |  |    |
| <p>Measure 1b<br/>Educational Requirements</p>              | <p><b>Is the school complying with applicable educational requirements?</b></p> <p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to educational requirements, including but not limited to: Instructional time requirements, graduation, and promotional requirements, content standards including the Common Core State Standards, the Idaho State Standards, state assessments, and implementation of mandated programming related to state or federal funding.</p> <p><b>Partially Meets Standard:</b> The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to educational requirements; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to educational requirements; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p> | <table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>No instances of non-compliance documented</td> <td>25</td> <td>25</td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">25</td> </tr> </tbody> </table> | Result | Points Possible | Points Earned | No instances of non-compliance documented | 25 | 25 |  | 15 |  |  | 0 |  |  |  | 25 |
| Result  | Points Possible  | Points Earned   |        |                 |               |   |    |    |  |    |  |  |   |  |  |  |    |
| No instances of non-compliance documented                   | 25   | 25  |        |                 |               |   |    |    |  |    |  |  |   |  |  |  |    |
|   | 15   |   |        |                 |               |   |    |    |  |    |  |  |   |  |  |  |    |
|   | 0  |   |        |                 |               |   |    |    |  |    |  |  |   |  |  |  |    |
|   |  | 25  |        |                 |               |   |    |    |  |    |  |  |   |  |  |  |    |
| <p>Notes</p>  |  |   |        |                 |               |   |    |    |  |    |  |  |   |  |  |  |    |

| Measure 1c                 | Is the school protecting the rights of students with disabilities?  | Result                                    | Points Possible | Points Earned |
|----------------------------|---|---|-----------------|---------------|
| Students with Disabilities | <p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability, including but not limited to: Equitable access and opportunity to enroll; identification and referral, appropriate development and implementation of IEPs and Section 504 plans; operational compliance, including provisions of services in the LRE and appropriate inclusion in the school's academic program, assessments, and extracurricular activities; discipline, including due process protections, manifestation determinations, and behavioral intervention plans; access to school's facility and programs; appropriate use of all available applicable funding.</p> <p><b>Partially Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of students with identifiable disabilities and those suspected of having a disability. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of students with identifiable disabilities and those suspected of having a disability; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p> | No instances of non-compliance documented | 25              | 25            |
| Notes                      |   |   | 15              | 0             |
|                            |   |   |                 | 25            |
| Measure 1d                 | Is the school protecting the rights of English Language Learner (ELL) students?   | Result                                    | Points Possible | Points Earned |
| English Language Learners  | <p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to requirements regarding ELLs, including but not limited to: Equitable access and opportunity to enroll; required policies related to the service of ELL students; compliance with native language communication requirements; proper steps for identification of students in need of ELL services; appropriate and equitable delivery of services to identified students; appropriate accommodations on assessments; exiting students from ELL services; and ongoing monitoring of exited students.</p> <p><b>Partially Meets Standard:</b> The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of ELL students; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to requirements regarding ELLs; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p>  | No instances of non-compliance documented | 25              | 25            |
| Notes                      |   |   | 15              | 0             |
|                            |   |   |                 | 25            |

| INDICATOR 2: FINANCIAL MANAGEMENT AND OVERSIGHT          |  |   |        |                 |               |   |    |    |  |    |  |  |   |  |  |  |    |
|--|--|---|--------|-----------------|---------------|---|----|----|--|----|--|--|---|--|--|--|----|
| <p>Measure 2a<br/>Financial Reporting and Compliance</p> | <p><b>Is the school meeting financial reporting and compliance requirements?</b></p> <p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements, including but not limited to: Complete and on-time submission of financial reports including annual budget, revised budgets (if applicable) periodic financial reports as required by PCSC, and any reporting requirements if the board contracts with an Education Service Provider; on-time completion and submission of the annual independent audit and corrective action plans (if applicable); and all reporting requirements related to the use of public funds.</p> <p><b>Partially Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to financial reporting requirements; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p>    | <table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>No instances of non-compliance documented</td> <td>25</td> <td>25</td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">25</td> </tr> </tbody> </table> | Result | Points Possible | Points Earned | No instances of non-compliance documented | 25 | 25 |  | 15 |  |  | 0 |  |  |  | 25 |
| Result   | Points Possible  | Points Earned   |        |                 |               |   |    |    |  |    |  |  |   |  |  |  |    |
| No instances of non-compliance documented                | 25   | 25  |        |                 |               |   |    |    |  |    |  |  |   |  |  |  |    |
|  | 15   |   |        |                 |               |   |    |    |  |    |  |  |   |  |  |  |    |
|  | 0  |   |        |                 |               |   |    |    |  |    |  |  |   |  |  |  |    |
|  |  | 25  |        |                 |               |   |    |    |  |    |  |  |   |  |  |  |    |
| Notes  |  |   |        |                 |               |   |    |    |  |    |  |  |   |  |  |  |    |
| <p>Measure 2b<br/>GAAP</p>                               | <p><b>Is the school following General Accepted Accounting Principles (GAAP)</b></p> <p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit, including but not limited to: An unqualified audit option, an audit devoid of significant findings and conditions, material weakness, or significant internal control weaknesses; and an audit that does not include a going concern disclosure in the notes or an explanatory paragraph within the audit report.</p> <p><b>Partially Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit. Any matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits failure to comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p> | <table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>See note</td> <td>25</td> <td>25</td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">25</td> </tr> </tbody> </table>                                  | Result | Points Possible | Points Earned | See note                                  | 25 | 25 |  | 15 |  |  | 0 |  |  |  | 25 |
| Result   | Points Possible  | Points Earned   |        |                 |               |   |    |    |  |    |  |  |   |  |  |  |    |
| See note   | 25   | 25  |        |                 |               |   |    |    |  |    |  |  |   |  |  |  |    |
|  | 15   |   |        |                 |               |   |    |    |  |    |  |  |   |  |  |  |    |
|  | 0  |   |        |                 |               |   |    |    |  |    |  |  |   |  |  |  |    |
|  |  | 25  |        |                 |               |   |    |    |  |    |  |  |   |  |  |  |    |
| Notes  | No points are deducted for failure to comply with GASB 75.   |   |        |                 |               |   |    |    |  |    |  |  |   |  |  |  |    |
| <p>Measure 2c<br/>Enrollment Variance</p>                | <p><b>Is the school successfully enrolling the projected number of students?</b></p> <p><b>Meets Standard:</b> Enrollment variance equaled or exceeded 95 percent in the most recent fiscal year.</p> <p><b>Partially Meets Standard:</b> Enrollment variance was between 90 and 95 percent in the most recent fiscal year.</p> <p><b>Does Not Meet Standard:</b> Enrollment variance was less than 90 percent in the most recent fiscal 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>25</td> <td></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;">0</td> </tr> </tbody> </table>   | Result | Points Possible | Points Earned |   | 25 |    |  | 15 |  |  | 0 |  |  |  | 0  |
| Result   | Points Possible  | Points Earned   |        |                 |               |   |    |    |  |    |  |  |   |  |  |  |    |
|  | 25   |   |        |                 |               |   |    |    |  |    |  |  |   |  |  |  |    |
|  | 15   |   |        |                 |               |   |    |    |  |    |  |  |   |  |  |  |    |
|  | 0  |   |        |                 |               |   |    |    |  |    |  |  |   |  |  |  |    |
|  |  | 0   |        |                 |               |   |    |    |  |    |  |  |   |  |  |  |    |
| Notes  | Enrollment variance is calculated by dividing mid-term ADA by the enrollment projection reported to the PCSC at the beginning of the fiscal year. Due to the deficit protection clause in INSPIRE's contract with Connections Academy, the school will be exempt from evaluation of this measure.  |   |        |                 |               |   |    |    |  |    |  |  |   |  |  |  |    |

| INDICATOR 3: GOVERNANCE AND REPORTING   |   |   |        |                 |               |   |    |    |  |    |  |  |   |  |  |  |    |
|---|---|---|--------|-----------------|---------------|---|----|----|--|----|--|--|---|--|--|--|----|
| Measure 3a  | Is the school complying with governance requirements? | <table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>No instances of non-compliance documented</td> <td>25</td> <td>25</td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">25</td> </tr> </tbody> </table> | Result | Points Possible | Points Earned | No instances of non-compliance documented | 25 | 25 |  | 15 |  |  | 0 |  |  |  | 25 |
| Result  | Points Possible                                       | Points Earned   |        |                 |               |   |    |    |  |    |  |  |   |  |  |  |    |
| No instances of non-compliance documented   | 25  | 25  |        |                 |               |   |    |    |  |    |  |  |   |  |  |  |    |
|   | 15  |   |        |                 |               |   |    |    |  |    |  |  |   |  |  |  |    |
|   | 0   |   |        |                 |               |   |    |    |  |    |  |  |   |  |  |  |    |
|   |   | 25  |        |                 |               |   |    |    |  |    |  |  |   |  |  |  |    |
| Governance Requirements   |   |   |        |                 |               |   |    |    |  |    |  |  |   |  |  |  |    |
| <p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to governance by its board, including but not limited to: board policies; board bylaws; code of ethics; conflicts of interest; board composition; and compensation for attendance at meetings.</p>  |   |   |        |                 |               |   |    |    |  |    |  |  |   |  |  |  |    |
| <p><b>Partially Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to governance by its board. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p>   |   |   |        |                 |               |   |    |    |  |    |  |  |   |  |  |  |    |
| <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to governance by its board; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p>   |   |   |        |                 |               |   |    |    |  |    |  |  |   |  |  |  |    |
| Notes   |   |   |        |                 |               |   |    |    |  |    |  |  |   |  |  |  |    |
| Measure 3b  | Is the board fulfilling its oversight obligations?    | <table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>No instances of non-compliance documented</td> <td>25</td> <td>25</td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">25</td> </tr> </tbody> </table> | Result | Points Possible | Points Earned | No instances of non-compliance documented | 25 | 25 |  | 15 |  |  | 0 |  |  |  | 25 |
| Result  | Points Possible                                       | Points Earned   |        |                 |               |   |    |    |  |    |  |  |   |  |  |  |    |
| No instances of non-compliance documented   | 25  | 25  |        |                 |               |   |    |    |  |    |  |  |   |  |  |  |    |
|   | 15  |   |        |                 |               |   |    |    |  |    |  |  |   |  |  |  |    |
|   | 0   |   |        |                 |               |   |    |    |  |    |  |  |   |  |  |  |    |
|   |   | 25  |        |                 |               |   |    |    |  |    |  |  |   |  |  |  |    |
| Board Oversight   |   |   |        |                 |               |   |    |    |  |    |  |  |   |  |  |  |    |
| <p><b>Meets Standard:</b> The school's board practices consistent, effective oversight of the school, including but not limited to frequent review of the school finances and academic outcomes. Board meeting agendas, packets, and minutes reflect competent oversight practices and actions to foster academic, operational, and financial strength of the school, including ongoing board training, policy review, and strategic planning. The school's board has adopted and maintains a complete policy book.</p> |   |   |        |                 |               |   |    |    |  |    |  |  |   |  |  |  |    |
| <p><b>Partially Meets Standard:</b> Some of the school board's oversight practices are underdeveloped, inconsistent, incomplete, or reflect a need for additional training. Board meeting agendas, packets, and minutes reflect meaningful efforts toward self-evaluation and improvement. The school's policy book may be substantially complete but require additional maintenance.</p>   |   |   |        |                 |               |   |    |    |  |    |  |  |   |  |  |  |    |
| <p><b>Does Not Meet Standard:</b> The school's board fails to practice consistent, effective oversight of the school, and/or documentation of competent oversight practices and actions is not maintained. The school's policy book may be incomplete, unmaintained, or non-existent.</p>   |   |   |        |                 |               |   |    |    |  |    |  |  |   |  |  |  |    |
| Notes   |   |   |        |                 |               |   |    |    |  |    |  |  |   |  |  |  |    |

| Measure 3c                        | Is the school complying with reporting requirements?  | Result                                    | Points Possible | Points Earned |
|-----------------------------------|---|---|-----------------|---------------|
| Reporting Requirements            | <p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, the SBOE, and/or federal authorities, including but not limited to: accountability tracking; attendance and enrollment reporting; compliance and oversight; and additional information requested by the authorizer.</p> <p><b>Partially Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, the SBOE, and/or federal authorities. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, the SBOE, and/or federal authorities; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p> | No instances of non-compliance documented | 25              | 25            |
| Notes                             |   |   | 15              | 0             |
|                                   |   |   |                 | 25            |
| Measure 3d                        | Is the school complying with public transparency requirements?  | Result                                    | Points Possible | Points Earned |
| Public Transparency               | <p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to public transparency, including but not limited to: maintenance of its website, timely availability of board meeting minutes, and accessibility of documents maintained by the school under the state's Freedom of Information Act, Open Meeting Law, Public Records Law, and other applicable authorities.</p> <p><b>Partially Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to public transparency. Any instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to public transparency; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>  | No instances of non-compliance documented | 25              | 25            |
| Notes                             |   |   | 15              | 0             |
|                                   |   |   |                 | 25            |
| Measure 3e                        | Is the school meeting employee credentialing and background check requirements?   | Result                                    | Points Possible | Points Earned |
| Credentialing & Background Checks | <p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to state and federal certification and background check requirements.</p> <p><b>Partially Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to state and federal certification and background check requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to state and federal certification and background check requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>   | No instances of non-compliance documented | 25              | 25            |
| Notes                             |   |   | 15              | 0             |
|                                   |   |   |                 | 25            |

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

| INDICATOR 5: ADDITIONAL OBLIGATIONS   |   |   |        |                 |               |   |    |    |  |    |  |  |   |  |  |  |    |
|---|---|---|--------|-----------------|---------------|---|----|----|--|----|--|--|---|--|--|--|----|
| Measure 5a  | Is the school complying with all other obligations? |   |        |                 |               |   |    |    |  |    |  |  |   |  |  |  |    |
| Additional Obligations  |   | <table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>No instances of non-compliance documented</td> <td>25</td> <td>25</td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">25</td> </tr> </tbody> </table> | Result | Points Possible | Points Earned | No instances of non-compliance documented | 25 | 25 |  | 15 |  |  | 0 |  |  |  | 25 |
| Result  | Points Possible                                     | Points Earned   |        |                 |               |   |    |    |  |    |  |  |   |  |  |  |    |
| No instances of non-compliance documented   | 25  | 25  |        |                 |               |   |    |    |  |    |  |  |   |  |  |  |    |
|   | 15  |   |        |                 |               |   |    |    |  |    |  |  |   |  |  |  |    |
|   | 0   |   |        |                 |               |   |    |    |  |    |  |  |   |  |  |  |    |
|   |   | 25  |        |                 |               |   |    |    |  |    |  |  |   |  |  |  |    |
| <p><b>Meets Standard:</b> The school materially complies with all other material legal, statutory, regulatory, or contractual requirements that are not otherwise explicitly stated herein, including but not limited to requirements from the following sources: revisions to statute and administrative rule; requirements of the State Department of Education; and requirements of the accrediting body.</p> <p><b>Partially Meets Standard:</b> The school largely complies with all other material legal, statutory, regulatory, or contractual requirements that are not otherwise explicitly stated herein. Matters of non-compliance, if any, are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with all other material legal, statutory, regulatory, or contractual requirements contained in its charter contract that are not otherwise explicitly stated herein; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p> |   |   |        |                 |               |   |    |    |  |    |  |  |   |  |  |  |    |
| Notes   |   |   |        |                 |               |   |    |    |  |    |  |  |   |  |  |  |    |

| INDICATOR 1: NEAR-TERM                             |  |  | Result | Points Possible             | Points Earned |
|--|--|--|--------|-----------------------------|---------------|
| <b>Measure 1a</b><br><b>Current Ratio</b>          | <b>Current Ratio: Current Assets divided by Current Liabilities</b><br><br><b>Meets Standard:</b> 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><br><br><b>Does Not Meet:</b> 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.<br><br><b>Falls Far Below Standard:</b> Current ratio is less than or equal to 0.9. |  |        | 50<br>10<br>0               | 0             |
| <b>Notes</b>                                       | Due to the deficit protection clause in INSPIRE's contract with Connections Academy, the school will be exempt from evaluation of this measure.  |  |        |                             |               |
| <b>Measure 1b</b><br><b>Cash Ratio</b>             | <b>Current Ratio: Cash divided by Current Liabilities</b><br><br><b>Meets Standard:</b> Cash Ratio is greater than 1.0 OR Cash Ratio is equal to 1.0 and one-year trend is positive (current year ratio is higher than last year's).<br><br><b>Does Not Meet:</b> Cash Ratio is between 0.9 and 1.0 OR Cash Ratio equals 1.0 and one-year trend is negative.<br><br><b>Falls Far Below Standard:</b> Cash ratio is equal to or less than 0.9.  |  |        | 50<br>10<br>0               | 0             |
| <b>Notes</b>                                       | Due to the deficit protection clause in INSPIRE's contract with Connections Academy, the school will be exempt from evaluation of this measure.  |  |        |                             |               |
| <b>Measure 1c</b><br><b>Unrestricted Days Cash</b> | <b>Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses minus Depreciation Expense/365)</b><br><br><b>Meets Standard:</b> 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><br><br><b>Does Not Meet:</b> Days Cash is between 15-30 days OR Days Cash is between 30-60 days and one-year trend is negative.<br><br><b>Falls Far Below Standard:</b> Fewer than 15 Days Cash.  |  |        | 50<br>10<br>0               | 0             |
| <b>Notes</b>                                       | Due to the deficit protection clause in INSPIRE's contract with Connections Academy, the school will be exempt from evaluation of this measure.  |  |        |                             |               |
| <b>Measure 1d</b><br><b>Default</b>                | <b>Default</b><br><br><b>Meets Standard:</b> School is not in default of financial obligations. Financial obligations include, but are not limited to: nonpayment, breach of financial representation, non-reporting, non-compliance, financial judgements, loan covenants, and/or tax obligations.<br><br><b>Does Not Meet:</b> School is in default of financial obligations.  |  |        | No default noted<br>50<br>0 | 50            |
| <b>Notes</b>                                       |  |  |        |                             |               |

| INDICATOR 2: SUSTAINABILITY                                      |  |  | Result | Points Possible | Points Earned |
|--|--|--|--------|-----------------|---------------|
| Measure 2a<br>Total Margin and Aggregated<br>3-Year Total Margin | <p><b>Total Margin: Net Income divided by Total Revenue AND Aggregated Total Margins: Total 3-Year Net Income divided by Total 3-Year Revenues.</b></p> <p><b>Meets Standard:</b> Aggregated 3-Year Total Margin is positive and the most recent year Total Margin is positive OR Aggregated 3-Year Total Margin is greater than -1.5 percent, the trend is positive for the last two years, and the most recent year Total Margin is positive. <i>Note: For schools in their first or second year of operation, the cumulative Total Margin must be positive.</i></p> <p><b>Does Not Meet:</b> Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard".</p> <p><b>Falls Far Below Standard:</b> Aggregated 3-Year Total Margin is less than or equal to -1.5 percent OR the most recent year Total Margin is less than -10 percent.</p> |  |        | 50              |               |
|  |  |  |        | 30              |               |
|  |  |  |        | 0               |               |
| Notes  | Due to the deficit protection clause in INSPIRE's contract with Connections Academy, the school will be exempt from evaluation of this measure.  |  |        |                 | 0             |
| Measure 2b<br>Debt to Asset Ratio                                | <p><b>Debt to Asset Ratio: Total Liabilities divided by Total Assets</b></p> <p><b>Meets Standard:</b> Debt to Asset Ratio is less than 0.9.</p> <p><b>Does Not Meet:</b> Debt to Asset Ratio is between 0.9 and 1.0</p> <p><b>Falls Far Below Standard:</b> Debt to Asset Ratio is greater than 1.0</p>   |  |        | 50              |               |
|  |  |  |        | 30              |               |
|  |  |  |        | 0               |               |
| Notes  | Due to the deficit protection clause in INSPIRE's contract with Connections Academy, the school will be exempt from evaluation of this measure.  |  |        |                 | 0             |
| Measure 2c<br>Cash Flow  | <p><b>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</b></p> <p><b>Meets Standard:</b> Multi-Year Cumulative Cash Flow is positive and Cash Flow is positive each year OR Multi-Year Cumulative Cash Flow is positive, Cash Flow is positive in one of two years, and Cash Flow in the most recent year is positive. <i>Note: Schools in their first or second year of operation must have positive cash flow.</i></p> <p><b>Does Not Meet:</b> Multi-Year Cumulative Cash Flow is positive, but trend does not "Meet Standard"</p> <p><b>Falls Far Below Standard:</b> Multi-Year Cumulative Cash Flow is negative.</p>  |  |        | 50              |               |
|  |  |  |        | 30              |               |
|  |  |  |        | 0               |               |
| Notes  | Due to the deficit protection clause in INSPIRE's contract with Connections Academy, the school will be exempt from evaluation of this measure.  |  |        |                 | 0             |
| Measure 2d<br>Debt Service Coverage Ratio                        | <p><b>Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)</b></p> <p><b>Meets Standard:</b> Debt Service Coverage Ratio is equal to or exceeds 1.1</p> <p><b>Does Not Meet:</b> Debt Service Coverage Ratio is less than 1.1</p>  |  |        | 50              |               |
|  |  |  |        | 0               |               |
| Notes  | Due to the deficit protection clause in INSPIRE's contract with Connections Academy, the school will be exempt from evaluation of this measure.  |  |        |                 | 0             |

# Inspire Conditional Renewal Page 147

## INSPIRE Virtual Charter School Longitudinal Results

| ACADEMIC                        | Measure | Percentage of Points Earned |         |         |         |         |         |
|---------------------------------|---------|-----------------------------|---------|---------|---------|---------|---------|
|                                 |         | 2016-17                     | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 |
| State Proficiency Comparison    | 1a      |                             |         | 8%      |         |         |         |
|                                 | 1b      |                             |         | 34%     |         |         |         |
| District Proficiency Comparison | 2a      |                             |         | 56%     |         |         |         |
|                                 | 2b      |                             |         | 82%     |         |         |         |
| Criterion-Referenced Growth     | 3a      |                             |         | 17%     |         |         |         |
|                                 | 3b      |                             |         | 47%     |         |         |         |
| Norm-Referenced Growth          | 4a      |                             |         | Masked  |         |         |         |
|                                 | 4b      |                             |         | 73%     |         |         |         |
| Post-Secondary Readiness        | 5a      |                             |         | 33%     |         |         |         |

**% of Possible Academic Points for this School**

**45%      49%      43%**

| OPERATIONAL            | Measure | Percentage of Points Earned |         |         |         |         |         |
|------------------------|---------|-----------------------------|---------|---------|---------|---------|---------|
|                        |         | 2016-17                     | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 |
| Educational Program    | 1a - 1d | N/A                         | 100%    | 100%    |         |         |         |
| Financial Management   | 2a - 2c | N/A                         | 100%    | 100%    |         |         |         |
| Governance & Reporting | 3a - 3f | N/A                         | 100%    | 100%    |         |         |         |
| School Environment     | 4a - 4b | N/A                         | 100%    | 100%    |         |         |         |
| Additional Obligations | 5a      | N/A                         | 100%    | 100%    |         |         |         |

**% of Possible Operational Points for this School**

**N/A      100%      100%**

| FINANCIAL      | Measure | Percentage of Points Earned |         |         |         |         |         |
|----------------|---------|-----------------------------|---------|---------|---------|---------|---------|
|                |         | 2016-17                     | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 |
| Near-Term      | 1a - 1d | N/A                         | 100%    | 100%    |         |         |         |
| Sustainability | 2a - 2d | N/A                         | N/A     | N/A     |         |         |         |

**% of Possible Financial Points for this School**

**N/A      100%      100%**

| ACCOUNTABILITY DESIGNATION | Percentage of Points Earned |             |             |         |         |         |
|----------------------------|-----------------------------|-------------|-------------|---------|---------|---------|
|                            | 2016-17                     | 2017-18     | 2018-19     | 2019-20 | 2020-21 | 2021-22 |
| Academic                   | Remediation                 | Remediation | Remediation |         |         |         |
| Mission Specific           | N/A                         | N/A         | N/A         |         |         |         |
| Operational                | N/A*                        | Honor       | Honor       |         |         |         |
| Financial                  | N/A*                        | Honor       | Honor       |         |         |         |

\*Operational and Financial data for 2016-17 was reported in a different format.

### IPCSC Board Meeting Observation Summary

An observation of charter school board meetings is required by [Section VI of IPCSC policies](#), and will take place once each performance certificate term. We recognize that not all aspects of good governance may be addressed in a single meeting and that this observation is only a snapshot.

Below you will find the summary of the IPCSC's board meeting observation of your school. The purpose of this observation is to ensure compliance with [Idaho's Open Meeting Law](#) and to help inform annual evaluations regarding the board stewardship measures of the Performance Framework. Please see the IPCSC's [Performance Framework](#) for details regarding the governance structure and governance oversight measures.

If you have any questions/comments/concerns regarding the summary below, please feel free to reach out to the IPCSC staff. You may provide a response to this report within two weeks of receipt. Both the report and your response will be included in your school's renewal portfolio.

Observation Date: May 19, 2022

Observer: Jared Dawson

| Director's Name    | Office (if applicable) | Present/Remote/Absent |
|--------------------|------------------------|-----------------------|
| Marcia Moore       | President              | Present               |
| Becky Valentine    | Treasurer              | Remote                |
| Margaret Gannon    | Director               | Remote                |
| Michael Strickland | Director               | Remote                |
|                    |                        |                       |
| School Leadership  | Title                  | Present/Remote/Absent |
| Kenny McAlister    | Principal              | Remote                |
| Jill Holinka       | Attorney               | Remote                |
| Gary Corkran       | Business Manager       | Remote                |

| Observation Category | Status     | Date    |
|----------------------|------------|---------|
| Open Meeting Law     | No Concern | 5/19/22 |
| Public Participation | No Concern | 5/19/22 |
| Operational Efficacy | No Concern | 5/19/22 |
| Academic Achievement | No Concern | 5/19/22 |
| Financial Health     | No Concern | 5/19/22 |

Additional Comments: Meeting ran smoothly, no noticeable concerns or violations

Report of the  
External Review Team  
for  
INSPIRE, The Idaho Connections  
Academy

600 N. Steelhead Way, Suite 164  
Boise  
ID 83704-9620  
US

**Karen Glassman**

**Date: February 27, 2017 - February 28, 2017**



*Copyright (c) 2017 by Advance Education, Inc. AdvancED™ grants to the Institution, which is the subject of the External Review Team Report, and its designees and stakeholders a non-exclusive, perpetual, irrevocable, royalty-free license and release to reproduce, reprint, and distribute this report in accordance with and as protected by the Copyright Laws of the United States of America and all foreign countries. All other rights not expressly conveyed are reserved by AdvancED™.*

# Table of Contents

Introduction ..... 4

Results ..... 9

    Teaching and Learning Impact ..... 9

        Standard 3 - Teaching and Assessing for Learning ..... 10

        Standard 5 - Using Results for Continuous Improvement ..... 11

        Student Performance Diagnostic ..... 11

        Findings ..... 12

    Leadership Capacity ..... 13

        Standard 1 - Purpose and Direction ..... 14

        Standard 2 - Governance and Leadership ..... 14

        Stakeholder Feedback Diagnostic ..... 15

        Findings ..... 15

    Resource Utilization ..... 17

        Standard 4 - Resources and Support Systems ..... 17

Conclusion ..... 19

    Accreditation Recommendation ..... 21

Addenda ..... 22

    Team Roster ..... 22

    Next Steps ..... 23

    About AdvancED ..... 24

    References ..... 25

# Introduction

The External Review is an integral component of AdvancED Performance Accreditation and provides the institution with a comprehensive evaluation guided by the results of diagnostic instruments, in-depth review of data and documentation, and the professional judgment of a team of qualified and highly trained evaluators. A series of diagnostic instruments examines the impact of teaching and learning on student performance, the capacity of leadership to effect continuous improvement, and the degree to which the institution optimizes its use of available resources to facilitate and support student success. The results of this evaluation are represented in the Index of Education Quality (IEQ™) and through critical observations, namely, Powerful Practices, Opportunities for Improvement, and Improvement Priorities.

Accreditation is a voluntary method of quality assurance developed more than 100 years ago by American universities and secondary schools and designed primarily to distinguish schools adhering to a set of educational standards. Today the accreditation process is used at all levels of education and is recognized for its ability to effectively drive student performance and continuous improvement in education.

Institutions seeking to gain or retain accreditation must meet AdvancED Standards specific to their institution type, demonstrate acceptable levels of student performance and the continuous improvement of student performance, and provide evidence of stakeholder engagement and satisfaction. The power of AdvancED Performance Accreditation lies in the connections and linkages between and among the conditions, processes, and practices within a system that impact student performance and organizational effectiveness.

Standards help to delineate what matters. They provide a common language through which an education community can engage in conversations about educational improvement, system effectiveness, and achievement. They serve as a foundation for planning and implementing improvement strategies and activities and for measuring success. AdvancED Standards were developed by a committee comprised of talented educators and leaders from the fields of practice, research, and policy who applied professional wisdom, deep knowledge of effective practice, and the best available research to craft a set of robust standards that define institutional quality and guide continuous improvement. Prior to implementation, an internationally recognized panel of experts in testing and measurement, teacher quality, and education research reviewed the standards and provided feedback, guidance and endorsement.

The AdvancED External Review Team uses AdvancED Standards, associated indicators and criteria related to student performance and stakeholder engagement to guide its evaluation. The Team examines adherence to standards as well as how the institution functions as a whole and embodies the practices and characteristics expected of an accredited institution. The Standards, indicators and related criteria are evaluated using indicator-specific performance levels. The Team rates each indicator and criterion on a scale of 1 to 4. The final scores assigned to the indicators and criteria represent the average of the External Review Team members' individual ratings.

The External Review is the hallmark of AdvancED Performance Accreditation. It energizes and equips the institution's leadership and stakeholders to achieve higher levels of performance and address those areas that

may be hindering efforts to reach desired performance levels. External Review is a rigorous process that includes the in-depth examination of evidence and relevant data, interviews with all stakeholder groups, and extensive observations of learning, instruction, and operations.

## Use of Diagnostic Tools

A key to examining the institution is the design and use of diagnostic tools that reveal the effectiveness with which an institution creates conditions and implements processes and practices that impact student performance and success. In preparation for the External Review the institution conducted a Self Assessment that applied the standards and criteria for accreditation. The institution provided evidence to support its conclusions vis a vis organizational effectiveness in ensuring acceptable and improving levels of student performance.

- an indicator-based tool that connects the specific elements of the criteria to evidence gathered by the team;
- a student performance analytic that examines the quality of assessment instruments used by the institution, the integrity of the administration of the assessment to students, the quality of the learning results including the impact of instruction on student learning at all levels of performance, and the equity of learning that examines the results of student learning across all demographics;
- a stakeholder engagement instrument that examines the fidelity of administration and results of perception surveys seeking the perspective of students, parents, and teachers;
- a state-of-the-art, learner-centric observation instrument, the Effective Learning Environments Observation Tool (eleot™) that quantifies students' engagement, attitudes and dispositions organized in 7 environments: Equitable Learning, High Expectations, Supportive Learning, Active Learning, Progress Monitoring and Feedback, Well-Managed Learning, and Digital Learning. All evaluators must be trained, reach acceptable levels of inter-rater reliability, and certified to use this research-based and validated instrument.

The External Review Team's findings and critical observations are shared in this report through the IEQ™ results as well as through the identification of Powerful Practices, Opportunities for Improvement, and Improvement Priorities.

## Index of Education Quality

In the past, accreditation reviews resulted in an accreditation recommendation on status. Labels such as advised, warned, probation, or all clear were used to describe the status of a school relative to the AdvancED Standards and other evaluative criteria. Beginning in the 2013-14 school year, AdvancED introduced a new framework to describe the results of an accreditation review. Consistent with the modern focus of accreditation on continuous improvement with an emphasis on student success, AdvancED introduced an innovative and state-of-the-art framework for diagnosing and revealing institutional performance called the Index of Education Quality (IEQ™). The IEQ™ comprises three domains of performance: 1) the impact of teaching and learning on student performance; 2) the capacity of leadership to guide the institution toward the achievement of its

vision and strategic priorities; and 3) use of resources to support and optimize learning. Therefore, your institution will no longer receive an accreditation status. Instead, your institution will be accredited with an IEQ™ score. In the case where an institution is failing to meet established criteria, the accreditation will be under review thereby requiring frequent monitoring and demonstrated improvement.

The three domains of performance are derived from the AdvancED Standards and associated indicators, the analysis of student performance, and the engagement and feedback of stakeholders. Within each domain institutions can connect to the individual performance levels that are applied in support of the AdvancED Standards and evaluative criteria. Within the performance levels are detailed descriptors that serve as a valuable source of guidance for continuous improvement. Upon review of the findings in this report and building on their Powerful Practices, institutional leaders should work with their staff to review and understand the evidence and rationale for each Opportunity for Improvement and Improvement Priority as well as the corresponding pathway to improvement described in the performance levels of the selected indicator(s).

The IEQ™ provides a new framework that recognizes and supports the journey of continuous improvement. An institution's IEQ™ is the starting point for continuous improvement. Subsequent actions for improvement and evidence that these have had a positive impact will raise the institution's IEQ™ score.

## Benchmark Data

Throughout this report, AdvancED provides benchmark data for each indicator and for each component of the evaluative criteria. These benchmark data represent the overall averages across the entire AdvancED Network for your institution type. Thus, the AdvancED Network average provides an extraordinary opportunity for institutions to understand their context on a global scale rather than simply compared to a state, region, or country.

It is important to understand that the AdvancED Network averages are provided primarily to serve as a tool for continuous improvement and not as a measure of quality in and of itself. Benchmark data, when wisely employed, have a unique capacity to help institutions identify and leverage their strengths and areas of improvement to significantly impact student learning.

## Powerful Practices

A key to continuous improvement is the institution's ability to learn from and build upon its most effective and impactful practices. Such practices serve as critical leverage points necessary to guide, support and ensure continuous improvement. A hallmark of the accreditation process is its commitment to identifying with evidence, the conditions, processes and practices that are having the most significant impact on student performance and institutional effectiveness. Throughout this report, the External Review Team has captured and defined Powerful Practices. These noteworthy practices are essential to the institution's effort to continue its journey of improvement.

## Opportunities for Improvement

Every institution can and must improve no matter what levels of performance it has achieved in its past. During the process of the review, the External Review Team identified areas of improvement where the institution is meeting the expectations for accreditation but in the professional judgment of the Team these are Opportunities for Improvement that should be considered by the institution. Using the criteria described in the corresponding rubric(s) to the Opportunity for Improvement, the institution can identify what elements of practice must be addressed to guide the improvement.

## Improvement Priorities

The expectations for accreditation are clearly defined in a series of the rubric-based AdvancED Standards, indicators and evaluative criteria focused on the impact of teaching and learning on student performance, the capacity of the institution to be guided by effective leadership, and the allocation and use of resources to support student learning. As such, the External Review Team reviewed, analyzed and deliberated over significant bodies of evidence provided by the institution and gathered by the Team during the process. In the professional judgment of the Team as well as the results of the diagnostic process, the Team defined, with rationale, Improvement Priorities. The priorities must be addressed in a timely manner by the institution to retain and improve their accreditation performance as represented by the IEQ™. Improvement Priorities serve as the basis for the follow-up and monitoring process that will begin upon conclusion of the External Review. The institution must complete and submit an Accreditation Progress Report within two years of the External Review. The report must include actions taken by the institution to address the Improvement Priorities along with the corresponding evidence and results. The IEQ™ will be recalculated by AdvancED upon review of the evidence and results associated with the Improvement Priorities.

## The Review

The review for INSPIRE, The Idaho Connections Academy, was held on Feb. 27-28, 2017. The site visit was held at the INSPIRE offices located in Boise, Idaho. INSPIRE is a free, online, public charter school serving students in grades K-12. There were five members on the visiting team. Prior to the visit, the visiting team communicated via email. Each team member read the self-assessment, created by the INSPIRE team. Each team member was assigned a specific area of the self-assessment to focus on prior to the review. Each team member came to the review with questions and artifacts they wanted to see based on what they read in the report. The INSPIRE team also made several documents and artifacts available to the team via Lock Lizard that the team was able to review prior to the visit and/or during the visit.

The Lead Evaluator had a conference call with principal and administrative assistant one month prior to the visit. They established the schedule for the two-day visit and confirmed logistics. The Lead Evaluator and the principal and administrative assistant stayed in contact during the time leading up to the visit. Connections Academy, the company that INSPIRE contracts with for learning platform and support, sent out the information for Lock Lizard three weeks prior to the visit to give the team a chance to review artifacts prior to coming on-site.

Thank you to INSPIRE, The Idaho Connections Academy faculty and staff. They welcomed the visiting accreditation team and provided excellent hospitality. The INSPIRE team did a thorough job on completing their accreditation report. The team conducted and analyzed surveys and performance data. The INSPIRE team made several artifacts available to the review team prior to the visit, which made the two days on-site very productive.

INSPIRE did a thorough, accurate self-assessment of their institution and identified areas where they want to grow and improve. The team at INSPIRE has already begun work toward the goals they identified in their review. It was evident that most staff members were involved in writing the review. Fifty-three stakeholders were interviewed during the two days, and the visiting team heard consistent themes from all stakeholder groups.

Stakeholders were interviewed by members of the External Review Team to gain their perspectives on topics relevant to the institution's effectiveness and student performance. The feedback gained through the stakeholder interviews was considered with other evidences and data to support the findings of the External Review. The following chart depicts the numbers of persons interviewed representative of various stakeholder groups.

| Stakeholder Interviewed            | Number    |
|------------------------------------|-----------|
| Board Members                      | 3         |
| Chief Executive Officer/President  | 2         |
| Administrators                     | 2         |
| Instructional Staff                | 31        |
| Support Staff                      | 4         |
| Students                           | 9         |
| Parents/Community/Business Leaders | 2         |
| <b>Total</b>                       | <b>53</b> |

# Results

## Teaching and Learning Impact

The impact of teaching and learning on student achievement is the primary expectation of every institution. The relationship between teacher and learner must be productive and effective for student success. The impact of teaching and learning includes an analysis of student performance results, instructional quality, learner and family engagement, support services for student learning, curriculum quality and efficacy, and college and career readiness data. These are all key indicators of an institution's impact on teaching and learning.

A high-quality and effective educational system has services, practices, and curriculum that ensure teacher effectiveness. Research has shown that an effective teacher is a key factor for learners to achieve their highest potential and be prepared for a successful future. The positive influence an effective educator has on learning is a combination of "student motivation, parental involvement" and the "quality of leadership" (Ding & Sherman, 2006). Research also suggests that quality educators must have a variety of quantifiable and intangible characteristics that include strong communication skills, knowledge of content, and knowledge of how to teach the content. The institution's curriculum and instructional program should develop learners' skills that lead them to think about the world in complex ways (Conley, 2007) and prepare them to have knowledge that extends beyond the academic areas. In order to achieve these goals, teachers must have pedagogical skills as well as content knowledge (Baumert, J., Kunter, M., Blum, W., Brunner, M., Voxx, T., Jordan, A., Klusmann, U., Krauss, S., Nuebrand, M., & Tsai, Y., 2010). The acquisition and refinement of teachers' pedagogical skills occur most effectively through collaboration and professional development. These are a "necessary approach to improving teacher quality" (Colbert, J., Brown, R., Choi, S., & Thomas, S., 2008). According to Marks, Louis, and Printy (2002), staff members who engage in "active organizational learning also have higher achieving students in contrast to those that do not." Likewise, a study conducted by Horng, Klasik, and Loeb (2010), concluded that leadership in effective institutions "supports teachers by creating collaborative work environments." Institutional leaders have a responsibility to provide experiences, resources, and time for educators to engage in meaningful professional learning that promotes student learning and educator quality.

AdvancED has found that a successful institution implements a curriculum based on clear and measurable expectations for student learning. The curriculum provides opportunities for all students to acquire requisite knowledge, skills, and attitudes. Teachers use proven instructional practices that actively engage students in the learning process. Teachers provide opportunities for students to apply their knowledge and skills to real world situations. Teachers give students feedback to improve their performance.

Institutions with strong improvement processes move beyond anxiety about the current reality and focus on priorities and initiatives for the future. Using results, i.e., data and other information, to guide continuous improvement is key to an institution's success. A study conducted by Datnow, Park, and Wohlstetter (2007) from the Center on Educational Governance at the University of Southern California indicated that data can shed light on existing areas of strength and weakness and also guide improvement strategies in a systematic and strategic manner (Dembosky, J., Pane, J., Barney, H., & Christina, R., 2005). The study also identified six

key strategies that performance-driven systems use: (1) building a foundation for data-driven decision making, (2) establishing a culture of data use and continuous improvement, (3) investing in an information management system, (4) selecting the right data, (5) building institutional capacity for data-driven decision making, and (6) analyzing and acting on data to improve performance. Other research studies, though largely without comparison groups, suggested that data-driven decision-making has the potential to increase student performance (Alwin, 2002; Doyle, 2003; Lafee, 2002; McIntire, 2002).

Through ongoing evaluation of educational institutions, AdvancED has found that a successful institution uses a comprehensive assessment system based on clearly defined performance measures. The system is used to assess student performance on expectations for student learning, evaluate the effectiveness of curriculum and instruction, and determine strategies to improve student performance. The institution implements a collaborative and ongoing process for improvement that aligns the functions of the school with the expectations for student learning. Improvement efforts are sustained, and the institution demonstrates progress in improving student performance and institution effectiveness.

### Standard 3 - Teaching and Assessing for Learning

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

| Indicator | Description  | Review Team Score | AdvancED Network Average |
|-----------|--|-------------------|--------------------------|
| 3.1       | The curriculum provides equitable and challenging academic content and authentic learning experiences that ensure all students have sufficient opportunities to develop learning, thinking and life skills that lead to success at the next level. | 3.00              | 2.79                     |
| 3.2       | Curriculum, instruction and assessments are designed, monitored and revised systematically in response to data from multiple assessments of student learning and an examination of professional practice of digital education.                     | 3.00              | 2.35                     |
| 3.3       | Teachers engage students in their learning through online delivery and instructional strategies that ensure teacher effectiveness and student achievement of learning expectations.  | 2.00              | 2.53                     |
| 3.4       | Leaders monitor and support the improvement of instructional practices of teachers to ensure student success.  | 3.00              | 2.47                     |
| 3.5       | Professional and support personnel participate in collaborative learning communities to improve instruction and student learning.  | 3.00              | 2.29                     |
| 3.6       | Students work in a digital learning environment that supports success in learning expectations.  | 3.00              | 2.94                     |
| 3.7       | Mentoring, coaching and induction programs support instructional improvement consistent with the institution’s values and beliefs about teaching and learning.   | 3.00              | 2.54                     |

| Indicator | Description  | Review Team Score | AdvancED Network Average |
|-----------|--|-------------------|--------------------------|
| 3.8       | The institution engages families in meaningful ways in their children’s education and keeps them informed of their children’s learning progress. In the case of adult students, the students are informed of their learning progress rather than the family. | 4.00              | 2.94                     |
| 3.9       | The institution has a formal structure whereby each student is well-known by at least one adult advocate who supports that student’s digital educational experience.   | 3.00              | 3.05                     |
| 3.10      | Grading and reporting are based on clearly defined policies that represent the attainment of content knowledge and skills and are consistent across curricular departments, levels and courses.  | 3.00              | 2.56                     |
| 3.11      | Professional and support personnel participate in a continuous program of professional learning.   | 3.00              | 2.12                     |
| 3.12      | The institution provides and coordinates learning support services to meet the unique learning needs of students.  | 3.00              | 2.40                     |

### Standard 5 - Using Results for Continuous Improvement

The institution implements a comprehensive assessment system that generates a range of data about student learning and institution effectiveness and uses the results to guide continuous improvement.

| Indicator | Description   | Review Team Score | AdvancED Network Average |
|-----------|---|-------------------|--------------------------|
| 5.1       | The institution establishes and maintains a clearly defined and comprehensive student assessment system.  | 3.00              | 2.36                     |
| 5.2       | Professional and support personnel continuously collect, analyze and apply learning using a range of data sources that include comparison and trend data about student learning, online delivery and instruction, program evaluation, organizational conditions of the institution and the digital learning environment for continuous improvement. | 3.00              | 2.04                     |
| 5.3       | Professional and support personnel are trained in the evaluation, interpretation and use of data.   | 3.00              | 1.80                     |
| 5.4       | The institution engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.   | 3.00              | 2.13                     |
| 5.5       | Leadership monitors and communicates to stakeholders comprehensive information about student learning, the organizational conditions of the institution, the digital learning environment that supports the student experience and the improvement goals.   | 3.00              | 2.43                     |

### Student Performance Diagnostic

The quality of assessments used to measure student learning, assurance that assessments are administered with procedural fidelity and appropriate accommodations, assessment results that reflect the quality of learning, and closing gaps in achievement among subpopulations of students are all important indicators for evaluating overall student performance.

| Evaluative Criteria | Review Team Score | AdvancED Network Average |
|---------------------|-------------------|--------------------------|
| Assessment Quality  | 3.00              | 2.67                     |
| Test Administration | 3.00              | 3.11                     |
| Equity of Learning  | 2.00              | 2.30                     |
| Quality of Learning | 2.00              | 2.66                     |

## Findings

### Improvement Priority

Increase student achievement, specifically in math, through planned and implemented instructional strategies that engage students in their learning.

(Indicator 3.3)

#### Primary Indicator

Indicator 3.3

#### Evidence and Rationale

INSPIRE, The Idaho Connections Academy's scores in math lagged behind the state and behind other digital institutions to which they compared themselves. INSPIRE identified this issue in their self-assessment, and they have already begun the process of trying to address the issue. The middle school team requested that the homeroom duties be removed from the middle school math teacher to free him up to do more math interventions. The math teachers are offering synchronous learning opportunities to help students with math; not many students are currently participating in the LiveLesson. Teachers are reaching out and attempting to get more students to participate in these activities.

For the improvement priority, INSPIRE should conduct formative assessments to determine gaps in students' learning, develop strategies to fill in the gaps, and pursue incentives to get students to participate. Active student engagement will lead to better scores. INSPIRE has means for students to engage with their instructors and learn the material; INSPIRE should continue to pursue ways to get students to participate in those opportunities.

## Leadership Capacity

The capacity of leadership to ensure an institution's progress towards its stated objectives is an essential element of organizational effectiveness. An institution's leadership capacity includes the fidelity and commitment to its institutional purpose and direction, the effectiveness of governance and leadership to enable the institution to realize its stated objectives, the ability to engage and involve stakeholders in meaningful and productive ways, and the capacity to enact strategies to improve results of student learning.

Purpose and direction are critical to successful institutions. A study conducted in 2010 by the London-based Chartered Institute of Personnel and Development (CIPD) reported that "in addition to improving performance, the research indicates that having a sense of shared purpose also improves employee engagement" and that "lack of understanding around purpose can lead to demotivation and emotional detachment, which in turn lead to a disengaged and dissatisfied workforce."

AdvancED has found through its evaluation of best practices in more than 32,000 institutions around the world that a successful institution commits to a shared purpose and direction and establishes expectations for student learning that are aligned with the institutions' vision and supported by internal and external stakeholders. These expectations serve as the focus for assessing student performance and overall institution effectiveness.

Governance and leadership are key factors in raising institutional quality. Leaders, both local administrators and governing boards/authorities, are responsible for ensuring all learners achieve while also managing many other facets of an institution. Institutions that function effectively do so without tension between the governing board/authority, administrators, and educators and have established relationships of mutual respect and a shared vision (Feuerstein & Opfer, 1998). In a meta-analysis of educational institution leadership research, Leithwood and Sun (2012) found that leaders (school and governing boards/authority) can significantly "influence school conditions through their achievement of a shared vision and agreed-on goals for the organization, their high expectations and support of organizational members, and their practices that strengthen school culture and foster collaboration within the organization." With the increasing demands of accountability placed on institutional leaders, leaders who empower others need considerable autonomy and involve their communities to attain continuous improvement goals. Leaders who engage in such practices experience a greater level of success (Fink & Brayman, 2006). Similarly, governing boards/authorities that focus on policy-making are more likely to allow institutional leaders the autonomy to make decisions that impact teachers and students and are less responsive to politicization than boards/authorities that respond to vocal citizens (Greene, 1992).

AdvancED's experience, gained through evaluation of best practices, has indicated that a successful institution has leaders who are advocates for the institution's vision and improvement efforts. The leaders provide direction and allocate resources to implement curricular and co-curricular programs that enable students to achieve expectations for their learning. Leaders encourage collaboration and shared responsibility for school improvement among stakeholders. The institution's policies, procedures, and organizational conditions ensure equity of learning opportunities and support for innovation.

## Standard 1 - Purpose and Direction

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

| Indicator | Description   | Review Team Score | AdvancED Network Average |
|-----------|---|-------------------|--------------------------|
| 1.1       | The institution engages in a systematic, inclusive, and comprehensive process to review, revise and communicate an educational purpose for student success in the digital learning environment.   | 3.00              | 2.32                     |
| 1.2       | Leadership and personnel commit to a culture that is based on shared values and beliefs about online teaching and learning and supports challenging, equitable and adaptable digital educational programs and learning experiences for all students that include achievement of learning, thinking and life skills. | 4.00              | 2.88                     |
| 1.3       | Leadership and personnel implement a continuous improvement process that provides clear direction for improving conditions of the digital environment that support student learning.  | 3.00              | 2.13                     |

## Standard 2 - Governance and Leadership

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

| Indicator | Description   | Review Team Score | AdvancED Network Average |
|-----------|---|-------------------|--------------------------|
| 2.1       | The governing authority establishes policies and supports practices that ensure effective administration of the institution.  | 3.00              | 2.77                     |
| 2.2       | The governing authority operates responsibly and functions effectively.   | 3.00              | 2.76                     |
| 2.3       | The governing authority ensures that the leadership has the autonomy to meet goals for achievement and online instruction and to manage the continuous, digital operations effectively. | 4.00              | 3.05                     |
| 2.4       | Leadership and personnel foster a culture consistent with professional practice of digital education and the institution's purpose and direction.                                       | 3.00              | 2.89                     |
| 2.5       | Leadership engages stakeholders effectively in support of the institution's purpose and direction.  | 3.00              | 2.43                     |
| 2.6       | Leadership and personnel supervision and evaluation processes result in improved professional practice of digital education and student success.  | 3.00              | 2.36                     |

| Indicator | Description  | Review Team Score | AdvancED Network Average |
|-----------|--|-------------------|--------------------------|
| 2.7       | The governing authority establishes and assesses policies and procedures for validating the authenticity of student performance, defining expectations for student engagement and course completion, awarding course credits and grades, and governing graduation requirements if issuing a diploma. | 3.00              | 2.73                     |
| 2.8       | The institution promotes, markets and operates with truthful and ethical practices in fulfillment of its purpose.  | 3.00              | 3.24                     |

## Stakeholder Feedback Diagnostic

Stakeholder Feedback is the third of three primary areas of evaluation in AdvancED's Performance Accreditation model. The AdvancED surveys (student, parent, and teacher) are directly correlated to the AdvancED Standards and indicators. They provide not only direct information about stakeholder satisfaction but also become a source of data for triangulation by the External Review Team as it evaluates indicators.

Institutions are asked to collect and analyze stakeholder feedback data, then submit the data and the analyses to the External Review Team for review. The External Review Team evaluates the quality of the administration of the surveys by institution, survey results, and the degree to which the institution analyzed and acted on the results.

| Evaluative Criteria                       | Review Team Score | AdvancED Network Average |
|---|-------------------|--------------------------|
| Questionnaire Administration              | 4.00              | 3.28                     |
| Stakeholder Feedback Results and Analysis | 4.00              | 3.13                     |

## Findings

### Powerful Practice

Inspire Connections Academy consistently promotes a culture that is based upon shared values and beliefs. (Indicator 1.2, Indicator 2.3, Indicator 3.8)

#### Primary Indicator

Indicator 1.2

#### Evidence and Rationale

In the opening presentation, the principal said, "Every student, every day" was the priority of INSPIRE, The Idaho Connections Academy. All stakeholders (53) consistently promoted that belief during interviews. INSPIRE had a sufficient rate of parental response on the survey (over 30%). The survey indicated that parents are satisfied with the school. Families are engaged in meaningful ways through field trips and other opportunities to provide feedback (through the learning platform and through surveys). Each student has a

Learning Coach (typically a parent) who is given opportunities to access training. Every stakeholder group recognized the autonomy of the organization to carry out its mission to improve student learning. Every stakeholder has a voice if they choose to use it.

All stakeholders have a common purpose and direction in mind. The governing authority has given the school autonomy to carry out the vision, and all stakeholders are given an opportunity to participate. Research has shown that when the culture of an organization is positive and focused on a common goal, students are able to be more successful.

## Resource Utilization

The use and distribution of resources must be aligned and supportive of the needs of an institution and the students served. Institutions must ensure that resources are aligned with the stated mission and are distributed equitably so that the needs of students are adequately and effectively addressed. The utilization of resources includes an examination of the allocation and use of resources, the equity of resource distribution to need, the ability of the institution to ensure appropriate levels of funding and sustainability of resources, as well as evidence of long-range capital and resource planning effectiveness.

Institutions, regardless of their size, need access to sufficient resources and systems of support to be able to engage in sustained and meaningful efforts that result in a continuous improvement cycle. Indeed, a study conducted by the Southwest Educational Development Laboratory (Pan, D., Rudo, Z., Schneider, C., & Smith-Hansen, L., 2003) "demonstrated a strong relationship between resources and student success... both the level of resources and their explicit allocation seem to affect educational outcomes."

AdvancED has found through its own evaluation of best practices in the more than 32,000 institutions in the AdvancED Network that a successful institution has sufficient human, material, and fiscal resources to implement a curriculum that enables students to achieve expectations for student learning, meets special needs, and complies with applicable regulations. The institution employs and allocates staff members who are well qualified for their assignments. The institution provides a safe learning environment for students and staff. The institution provides ongoing learning opportunities for all staff members to improve their effectiveness and ensures compliance with applicable governmental regulations.

### Standard 4 - Resources and Support Systems

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

| Indicator | Description   | Review Team Score | AdvancED Network Average |
|-----------|---|-------------------|--------------------------|
| 4.1       | Qualified professional and support personnel are sufficient in number to fulfill their roles and responsibilities necessary to support the institution’s purpose and direction and student success in the digital learning environment. | 3.00              | 2.61                     |
| 4.2       | Technology system resources, instructional resources, student support resources and fiscal resources are sufficient to support the purpose and direction of the institution and student success in the digital learning environment.    | 3.00              | 3.00                     |
| 4.3       | The institution provides support services to meet the learning and safety needs of the student population being served within the digital learning environment.   | 3.00              | 2.63                     |
| 4.4       | Students and personnel use a range of information, media and technology to support the educational programs.  | 3.00              | 2.69                     |

# Inspire Conditional Renewal Page 166

| Indicator | Description  | Review Team Score | AdvancED Network Average |
|-----------|--|-------------------|--------------------------|
| 4.5       | The technology infrastructure enables student success in learning expectations and the digital environment, supports innovation in curricular design and delivery of instruction and supports the operational conditions of the institution. | 3.00              | 2.74                     |
| 4.6       | Upon enrollment, the institution provides students with support systems to enable learning success in the digital environment.   | 3.00              | 3.07                     |
| 4.7       | The institution provides services that support the counseling, assessment, referral, educational and career planning needs of all students.  | 3.00              | 2.31                     |

## Conclusion

One of the strengths of INSPIRE, The Idaho Connections Academy, is the data available to help instructional staff focus in on students who are struggling and need more support. The instructional staff has built in support for these students through: personal learning plans, homeroom teachers, Learning Coaches, and interventions to fill in learning gaps.

The school has a sense of autonomy, and support for that autonomy, outside of the corporate structure. The school is able to make staffing and instructional decisions that are in the best interest of the school.

The school has a structure and routine for professional learning communities, and they are working to improve their PLCs. Staff members have attended Solution Tree training's to improve the PLC structure. Instructional staff are allotted money to take classes to advance their learning and degrees.

The institution's purpose and direction is well-articulated and embedded throughout the school culture. INSPIRE, The Idaho Connections Academy, demonstrated responsiveness through the IA (Issue Awareness) process to make sure that issues get resolved within the school.

The staff noted a need for third-party resources to be integrated into the learning platform; Connections Academy is working on a new release of the learning platform that will include this integration.

The school currently has math interventionists, and is working toward improving math scores school-wide. INSPIRE has several tools to help students: interventionists, LiveLessons, and intervention programs. The instructional staff should continue to encourage students who are struggling to participate in these activities in order to improve their success.

The staff also talked about a need to increase student motivation and engagement. They are using LiveLesson, phone calls, and homerooms to do this. They should continue to explore other ways to engage students.

INSPIRE, The Idaho Connections Academy offers several opportunities to reach out to parents/other stakeholders. The parents do not routinely participate in these activities. INSPIRE should continue to look for ways to engage them.

The Improvement Priority is focused on improving student achievement, especially in math, by engaging students more in their learning. Teachers are currently using LiveLesson, a synchronous system, to work with students in all instructional areas. Teachers also call students to conduct informal assessments. Students are all assigned to the homeroom teacher, and the homeroom teacher monitors students' activity and personal learning plans. These are great strategies, and it is critical to get more students engaged in these activities. The principal at INSPIRE said the focus of their school is student learning: "every student, every day." It is critical that the staff finds ways to get every student engaged in learning every day.

## Improvement Priorities

The institution should use the findings from this review to guide the continuous improvement process. The institution must address the Improvement Priorities listed below:

- Increase student achievement, specifically in math, through planned and implemented instructional strategies that engage students in their learning.

# Accreditation Recommendation

## Index of Education Quality

The Index of Education Quality (IEQ™) provides a holistic measure of overall performance based on a comprehensive set of indicators and evaluative criteria. A formative tool for improvement, it identifies areas of success as well as areas in need of focus.

The IEQ™ comprises three domains: 1) the impact of teaching and learning on student performance; 2) the leadership capacity to govern; and 3) the use of resources and data to support and optimize learning.

The overall and domain scores can range from 100-400. The domain scores are derived from: the AdvancED Standards and indicators ratings; results of the Analysis of Student Performance; and data from Stakeholder Feedback Surveys (students, parents, and staff).

|                              | External Review IEQ Score | AdvancED Network Average |
|------------------------------|---------------------------|--------------------------|
| Overall Score                | 304.88                    | 278.94                   |
| Teaching and Learning Impact | 290.48                    | 268.48                   |
| Leadership Capacity          | 330.77                    | 293.71                   |
| Resource Utilization         | 300.00                    | 286.27                   |

The IEQ™ results include information about how the institution is performing compared to expected criteria as well as to other institutions in the AdvancED Network. The institution should use the information in this report, including the corresponding performance rubrics, to identify specific areas of improvement.

Consequently, the External Review Team recommends to the AdvancED Accreditation Commission that the institution earn the distinction of accreditation for a five-year term. AdvancED will review the results of the External Review to make a final determination including the appropriate next steps for the institution in response to these findings.

# Addenda

## Team Roster

| Member              | Brief Biography  |
|---------------------|--|
| Dr. Sarah Quilici   | Dr. Sarah Quilici is the principal at St. Joseph's Catholic School, a K-8 parochial school in Boise, Idaho. She has worked as a teacher and administrator in public and private education. Dr. Quilici received her PhD in Education from the University of Idaho in 2011. The focus of her research was supervision in online education.  |
| Mr. Richard B Webb  | Mr. Webb was in public education for thirty-four years. He was a Math teacher/coach at Capital High School, Boise, Idaho for 8 years. His administrative experiences began with a year at Middleton Sr. High, Middleton Idaho as an Assistant Principal, 9 years at Capital High School as a Vice Principal, 8 1/2 years as Principal of West Junior High (Boise) and finished his tenure as the Principal of Timberline High School (Boise).  |
| Jeff Farden         | As a former science teacher and building principal, Jeff currently serves as a member of Idaho Digital Learning's Supervision Team and holds the position of Lead Principal and Regional Coordinator. In this capacity, he works with IDLA's part time principals to provide an additional level of support to IDLA teachers and also assist schools with implementation of online course work throughout Region III.  |
| Velvet Gutridge     | <p>I started my teaching career in Phoenix, Arizona about 26 years ago. When my family moved to Idaho in 2005, I began working as an online teacher at I-DEA. Since then I have moved into the role of Assistant Principal.</p> <p>I earned a BA in Education from Arizona State University, a MA,Ed from Northern Arizona University. Currently I am working on earning a PhD in Educational Leadership from Northwest Nazarene University.</p>   |
| Dr. Laural L Nelson | <p>I was unable to select more than one position above.</p> <p>I have been a teacher, principal, Supt., in a face 2 face school/district and Director of Educational Programs at Idaho Digital Learning Academy. IDLA is a state agency.</p>   |
| Christa R Sandidge  | I work as the Curriculum Coordinator for ACVS. I work with teachers to develop their online courses. My goal as the Curriculum Coordinator is to help ACVS teachers integrate key curricular elements, such as timely and accurate communication, good pedagogy, high quality instructional strategies, effective assessment, well laid out curriculum, uniformity, and strong teacher presence, into their classes. I obtained both my B.A. in Education and my M.Ed. in Curriculum & Instruction from Northwest Nazarene University and am currently pursuing a doctorate in education at Trevecca Nazarene University. I enjoy having fun with my kids, often outdoors, around water, or playing games. I also enjoy reading. |

## Next Steps

1. Review and discuss the findings from this report with stakeholders.
2. Ensure that plans are in place to embed and sustain the strengths noted in the Powerful Practices section to maximize their impact on the institution.
3. Consider the Opportunities for Improvement identified throughout the report that are provided by the team in the spirit of continuous improvement and the institution's commitment to improving its capacity to improve student learning.
4. Develop action plans to address the Improvement Priorities identified by the team. Include methods for monitoring progress toward addressing the Improvement Priorities.
5. Use the report to guide and strengthen the institution's efforts to improve student performance and system effectiveness.
6. Following the External Review, submit the Accreditation Progress Report detailing progress made toward addressing the Improvement Priorities. Institutions are required to respond to all Improvement Priorities. The report will be reviewed at the appropriate state, national, and/or international levels to monitor and ensure that the system has implemented the necessary actions to address the Improvement Priorities. The accreditation status will be reviewed and acted upon based on the responses to the Improvement Priorities and the resulting improvement.
7. Continue to meet the AdvancED Standards, submit required reports, engage in continuous improvement, and document results.

## About AdvancED

AdvancED is the world leader in providing improvement and accreditation services to education providers of all types in their pursuit of excellence in serving students. AdvancED serves as a trusted partner to more than 32,000 public and private schools and school systems – enrolling more than 20 million students - across the United States and 70 countries.

In 2006, the North Central Association Commission on Accreditation and School Improvement (NCA CASI), the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI), both founded in 1895, and the National Study of School Evaluation (NSSE) came together to form AdvancED: one strong, unified organization dedicated to education quality. In 2011, the Northwest Accreditation Commission (NWAC) that was founded in 1917 became part of AdvancED.

Today, NCA CASI, NWAC and SACS CASI serve as accreditation divisions of AdvancED. The Accreditation Divisions of AdvancED share research-based quality standards that cross school system, state, regional, national, and international boundaries. Accompanying these standards is a unified and consistent process designed to engage educational institutions in continuous improvement.

## References

- Alwin, L. (2002). The will and the way of data use. *School Administrator*, 59(11), 11.
- Baumert, J., Kunter, M., Blum, W., Brunner, M., Voxx, T., Jordan, A., Klusmann, U., Krauss, S., Nuebrand, M., & Tsai, Y. (2010). Teachers' mathematical knowledge, cognitive activation in the classroom, and student progress. *American Educational Research Journal*, 47(1), 133-180.
- Chartered Institute of Personnel and Development. (2012). *Shared purpose: the golden thread?* London: CIPD.
- Colbert, J., Brown, R., Choi, S., & Thomas, S. (2008). An investigation of the impacts of teacher-driven professional development. *Teacher Education Quarterly*, 35(2), 134-154.
- Conley, D.T. (2007). *Redefining college readiness (Vol. 3)*. Eugene, OR: Educational Policy Improvement Center.
- Datnow, A., Park, V., & Wohlstetter, P. (2007). *Achieving with data: How high-performing school systems use data to improve instruction for elementary students*. Los Angeles, CA: Center on Educational Governance, USC.
- Dembosky, J., Pane, J., Barney, H., & Christina, R. (2005). *Data driven decision making in Southwestern Pennsylvania school districts*. Working paper. Santa Monica, CA: RAND.
- Ding, C. & Sherman, H. (2006). Teaching effectiveness and student achievement: Examining the relationship. *Educational Research Quarterly*, 29 (4), 40-51.
- Doyle, D. P. (2003). Data-driven decision making: Is it the mantra of the month or does it have staying power? *T.H.E. Journal*, 30(10), 19-21.
- Feuerstein, A., & Opfer, V. D. (1998). School board chairmen and school superintendents: An analysis of perceptions concerning special interest groups and educational governance. *Journal of School Leadership*, 8, 373-398.
- Fink, D., & Brayman, C. (2006). School leadership succession and the challenges of change. *Educational Administration Quarterly*, 42 (62), 61-89.
- Greene, K. (1992). Models of school-board policy-making. *Educational Administration Quarterly*, 28 (2), 220-236.
- Horng, E., Klasik, D., & Loeb, S. (2010). Principal time-use and school effectiveness. *American Journal of Education* 116, (4) 492-523.
- Lafee, S. (2002). Data-driven districts. *School Administrator*, 59(11), 6-7, 9-10, 12, 14-15.
- Leithwood, K., & Sun, J. (2012). The Nature and effects of transformational school leadership: A meta-analytic review of unpublished research. *Educational Administration Quarterly*, 48 (387). 388-423.
- Marks, H., Louis, K.S., & Printy, S. (2002). The capacity for organizational learning: Implications for pedagogy and student achievement. In K. Leithwood (Ed.), *Organizational learning and school improvement* (p. 239-266). Greenwich, CT: JAI Press.
- McIntire, T. (2002). The administrator's guide to data-driven decision making. *Technology and Learning*, 22(11), 18-33.
- Pan, D., Rudo, Z., Schneider, C., & Smith-Hansen, L. (2003). Examination of resource allocation in education: connecting spending to student performance. Austin, TX: SEDL.