

SUBJECT

Charter Renewal Consideration
A. Inspire Connections Academy

APPLICABLE STATUTE, RULE, OR POLICY

§33-5209B – Charter Renewals
§33-5209C(7) - Enforcement

BACKGROUND

Idaho statute requires that authorized chartering entities periodically evaluate schools for charter renewal. Inspire Connections Academy's (Inspire) current performance certificate will expire on June 30, 2023. The IPCSC must renew, conditionally renew, or non-renew this charter no later than March 15, 2023.

Idaho Code requires the IPCSC Director to issue, no later than November 15th, a renewal recommendation to each school whose performance certificate will expire the following June. Each school then has 30 days to notify the Director whether the school's board agrees with the recommendation or wishes to contest the recommendation.

A school that has met all the terms of its current performance certificate, including the standards established in the performance framework, must be renewed. Any school that has failed to meet one or more of the terms of its current performance certificate, including the standards established in the performance framework, may be considered for non-renewal.

Idaho Code requires that renewal decisions be grounded in the school's performance outcomes with regard to the performance framework, as well as the school's financial performance over the course of the performance certificate term.

DISCUSSION

Inspire is a virtual school that opened in 2005. The school currently serves approximately 1500 students across grades K-12 and offers both a regular education program and an alternative education program for at-risk students. Inspire is recommended for charter renewal with three conditions. The school's board has agreed to the recommendation. The recommended conditions include: 1) to improve the math proficiency rates for students enrolled in the school's alternative program; 2) to establish an enrollment capacity in the next performance certificate term; and 3) to be held accountable to the IPCSC's financial framework measures as adopted by the Commission.

Materials included in this packet for Inspire:

Primary Documentation

1. Notification of Director's Renewal Recommendation
2. Signed Consent and Agreement to the Director's Recommendation
3. Renewal Application
4. Fiscal Year 2022 Annual Performance Report
5. 2022 Fiscal Audit Report

6. 2018-2023 Performance Certificate

Secondary Documentation

1. Fiscal Year 2021 Annual Performance Report
2. Fiscal Year 2020 Annual Performance Report
3. Fiscal Year 2019 Annual Performance Report
4. Board Meeting Observation
5. Site Visit or Accreditation Report

IMPACT

Should the Commission approve the consent agreement for charter renewal with conditions as presented, the school and IPCSC staff will proceed with finalizing the terms of a performance certificate to begin July 1, 2023 and end on June 30, 2028. Performance certificates will be considered for final approval by the Commission in April.

If renewed with the recommended conditions, the school's performance certificate will include an enrollment capacity of 2,150 and will no longer include an exemption from accountability to the Commission's financial framework measures. The school will also be required to achieve a meets standard rating on the math proficiency measure for its alternative program in 2025.

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends that the IPCSC move to accept the consent agreement for Inspire Connections Academy as presented.

COMMISSION ACTION

A motion to approve the consent agreement for conditional charter renewal as presented for Inspire Connections Academy thereby renewing the school's charter for another five years; OR

A motion to reject the consent agreement for charter renewal as presented and to conditionally renew the charter for Inspire Connections Academy with the following conditions [state conditions if different from the recommendation]; OR

A motion to reject the consent agreement for charter renewal for Inspire Connections Academy as presented and to proceed to a charter renewal hearing before March 15, 2023.

BEFORE THE IDAHO PUBLIC CHARTER SCHOOL COMMISSION
STATE OF IDAHO

In the Matter of the Charter Renewal for:

INSPIRE CONNECTIONS ACADEMY.

Case No. 22-52507

**NOTICE AND ACKNOWLEDGMENT OF
COMMISSION DIRECTOR'S
RECOMMENDATION FOR RENEWAL
OF CHARTER WITH CONDITIONS**

Pursuant to Idaho Code section 33-5209B, the Director of the Idaho Public Charter School Commission ("Commission") recommends that the charter for Inspire Connections Academy ("Inspire") be renewed for a five-year term, provided that Inspire agrees to comply with the conditions listed below in Section I.

Upon its review of the Director's recommendation, Inspire may agree to accept the recommendation as presented below, or Inspire may ask for an administrative hearing to contest the Director's recommendation.

If Inspire agrees to accept the Director's recommendation as presented below, an authorized representative of Inspire must complete the Consent Agreement, attached to this Notice as Attachment A, and return it to the Director **by no later than December 15, 2022** to the following address:

Jenn Thompson, Director
Idaho Public Charter School Commission
514 W. Jefferson St., Ste. 303
Boise, Idaho 83720
jenn.thompson@osbe.idaho.gov

If Inspire does not accept the Director's recommendation as presented herein and wishes to have an administrative hearing before the Commission, an authorized representative of Inspire must

complete the Request for Administrative Hearing, attached to this Notice as Attachment B, and return it to the Director **by no later than December 15, 2022** to the address provided above.

If Inspire does not complete either the Consent Agreement or the Request for Administrative Hearing and return it to the Director **by December 15, 2022**, Inspire's inaction will be interpreted as a request for an administrative hearing for conditions not accepted.

I. DIRECTOR'S RECOMMENDATION TO RENEW WITH CONDITIONS

The Director recommends that Inspire's charter be renewed subject to the following conditions:

1. Condition 1: Inspire's alternative education program, Empower Connections Academy (Empower), must achieve a Meets Standard rating on the math proficiency measure of the Commission's performance framework in fiscal year 2025. Since the corresponding data will be evaluated on or before November 15, 2025, the date by which this condition must be met is November 15, 2025.

Inspire scored 10% below the meets standard mark on this measure in fiscal year 2022.

The math proficiency measure is defined in the performance framework and shall be incorporated into Inspire's 2023-2028 performance certificate.

2. Condition 2: Inspire is no longer "exempt from some or all measures within the financial portion of the Performance Framework," as stated in Inspire's 2018-2022 performance certificate. The purpose of this condition is to ensure that the public has access to an annual performance report that provides complete and transparent information about Inspire's financial outcomes. This condition must be met by July 1, 2023.
3. Condition 3: Inspire's negotiated performance certificate shall include a maximum enrollment number not to exceed 2,150 students. However, Inspire will be permitted to request an increase in this enrollment number through the charter revision process. The purpose of this

condition is to ensure budget predictability for all schools and to ensure that emergency growth decisions are made by the appropriate entity. This condition must be met by July 1, 2023.

Pursuant to Idaho Code section 33-5209C(7), if a school's charter is renewed with conditions and the school subsequently fails to meet any one of those conditions by the specified dates, the school's charter may be revoked by the Commission. The revocation procedure is described in subsections (7) and (8) of Idaho Code section 33-5209C and IDAPA 08.02.04.303.

Dated this 12th day of December, 2022.

Jenn Thompson Digitally signed by Jenn Thompson
Date: 2022.12.12 11:06:04 -07'00'

Jenn Thompson
Director
Idaho Public Charter School Commission

CONSENT AGREEMENT ACCEPTING DIRECTOR'S RECOMMENDATION FOR RENEWAL OF CHARTER WITH CONDITIONS

This Consent Agreement ("Agreement") is hereby entered into between the Director of the Idaho Public Charter School Commission ("Director") and Inspire Connections Academy ("Inspire"). Inspire understands, acknowledges, and agrees to the following:

1. On behalf of Inspire, the undersigned authorized representative acknowledges the receipt of the Notice and Acknowledgment of Commission Director's Recommendation for Renewal of Charter with Conditions, dated November 15, 2022 ("Notice").
2. Inspire understands and acknowledges the recommendation of the Director, and agrees to accept the conditions as proposed in the Notice and restated below:
 - a. Condition 1: Inspire's alternative education program, Empower Connections Academy (Empower), must achieve a Meets Standard rating on the math proficiency measure of the Commission's performance framework in fiscal year 2025. Since the corresponding data will be evaluated on or before November 15, 2025, the date by which this condition must be met is November 15, 2025.

Inspire scored 10% below the meets standard mark on this measure in fiscal year 2022. The math proficiency measure is defined in the performance framework and shall be incorporated into Inspire's 2023-2028 performance certificate.
 - b. Condition 2: Inspire is no longer "exempt from some or all measures within the financial portion of the Performance Framework," as stated in Inspire's 2018-2022 performance certificate. The purpose of this condition is to ensure that the public has access to an annual performance report that provides complete and transparent information about Inspire's financial outcomes. This condition must be met by July 1, 2023.
 - c. Condition 3: Inspire's negotiated performance certificate shall include a maximum enrollment number not to exceed 2,150 students. However, Inspire will be permitted to request an increase in this enrollment number through the charter revision process. The purpose of this condition is to ensure budget predictability for all schools and to ensure that emergency growth decisions are made by the appropriate entity. This condition must be met by July 1, 2023.
3. Inspire understands and acknowledges that the Director's recommendation will be presented to the Idaho Public Charter School Commission ("Commission"). Inspire further understands and acknowledges that the Commission is under no obligation to agree with the Director's recommendation, and is under no obligation to adopt this Agreement.
4. Inspire understands and acknowledges that if the Commission approves the renewal of Inspire's charter, the Commission and Inspire shall negotiate the terms of and execute a new

performance certificate, as defined in Idaho Code section 33-5202A(6), by no later than June 30, 2023.

5. On behalf of Inspire, the undersigned authorized representative understands and acknowledges that by accepting the Director's recommendation as proposed in the Notice and entering into this Agreement, Inspire is freely and voluntarily waiving certain rights provided by the Idaho Administrative Procedure Act and the laws and rules governing public charter schools in Idaho. These rights include: a full and complete administrative hearing; the right to present evidence or to call witnesses; the right to confront and cross-examine witnesses; the right to reconsideration; the right to appeal this matter to district court; and any other rights provided by the aforementioned laws and rules governing public charter schools in the state of Idaho.

DocuSigned by:

Marcia G Moore

12/13/2022

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Authorized Representative
Board Chair/President
Inspire Connections Academy

Date

Jenn Thompson

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Date: 2022.12.12 11:06:40 -07'00'

12/12/22

Jenn Thompson
Director
Idaho Public Charter School Commission

Date

Inspire Connections Academy
PCSC Conditional Renewal Application
15 December, 2022

School	Inspire Connections Academy 600 Steelhead Way Ste. 164 Boise, ID 83704
LEA	#457
School Leader	Kenny McAlister 208-391-7750 kmcaster@inspire.connectionsacademy.org
Board Chair	Marcia Moore 208-392-4558 MarciaMoore@inspire.connectionsacademy.org
Mission	We will help each student maximize his or her potential and meet the highest performance standards. Connections Academy is a high-quality, high-tech, high-touch, “school without walls” that brings out the best in every student.
Enrollment	As of 12/13/2022: K-5: 258 <ul style="list-style-type: none"> • K: 32 • 1: 33 • 2: 49 • 3: 43 • 4: 47 • 5: 54 6-8: 343 <ul style="list-style-type: none"> • 6: 64 • 7: 114 • 8: 165 9-12: 695 <ul style="list-style-type: none"> • 9: 138 • 10: 147 • 11: 204 • 12: 206 Total: 1296

Narrative

The 2018–2023 performance certificate for Inspire Connections Academy stipulated two renewal conditions. The first condition focused on academic growth in K–8 math. The second condition focused on graduation rate.

One opportunity is to improve student mastery of mathematics as demonstrated by ISAT proficiency and adequate growth measures. The FY22 annual report indicates that our proficiency (>32%) is above that of our comparison group (27%). Our continuous improvement plan includes math targets for grades 5 and 8 (55% and 51%), but our efforts are not limited to these grades. Efforts to improve student mastery of mathematics include increased use of the state provided mathematics intervention program (Imagine Math) in all grades, and a restructuring of our secondary mathematics support. The latter effort involved lessening administrative tasks for our math teachers. This gives them more time to focus on direct support and intervention. Our school is targeting school-wide ISAT math proficiency improvement to at least 51% by the spring 2028 administration. This requires a gain of at least 3 percentage points each school year. For example, we should achieve at least 36% school-wide math proficiency in spring 2023 and 39% school-wide math proficiency in spring 2024.

Inspire Connections Academy is proud of our staff efforts to improve the graduation rate during the 2018–2023 performance certificate term. Our district graduation rate has risen significantly over the last five years, and we are now approaching the state rate. Efforts to improve graduation include the ongoing work of the Senior Success PLC, and the creation and growth of our alternative program (Empower). The 4-year cohort graduation rate goal for 2022 is 78%.

During our next term, we have additional opportunities beyond continuing the efforts noted above. The ISAT Math Proficiency rates for our alternative program, Empower, are one of the conditions of our renewal. Alternative students need more direct, individualized support, and the Empower team is working to ensure that these students get this necessary support. Additionally, the tested grade for high school students has changed to grade 11. This provides additional opportunity for intervention, and gives students more time to successfully complete the classes necessary to meet the standards assessed on the HS test. At a minimum, the Empower math proficiency target is 10% by November 15, 2025. For our current students, we believe that we can meet this target sooner and we are targeting at least 15% proficiency for Empower students on the spring 2023 grade 11 ISAT Math

administration. Growth of the Empower ISAT Math proficiency rate should follow the overall school growth expectation of 3 percentage points per year.

Our school is also focused on improving literacy. In the early grades, identified students participate in required early literacy intervention with our reading interventionists. These students are identified by the Idaho Reading Indicator. Reading intervention and support is also in place for older students. For example, we have significantly increased the enrollment in our reading intervention program in grades 6–12. This year, we are targeting 70% proficiency on the IRI for grades K–1, and 75% proficiency on the IRI for grades 2–3. Our school is targeting school-wide ISAT ELA proficiency improvement to at least 65% by the spring 2028 administration. This requires a gain of at least 1.5 percentage points each school year. For example, we should achieve at least 58% school-wide ELA proficiency in spring 2023 and 59.5% school-wide ELA proficiency in spring 2024.

In the FY22 annual report, Inspire Connections Academy did not meet two Financial Outcomes standards. Our enrollment variance of 83.5% was significantly below the expectation of 95%. Moving forward and effective for the FY23 school year, the school will implement a procedure to compare the enrollment per the mid-term reporting to the School's original enrollment projections and assess if the enrollment variance between the mid-term enrollment and the original enrollment projection is expected to be less than 90%. If so, the School will provide a mid-year amended budget evidencing at least a break-even budget based on the mid-term enrollment and any resulting revenue adjustments. This will ensure that the School will receive a minimum of Approaches Standard on this metric. The school performs monthly revenue and expense forecasting exercises based on the latest available enrollment and revenue projections, and projected expenditures are adjusted based on the latest available information. The updated forecasts are shared with the board on a monthly basis, as evidenced in the monthly board meeting packages.

Additionally, Inspire Connections Academy was rated as "Approaches Standard" for Cash Flow and Multi-Year Cash Flow. The School will monitor its cash flows moving forward to maintain positive multi-year and one-year cash flows.

The School experienced a reduction in cash flow from FY21 to FY22 as a result of timing of cash disbursements related to outstanding payables.

In addition to the Empower math proficiency renewal condition, Inspire Connections Academy has two additional renewal conditions. The first removes the financial measures exemption from our last performance certificate. The second sets out

maximum enrollment at 2,150 students. Inspire will meet these conditions by the indicated date (July 1, 2023).

The timelines for the discussed targets are included in the following table.

Measure	July 1, 2023	July 1, 2024	July 1, 2025	July 1, 2026	July 1, 2027	July 1, 2028
4-year graduation rate	78%	At or above the state rate (80.1% for the class of 2021)				
Early Literacy (IRI)	K-1: 70% 2-3: 75%	K-1: 70% 2-3: 75%	K-1: 70% 2-3: 75%	K-1: 70% 2-3: 75%	K-1: 70% 2-3: 75%	K-1: 70% 2-3: 75%
ISAT ELA	58%	59.5%	61%	62.5%	64%	65.5%
ISAT Math	36%	39%	42%	45%	48%	51%
ISAT Math, Empower (initial target + growth of 3 pp)	15%	18%	21%	24%	27%	30%
Enrollment Variance	Mid-year amended budget when variance is less than 90%					
Cash Flow and Multi-Year Cash Flow	Positive multi-year and one-year cash flows going forward					
Financial Outcomes	Exemption removed, effective July 1, 2023					
Maximum Enrollment	2,150 students, effective July 1, 2023					



Annual Performance Report 2022

Inspire Connections Academy

Empower Connections Academy-Alternative Program

Mission Statement: To help each student maximize his or her potential and meet the highest performance standards. Connections Academy is a high-quality, high-tech, high touch “school without walls” that brings out the best in every student.

School Information	Annual Report FY2021-2022	Current: FY 2022-2023
Board Chair/President	Marcia Moore	Marcia Moore
Treasurer	Dana Higby	Becky Valentine
Secretary	Eric Miner	
Executive Director		
Administrator	Mandolyn Garcia Ruiz/Kenny McAlister	Kenny McAlister
Business Manager	Gary Corkran	Gary Corkran
School Location/Phone	600 N. Steelhead Way Ste.164, Boise, ID	208-322-4002

Table of Contents

Introduction	3
School Overview.....	4-5
Annual Snapshot	6-7
Academic Outcomes	8
Math Proficiency & Math Growth	8
ELA Proficiency & ELA Growth	9
Literacy Proficiency	10
College & Career Readiness (4Yr ACGR).....	11
Historical Performance.....	12
Academic Outcomes: Virtual Alternative Program.....	13
Math & ELA Proficiency	13
Math & ELA Content Mastery.....	14
9-12 Progress Towards Graduation	15
College & Career Readiness (5Yr ACGR).....	16
College & Career Readiness (Addt'l Graduates)	17
Historical Performance.....	18
Operational Outcomes: Board Stewardship	19
Governance Structure	19
Governance Oversight	19
Governance Compliance	19
Operational Outcomes: Management	20
Student Services	20
Data Security and Information Technology	20
Facility & Services.....	20
Operational Compliance.....	20
Historical Performance.....	21-22
Financial Outcomes.....	23
Near Term Measures.....	23-24
Sustainability Measures.....	25-27
Historical Performance.....	28-29
Contact Us.....	30

Introduction

COMPLIANCE/AUTHORITY:

Charter schools in Idaho operate on 5-year terms as defined in a Performance Certificate executed between the school's board and its authorizer. In addition, [I.C. §33-5209A](#) and [I.C. §33-5209C](#) require that every certificate include a framework describing the expectations the school must meet in order to earn a next operational term. It also requires that charter school authorizer's complete performance reports for the schools they oversee each year. The annual performance report serves the following purposes:

1. To provide transparent information about charter school quality to the public;
2. To ensure charter school boards have access to clear expectations and;
3. To inform mid-term authorizing decisions.

RENEWAL (I.C. §33-5209B)

At the end of each 5-year operating term, each school's performance certificate is considered for renewal. As this school's operating contract expires on June 30th, 2023, this report directly impacts the school's renewal recommendation. The authorizer is required to consider the following when making renewal decisions: all annual performance reports issued during the current performance certificate term, the school's current financial status, and any application materials submitted by the school. Renewal decisions must be made prior to March 15th, 2023. Please see the [Renewal Guidance](#) document for more information on the renewal process.

• PERFORMANCE REPORT APPLICATION:

- Each measure included in the IPCSC's framework has a meets standard benchmark. If this school meets standard on all measures of the framework as reflected in the most recent years Annual Performance Report the school is guaranteed an unconditional renewal. If the school does not meet standard on one or more measures of the school's operating contract, it may be conditionally renewed or non-renewed.

*****Outcomes on this report inform high-stakes decisions, schools are encouraged to use this information to support their strategic planning efforts each year. *****

IPCSC RESOURCES

[IPCSC Performance Framework](#)

[IPCSC Renewal Guidance](#)

[IPCSC Schools](#)

SCHOOL RESOURCES

[Inspire Performance Certificate](#)

[Inspire Annual Report Page](#)

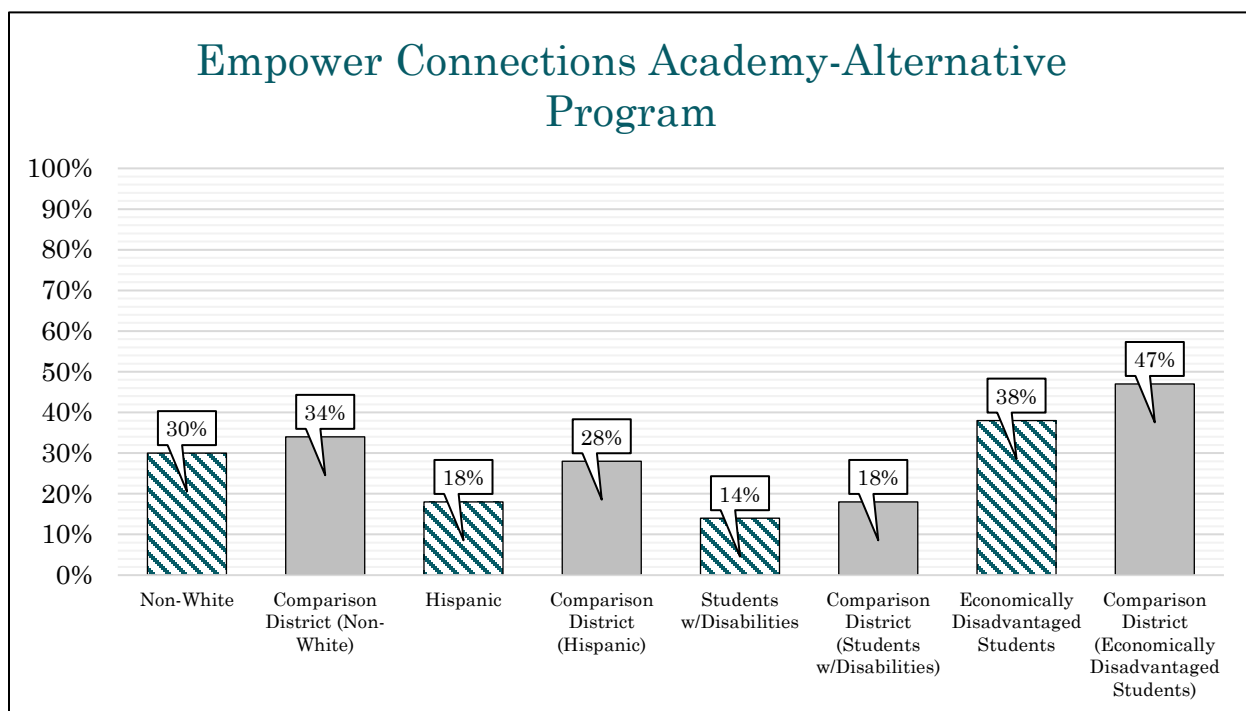
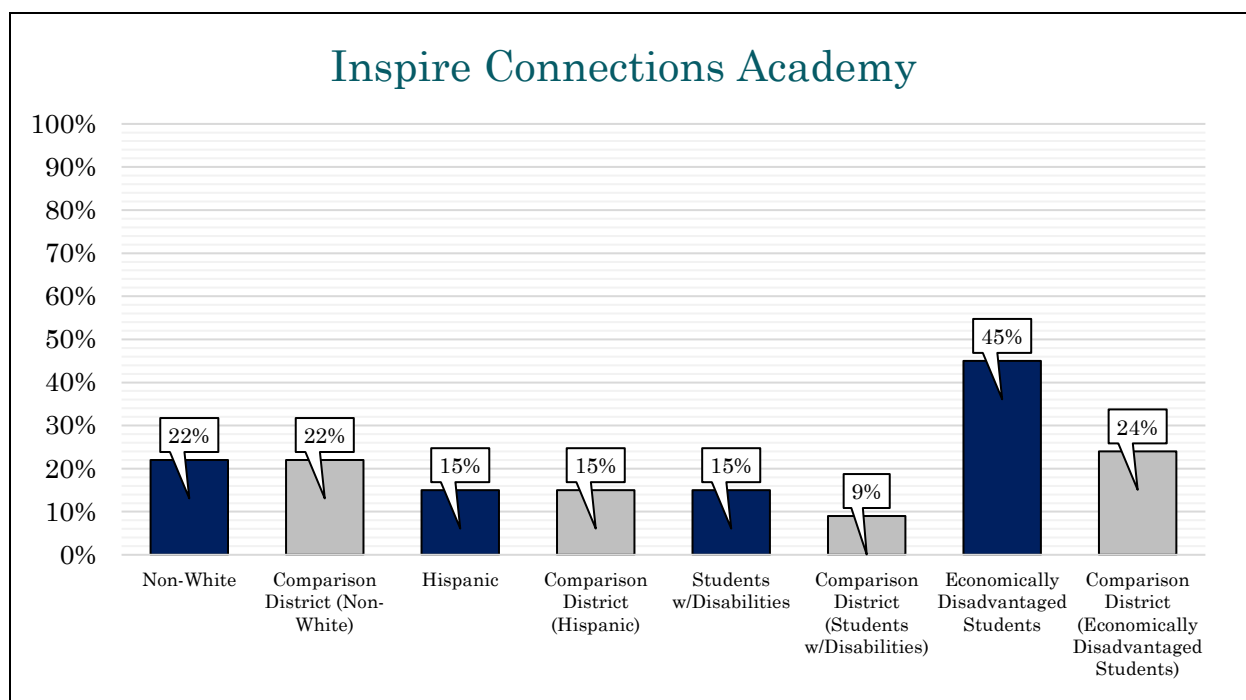
Current Certificate Term: 2018-2023

School Overview

Model:	Virtual/Alternative
Enrollment Capacity:	Unlimited
Grades Served:	K-12

Key Design Elements:

- Implementation of Personalized Learning Plans (PLPs) designed collaboratively by teachers, parents and students to support each student's personal and/or academic growth
- Ensuring appropriate one-on-one student/teacher/guardian or learning coach interaction
 - For elementary (K-5) students, the minimum interaction frequency will be bi-monthly
 - For secondary (6-12) students, the minimum will be eight (8) times per school year
 - Weekly live lessons will be consistently available to all students
- Fostering collaborative staff teamwork through a Professional Learning Community (PLC) model
- Providing enhanced learning through online technology

2022 DEMOGRAPHIC SUMMARY:

2021-2022 Annual Snapshot

Schools are encouraged to use this information for strategic planning and to ensure that any identified weaknesses are addressed in advance of renewal consideration.

RATING LEGEND	DOES NOT MEET STANDARD	APPROACHES STANDARD	MEETS STANDARD	EXCEEDS STANDARD	NOT RATED DUE TO PANDEMIC
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ACADEMIC OUTCOMES: INSPIRE CONNECTIONS ACADEMY		
Math Proficiency	>32%	Meets Standard
Math Growth	Data Unavailable for 2021-2022	Not Rated for 2021-2022 school year
ELA Proficiency	>56%	Meets Standard
ELA Growth	Data Unavailable for 2021-2022	Not Rated for 2021-2022 school year
Literacy Proficiency	Fall IRI:60% Spring IRI:67%	Meets Standard
College & Career Readiness 4Yr ACGR	RATING PENDING DATA RELEASE	Choose an item.

ALTERNATIVE PROGRAM ACADEMIC OUTCOMES: EMPOWER CONNECTIONS ACADEMY		
Math Proficiency	N_SIZE	Statistically Insignificant
ELA Proficiency	N_SIZE	Statistically Insignificant
Math Content Mastery	81.44%	Not available for the 2021-2022 school year.
ELA Content Mastery	76.29%	Not available for the 2021-2022 school year.
9-11 Progress Towards Graduation	5.79%	Not available for the 2021-2022 school year.
College & Career Readiness- Additional Graduates	58.33%	
College & Career Readiness 5Yr ACGR	RATING PENDING DATA RELEASE	Choose an item.

2021-2022 Annual Snapshot Cont.

Schools are encouraged to use this information for strategic planning and to ensure that any identified weaknesses are addressed in advance of renewal consideration.

RATING LEGEND	DOES NOT MEET STANDARD	APPROACHES STANDARD	MEETS STANDARD	EXCEEDS STANDARD	NOT RATED DUE TO PANDEMIC
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OPERATIONAL OUTCOMES: BOARD STEWARDSHIP	
Governance Structure	Exceeds Standard
Governance Oversight	Exceeds Standard
Governance Compliance	Exceeds Standard

OPERATIONAL OUTCOMES: MANAGEMENT	
Student Services	Approaches Standard
Data Security/ Transparency	Meets Standard
Facility & Services	Exceeds Standard
Operational Compliance	Exceeds Standard

FINANCIAL OUTCOMES: NEAR TERM MEASURES		
Current Ratio	1.14	Meets Standard
Unrestricted Days Cash	95	Exceeds Standard
Default	None	Exceeds Standard
Enrollment Variance	83.5%	Does Not Meet Standard

FINANCIAL OUTCOMES: SUSTAINABILITY MEASURES		
Total Margin	4.04%	Meets Standard
3 Yr. Agg. Margin	0.26%	
Cash Flow	-\$669,845	Approaches Standard
Multi-Year Cash Flow	\$1,422,364	
Debt Service Coverage Ratio	6.29	Exceeds Standard
Debt Asset Ratio	0.79	Meets Standard
Financial Compliance	No compliance issues	Exceeds Standard

Academic Outcomes

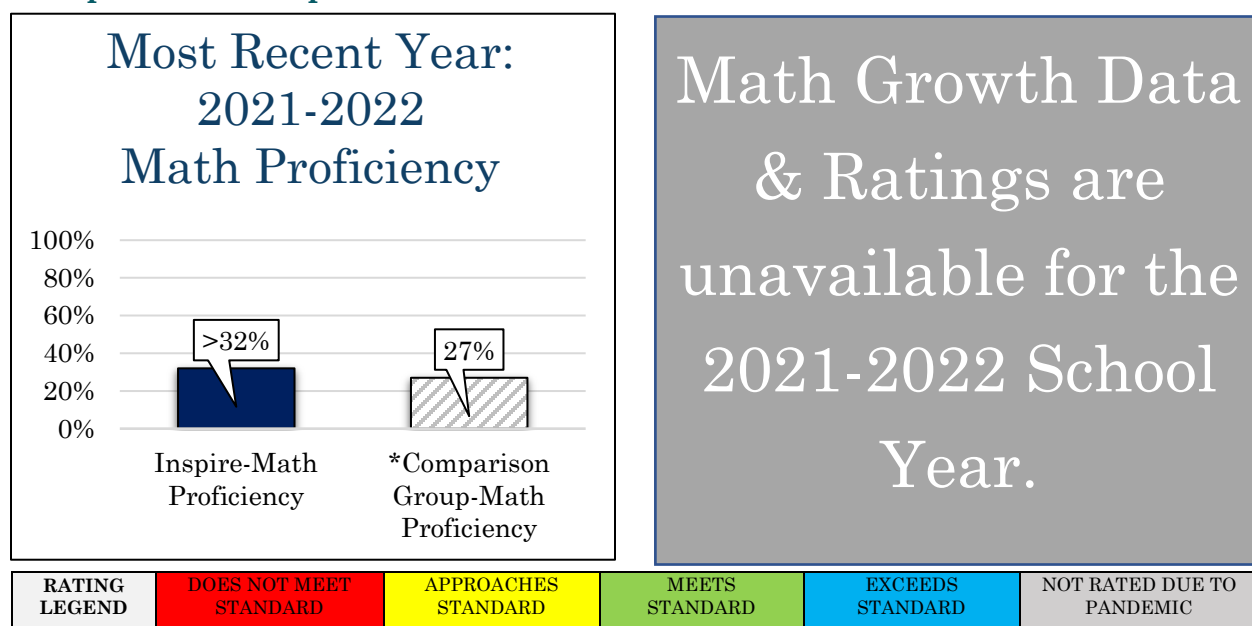
MATH PROFICIENCY & MATH GROWTH

Why This Matters:

The IPCSC must determine whether the academic performance at the school represents a favorable return on the investment of public dollars. For context, the IPCSC considers the school's performance in relation to other educational choices available to families. A school that performs as well or better than the average of its comparison group on the statewide mathematics assessment (ISAT) meets the IPCSC standard on both the math proficiency and math growth measures.

If this standard is not yet met, the school should focus its strategic planning on improving mathematics achievement outcomes to ensure the school will earn a next operational term. If the standard is met, strategic planning may focus on whatever data points will best establish and sustain an exemplary school of the specific model for which the school is chartered.

Comparison Group: All Virtual Schools in Idaho



*Please see the [Performance Framework Rubrics](#) for details regarding how each measure is rated

MEASURE	PROFICIENCY RATING	APPLICABLE RUBRIC DESCRIPTION
MATH PROFICIENCY	Meets Standard	The school's proficiency rate falls between the mean and one standard deviation above the mean of the identified comparison group.

MEASURE	GROWTH RATING	APPLICABLE RUBRIC DESCRIPTION
MATH GROWTH	Not Rated for 2021-2022	Data not available for the 2021-2022 school year.

Academic Outcomes

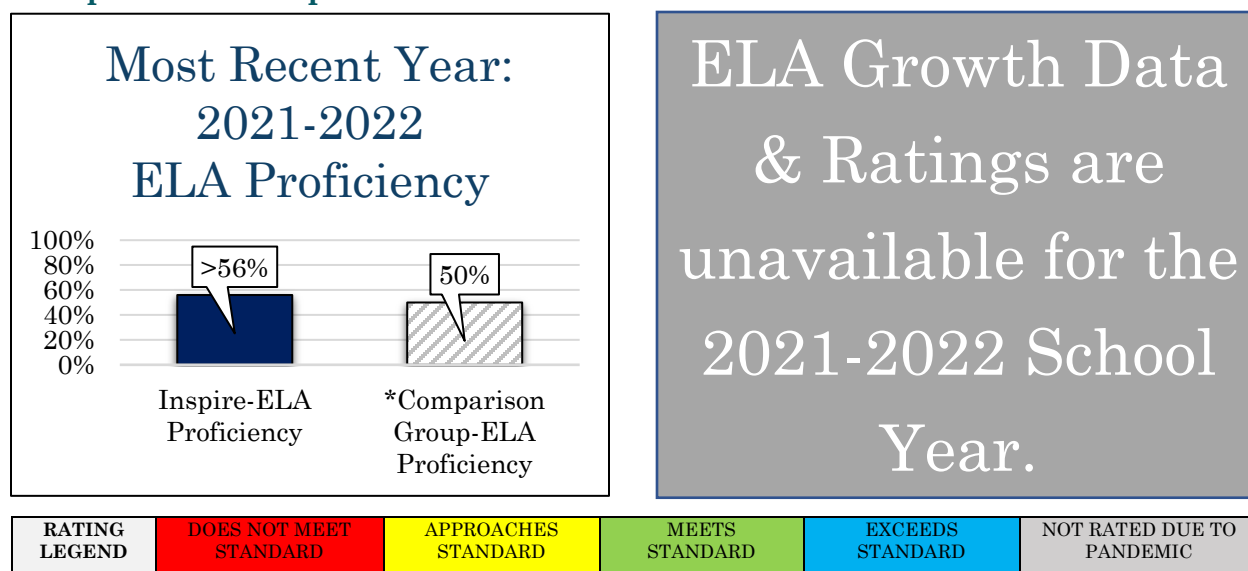
ELA PROFICIENCY & ELA GROWTH

Why This Matters:

The IPCSC must determine whether the academic performance at the school represents a favorable return on the investment of public dollars. For context, the IPCSC considers the school's performance in relation to other educational choices available to families. A school that performs as well or better than the average of its comparison group on the statewide ELA assessment (ISAT) meets the IPCSC standard on both the ELA proficiency and ELA growth measures.

If this standard is not yet met, the school should focus its strategic planning on improving these outcomes to ensure the school will earn a next operational term. If the standard is met, strategic planning may focus on whatever data points will best establish and sustain an exemplary school of the specific model for which the school is chartered.

Comparison Group: All Virtual Schools in Idaho



*Please see the [Performance Framework Rubrics](#) for details regarding how each measure is rated.

MEASURE	PROFICIENCY RATING	APPLICABLE RUBRIC DESCRIPTION
ELA PROFICIENCY	Meets Standard	The school's proficiency rate is equal to the mean or falls between the mean and one standard deviation above the mean of the identified comparison group.

MEASURE	GROWTH RATING	APPLICABLE RUBRIC DESCRIPTION
ELA GROWTH	Not Rated for 2021-2022	Data not available for the 2021-2022 school year.

Academic Outcomes

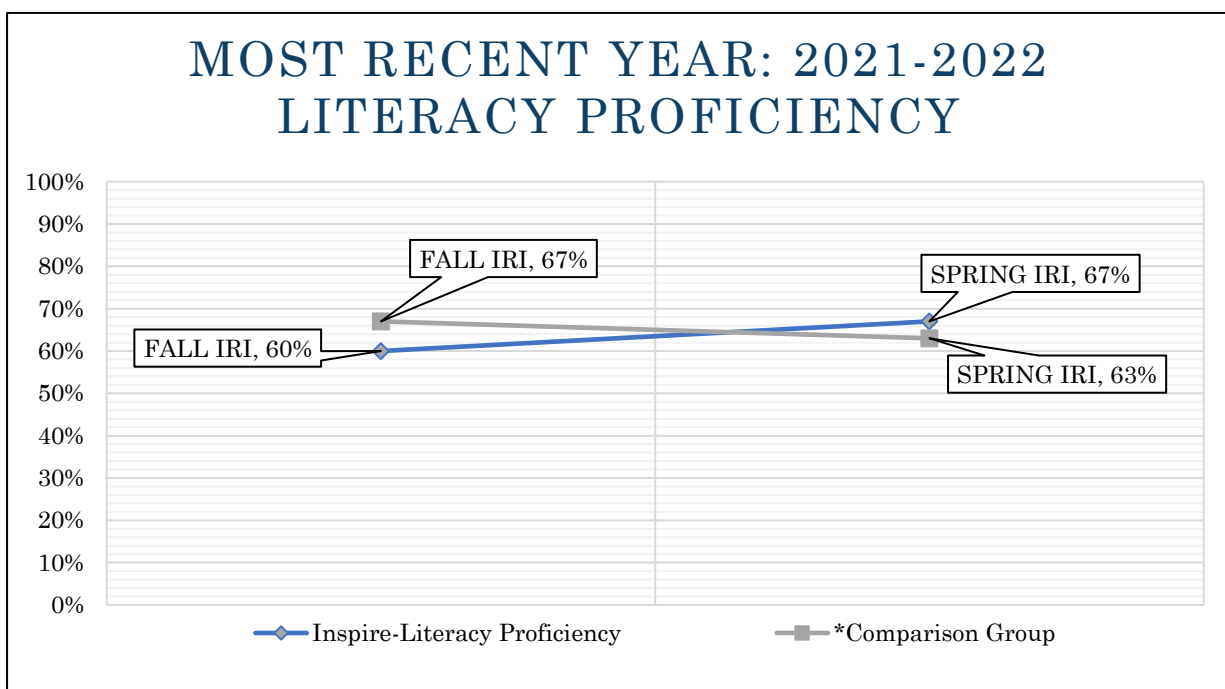
LITERACY PROFICIENCY

Why This Matters:

The IPCSC must determine whether the academic performance at the school represents a favorable return on the investment of public dollars. For context, the IPCSC considers the school's performance in relation to other educational choices available to families. A school that performs as well or better than the average of its comparison group on the spring statewide literacy assessment (IRI) meets the IPCSC standard. Alternatively, a school that did not perform as well or better than its comparison group on the spring assessment, but that did improve its outcome by at least 10% from fall to spring, also meets standard.

If this standard is not yet met, the school should focus its strategic planning on improving these outcomes to ensure the school will earn a next operational term. If the standard is met, strategic planning may focus on whatever data points will best establish and sustain an exemplary school of the specific model for which the school is chartered.

Comparison Group: All Virtual Schools in Idaho



RATING LEGEND	DOES NOT MEET STANDARD	APPROACHES STANDARD	MEETS STANDARD	EXCEEDS STANDARD	NOT RATED DUE TO PANDEMIC
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*Please see the [Performance Framework Rubrics](#) for details regarding how each measure is rated.

MEASURE	PROFICIENCY RATING	APPLICABLE RUBRIC DESCRIPTION
LITERACY PROFICIENCY	Meets Standard	The school's proficiency on the SPRING administration of the statewide literacy assessment is equal to the mean or within one standard deviation above the mean of the identified comparison group.

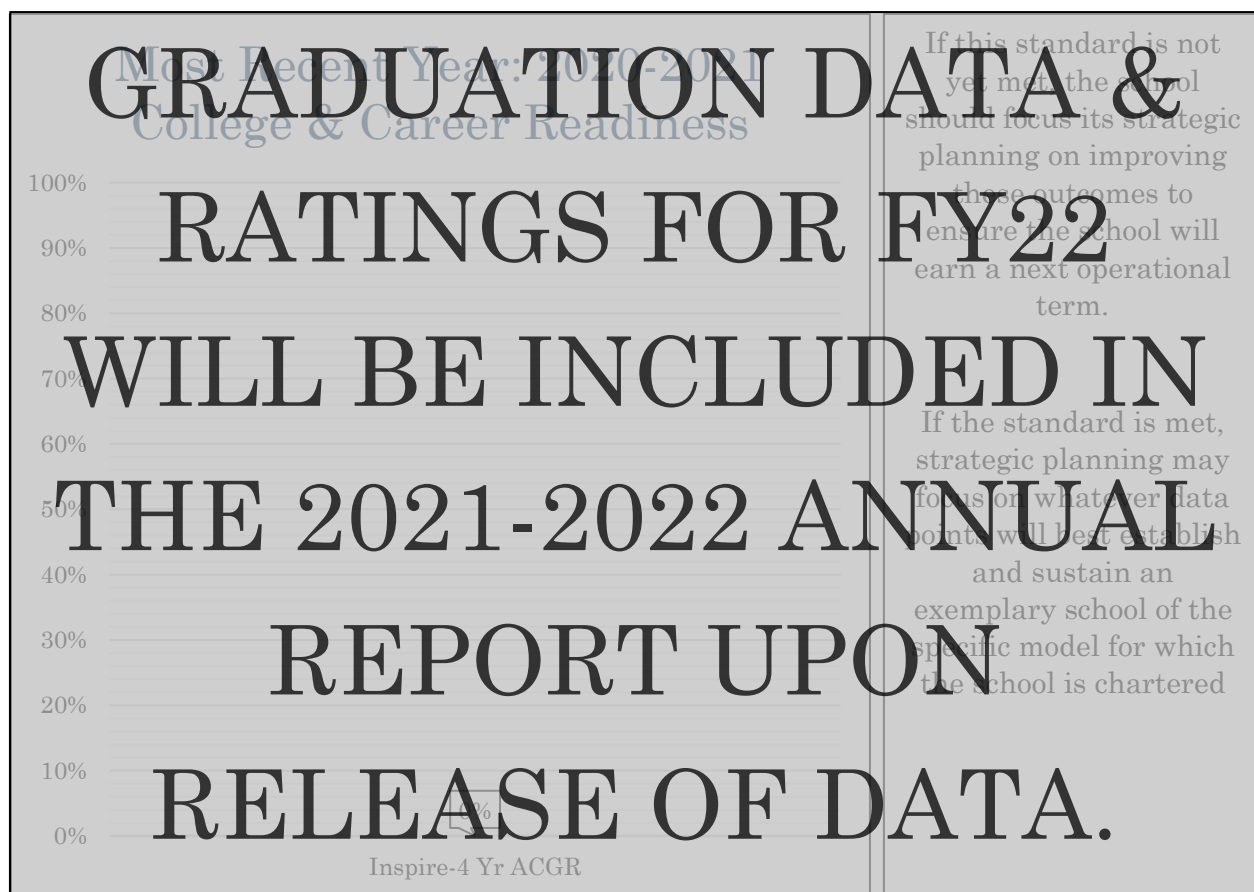
Academic Outcomes

COLLEGE & CAREER READINESS

Why This Matters:

The IPCSC must determine whether the academic performance at the school represents a favorable return on the investment of public dollars. For context, the IPCSC considers the school's performance in relation to other educational choices available to families. A school with a 4-year graduation rate equal to or greater than the average of its comparison group meets the IPCSC standard.

Comparison Group: All Virtual Schools in Idaho



RATING LEGEND	DOES NOT MEET STANDARD	APPROACHES STANDARD	MEETS STANDARD	EXCEEDS STANDARD	NOT RATED DUE TO PANDEMIC
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*Please see the [Performance Framework Rubrics](#) for details regarding how each measure is rated.

MEASURE	COLLEGE & CAREER RATING	APPLICABLE RUBRIC DESCRIPTION
College & Career Readiness	RATING IS PENDING DATA RELEASE	

Historical Performance: Academics

The charts below provide an overview of a school’s performance throughout their current (5) year certificate term. Schools are encouraged to consider how this data might be used to drive strategic planning as the school approaches its next renewal decision.



Academic Outcomes: Virtual Alternative Program

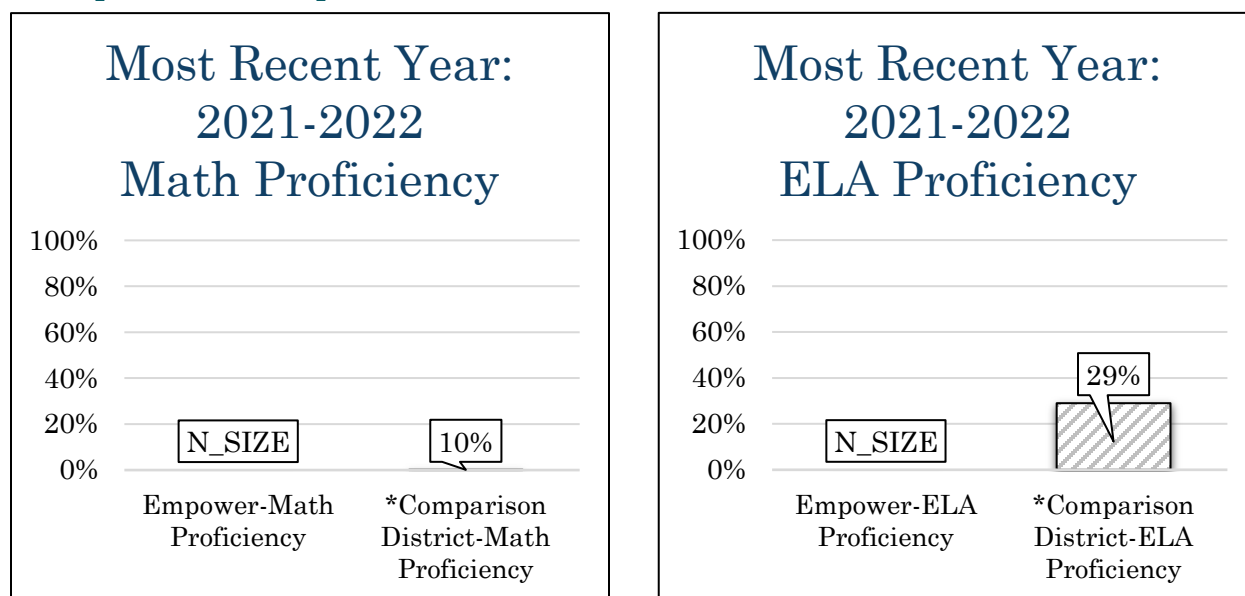
ELA & MATH PROFICIENCY

Why This Matters:

The IPCSC must determine whether the academic performance at the school represents a favorable return on the investment of public dollars. For context, the IPCSC considers the school's performance in relation to other educational choices available to families. A school that performs as well or better than the average of its comparison group on the statewide ELA and Mathematics assessments (ISAT) meets the IPCSC standard on both the ELA and Math Proficiency measures.

If this standard is not yet met for one or both subjects, the school should focus its strategic planning on improving these outcomes to ensure the school will earn a next operational term. If the standard is met, strategic planning may focus on whatever data points will best establish and sustain an exemplary school of the specific model for which the school is chartered.

Comparison Group: All Alternative Schools in Idaho



RATING LEGEND	DOES NOT MEET STANDARD	APPROACHES STANDARD	MEETS STANDARD	EXCEEDS STANDARD	NOT RATED DUE TO PANDEMIC
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Please see the [Performance Framework Rubrics](#) for details regarding how each measure is rated.

MEASURE	PROFICIENCY RATING	APPLICABLE RUBRIC DESCRIPTION
MATH PROFICIENCY	N_SIZE	Statistically Insignificant.

MEASURE	PROFICIENCY RATING	APPLICABLE RUBRIC DESCRIPTION
ELA PROFICIENCY	N_SIZE	Statistically Insignificant.

Academic Outcomes: Virtual Alternative Program

ELA & MATH CONTENT MASTERY

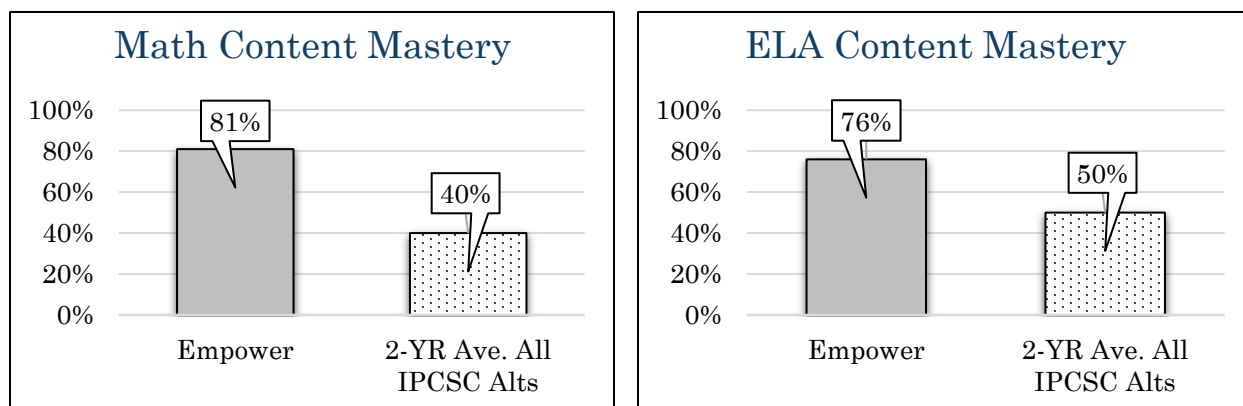
Why This Matters:

Students enrolled at alternative schools face additional barriers to academic success. Often, these students are behind in grade-level proficiency in both Math and ELA. This means that the traditional academic measures may not accurately reflect whether a school that exclusively serves at-risk students is successfully serving the needs of its student population.

The content mastery measure considers the percentage of students who were continuously enrolled at the school for the whole year who earned credit for the equivalent of one school year in Math and ELA, regardless of the grade-level of the course taken. This measure acknowledges that a student enrolled in 8th grade, may not perform well on the 8th grade ISAT assessment if his or her skills are at the 6th grade level; however, if that student mastered the content (earned full credit) in the next course in his/her own academic progression, that success should be noted for the student and the school.

This measure also considered whether students in grades 9-12 are gaining a sufficient level of learning in the crucial disciplines of Math and ELA, even though the ISAT no longer applies.

Comparison Group: All IPCSC Alternative Programs



RATING LEGEND	DOES NOT MEET STANDARD	APPROACHES STANDARD	MEETS STANDARD	EXCEEDS STANDARD	NOT RATED DUE TO PANDEMIC
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*Please see the [Performance Framework Rubrics](#) for details regarding how each measure is rated.

MEASURE	PROFICIENCY RATING	APPLICABLE RUBRIC DESCRIPTION
Math Content Mastery	Not available for the 2021-2022 school year.	This measure is a new measure. Baseline data was collected in 2021 and 2022. Ratings will be applied beginning in 2023.

MEASURE	PROFICIENCY RATING	APPLICABLE RUBRIC DESCRIPTION
ELA Content Mastery	Not available for the 2021-2022 school year.	This measure is a new measure. Baseline data was collected in 2021 and 2022. Ratings will be applied beginning in 2023.

Academic Outcomes: Virtual Alternative Program

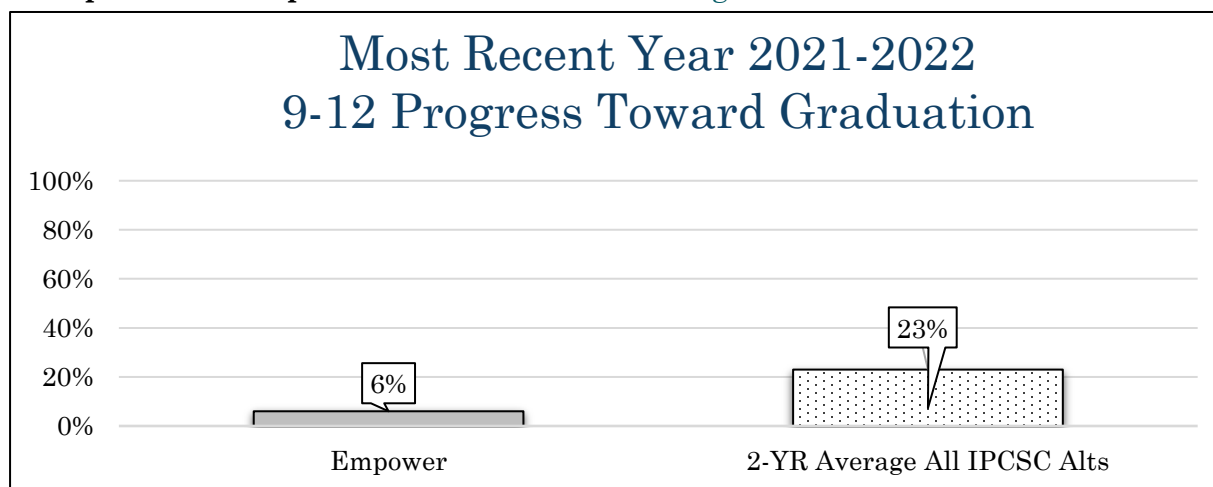
9-12 PROGRESS TOWARD GRADUATION

Why This Matters:

Students enrolled at alternative schools face additional barriers to academic success. Often, these students change schools frequently and fall behind in credits earned. As traditional academic measures only reflect the school's success with students who were continuously enrolled for the whole school year, alternative measures are necessary to evaluate whether a school is serving all students well.

For students who are at-risk of failing to graduate, it is crucial to ensure that they earn enough credit while enrolled at a school to not fall further behind, whether they are enrolled for the whole school year or only one grading term. The 9-12 progress toward graduation measure considers whether a student successfully completed at least as many credits as expected during the time, they attended the school.

Comparison Group: All IPCSC Alternative Programs



RATING LEGEND	DOES NOT MEET STANDARD	APPROACHES STANDARD	MEETS STANDARD	EXCEEDS STANDARD	NOT RATED DUE TO PANDEMIC
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*Please see the [Performance Framework Rubrics](#) for details regarding how each measure is rated.

MEASURE	PROFICIENCY RATING	APPLICABLE RUBRIC DESCRIPTION
9-12 Progress Towards Graduation	Not available for the 2021-2022 school year.	This measure is a new measure. Baseline data was collected in 2021 and 2022. Ratings will be applied beginning in 2023.

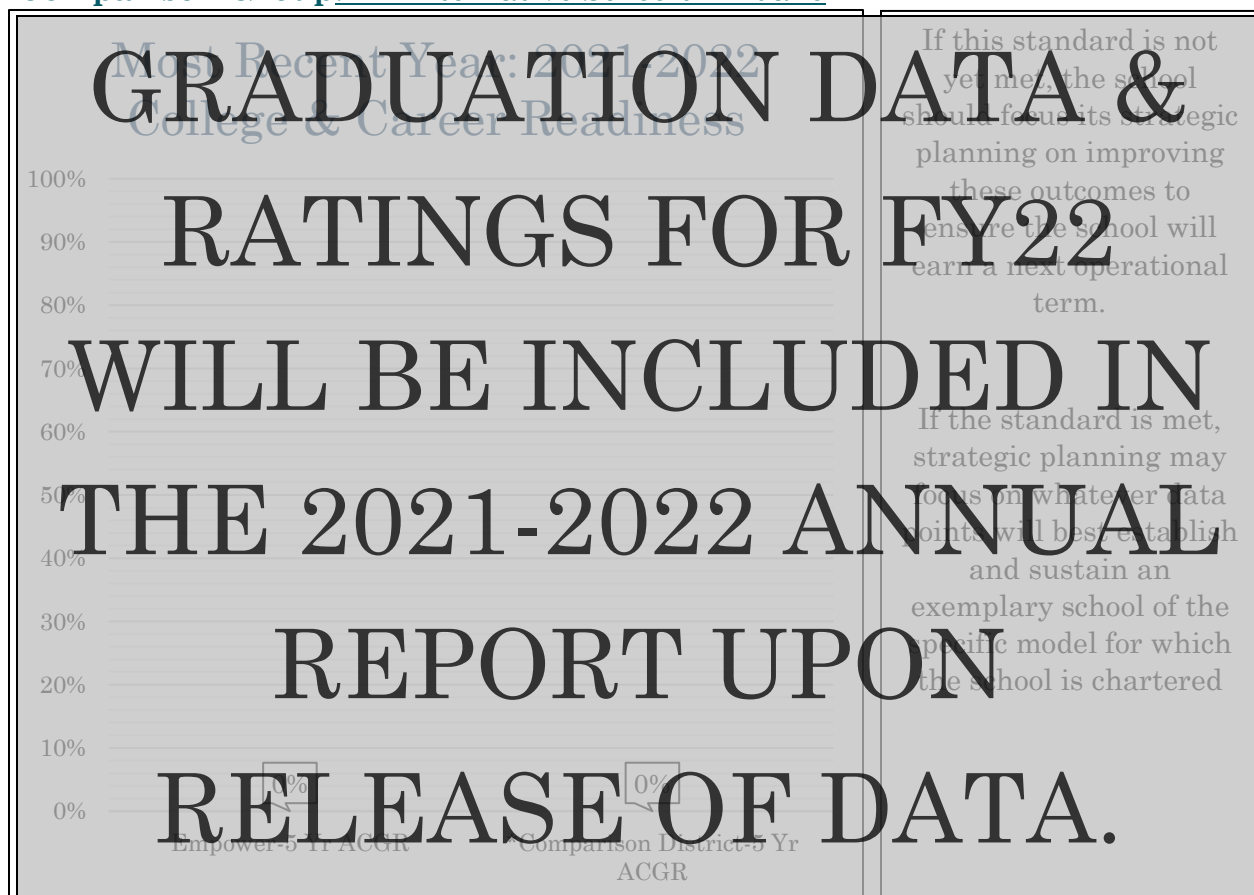
Academic Outcomes: Virtual Alternative Program

COLLEGE AND CAREER READINESS

Why This Matters:

The IPCSC must determine whether the academic performance at the school represents a favorable return on the investment of public dollars. For context, the IPCSC considers the school's performance in relation to other educational choices available to families. A school with a 5-year graduation rate equal to or greater than the average of its comparison group meets the IPCSC standard.

Comparison Group: All Alternative Schools in Idaho



RATING LEGEND	DOES NOT MEET STANDARD	APPROACHES STANDARD	MEETS STANDARD	EXCEEDS STANDARD	NOT RATED DUE TO PANDEMIC
------------------	---------------------------	------------------------	-------------------	---------------------	------------------------------

*Please see the [Performance Framework Rubrics](#) for details regarding how each measure is rated.

MEASURE	COLLEGE & CAREER RATING	APPLICABLE RUBRIC DESCRIPTION
College & Career Readiness	RATING IS PENDING DATA RELEASE	

Academic Outcomes: Virtual Alternative Program

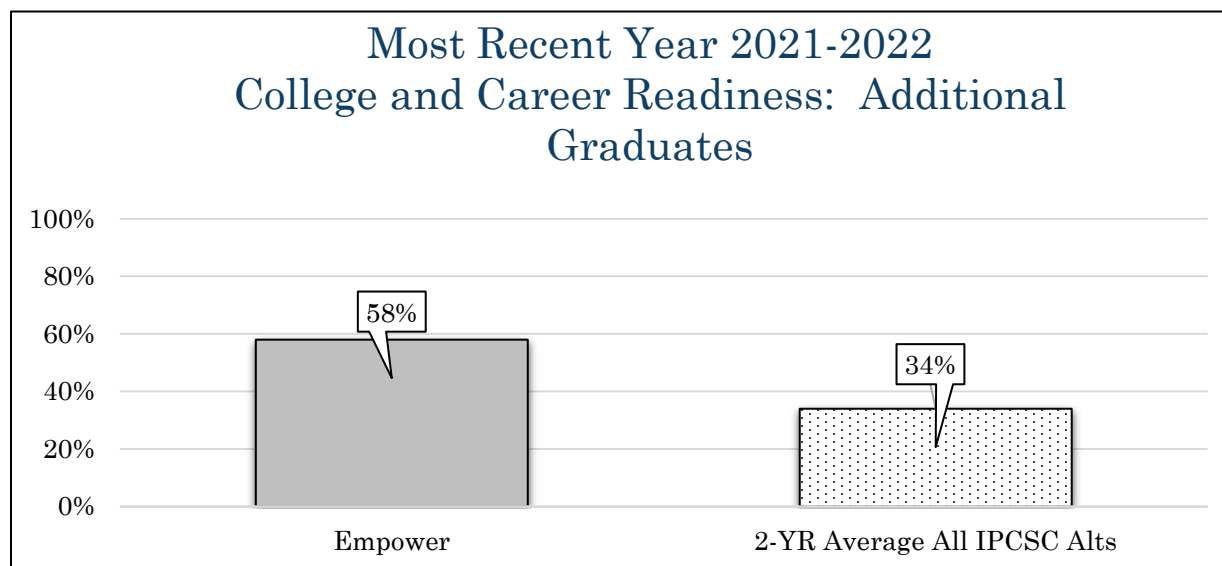
COLLEGE AND CAREER READINESS (ADDITIONAL GRADUATES)

Why This Matters:

4 and 5 Year ACGR measures capture the percentage of students who graduate 4 and 5 years after they began 9th grade. These measures speak to school success only in cases where the school retained the student for the entire 4 or 5 years. At-risk students are a more mobile population and generally enroll in several high schools throughout their high school career. This means that the traditional measures do not sufficiently help us understand whether an alternative school is serving its student population well.

The alternative college and career readiness measure allows the IPCSC to consider the percentage of students who were enrolled as 12th grade students and graduated, regardless of when the student *should* have graduated. As this measure includes students who may be in their 6th or 7th year of high school, it helps tell more of the data story for at-risk students and the schools that serve them.

Comparison Group: All IPCSC Alternative Programs



RATING LEGEND	DOES NOT MEET STANDARD	APPROACHES STANDARD	MEETS STANDARD	EXCEEDS STANDARD	NOT RATED DUE TO PANDEMIC
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*Please see the [Performance Framework Rubrics](#) for details regarding how each measure is rated.

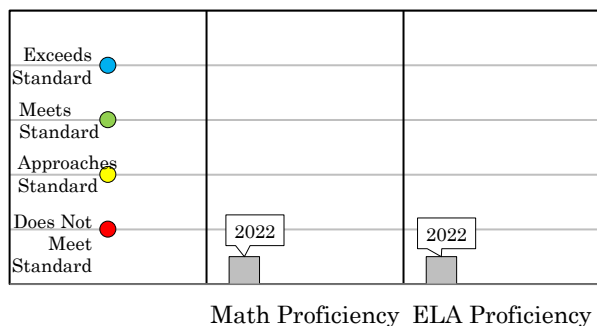
MEASURE	PROFICIENCY RATING	APPLICABLE RUBRIC DESCRIPTION
College & Career Readiness	Not available for the 2021-2022 school year.	This measure is a new measure. Baseline data was collected in 2021 and 2022. Ratings will be applied beginning in 2023.

Historical Performance: Academics Alternative Program

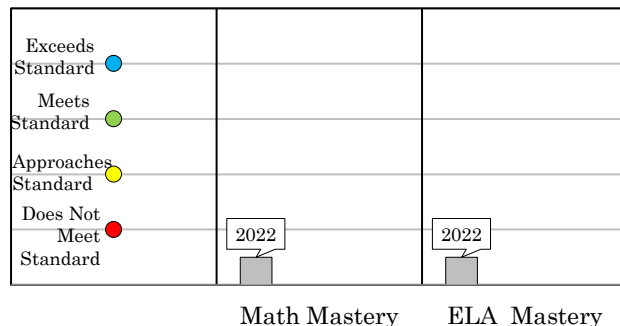
The charts below provide an overview of a school's performance throughout their current (5) year certificate term. Schools are encouraged to consider how this data might be used to drive strategic planning as the school approaches its next renewal decision.

Ratings for Alternative measures are unavailable for the 2021-2022 school year. Schools will receive ratings once the school has reached 2 years on the IPCSC revised framework.

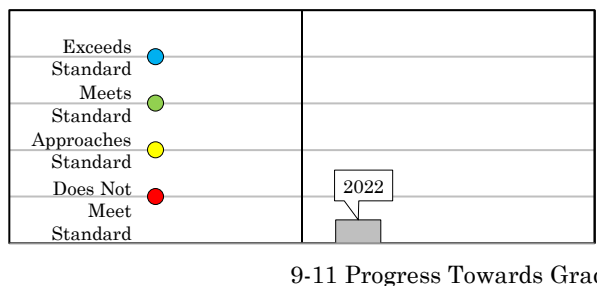
ACADEMIC RATING | MATH & ELA PROFICIENCY



ACADEMIC RATING | MATH & ELA CONTENT MASTERY



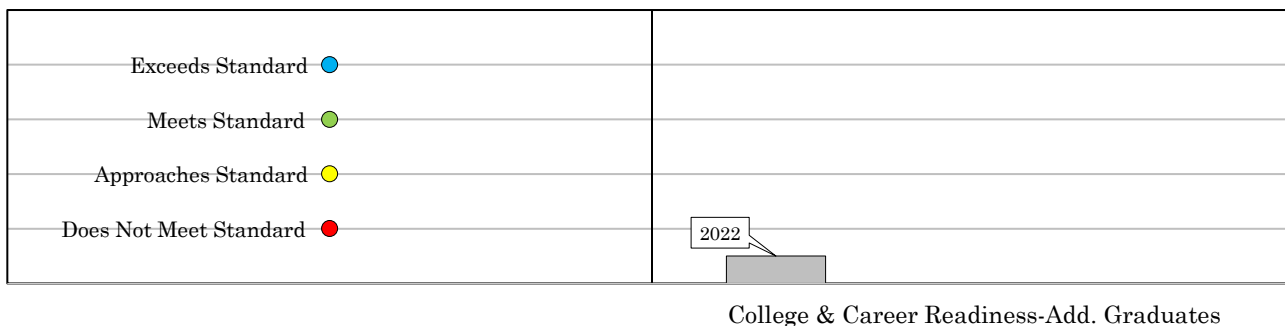
ACADEMIC RATING | 9-11 PROGRESS TOWARDS GRADUATION



**RATING IS PENDING
DATA RELEASE**

College & Career Readiness

ACADEMIC RATING | COLLEGE & CAREER READINESS-ADDT'L GRADUATES



Operational Outcomes

BOARD STEWARDSHIP

Why This Matters:

At the highest level, the success of a charter school is driven by the ability of its governing board to govern effectively. The measures in this section help identify the strengths and challenges faced by the school's board. *Please see the [Performance Framework Rubrics](#) for details regarding how each measure is rated.

RATING LEGEND	DOES NOT MEET STANDARD	APPROACHES STANDARD	MEETS STANDARD	EXCEEDS STANDARD	NOT RATED DUE TO PANDEMIC
------------------	---------------------------	------------------------	-------------------	---------------------	------------------------------

Standard Rating: Exceeds Standard	
Governance Structure Measure	Data/Evidence Source
The board bylaws are compliant with ID law.	Most recently reviewed Bylaws 2/20/2020. *Please provide an updated to copy to IPCSC staff if any amendments have been made since the above review date.
The school's articles of incorporation are current.	Most recently updated on 12/20/2004.
The board does operate in compliance with its bylaws.	*No instances of non-compliance documented.
Investigations were not conducted into ethical behavior or conflict of interest regarding any board director this year.	*No instances of non-compliance documented.
The board did not experience Open Meeting Law violations that needed to be cured this year.	*No instances of non-compliance documented.
Comments:	

Standard Rating: Exceeds Standard	
Governance Oversight Measure	Data/Evidence Source
The board did review academic data in a timely and thorough manner.	*No instances of non-compliance documented.
The board did review financial reports in a timely and thorough manner.	*No instances of non-compliance documented.
The board did maintain compliant policies.	*No instances of non-compliance documented.
The board did engage in strategic planning.	*No instances of non-compliance documented.
The board did conduct a compliant evaluation of their school leader or management organization.	*No instances of non-compliance documented.
Comments:	

Standard Rating: Exceeds Standard	
Governance Compliance Measure	Data/Evidence Source
The IPCSC did not issue courtesy letters to the school noting compliance concerns this year.	*No instances of non-compliance documented.
Another investigative body was not notified of concerns at this school this year.	*No instances of non-compliance documented.
Comments:	

Operational Outcomes

MANAGEMENT

Why This Matters:

The systems and structures that support school operations are an important part of the school's overall success. The measures in this section help identify the strengths and challenges that impact the school's day-to-day operations.

RATING LEGEND	DOES NOT MEET STANDARD	APPROACHES STANDARD	MEETS STANDARD	EXCEEDS STANDARD	NOT RATED DUE TO PANDEMIC
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Standard Rating: Approaches Standard	
Student Services	Data/Evidence Source
The school's English Language Learners program is in good standing.	*No instances of non-compliance documented.
The school's Special Education program is in good standing.	*No instances of non-compliance documented.
The school's college and career readiness program is in good standing.	Continuous Improvement Plan 2021-2022
The school's Federal programs is not in good standing	Federal Program Monitoring
Comments/ Context: Federal Program Monitoring findings issued on 3.14.2022; Action Plan submitted on 3.22.2022	

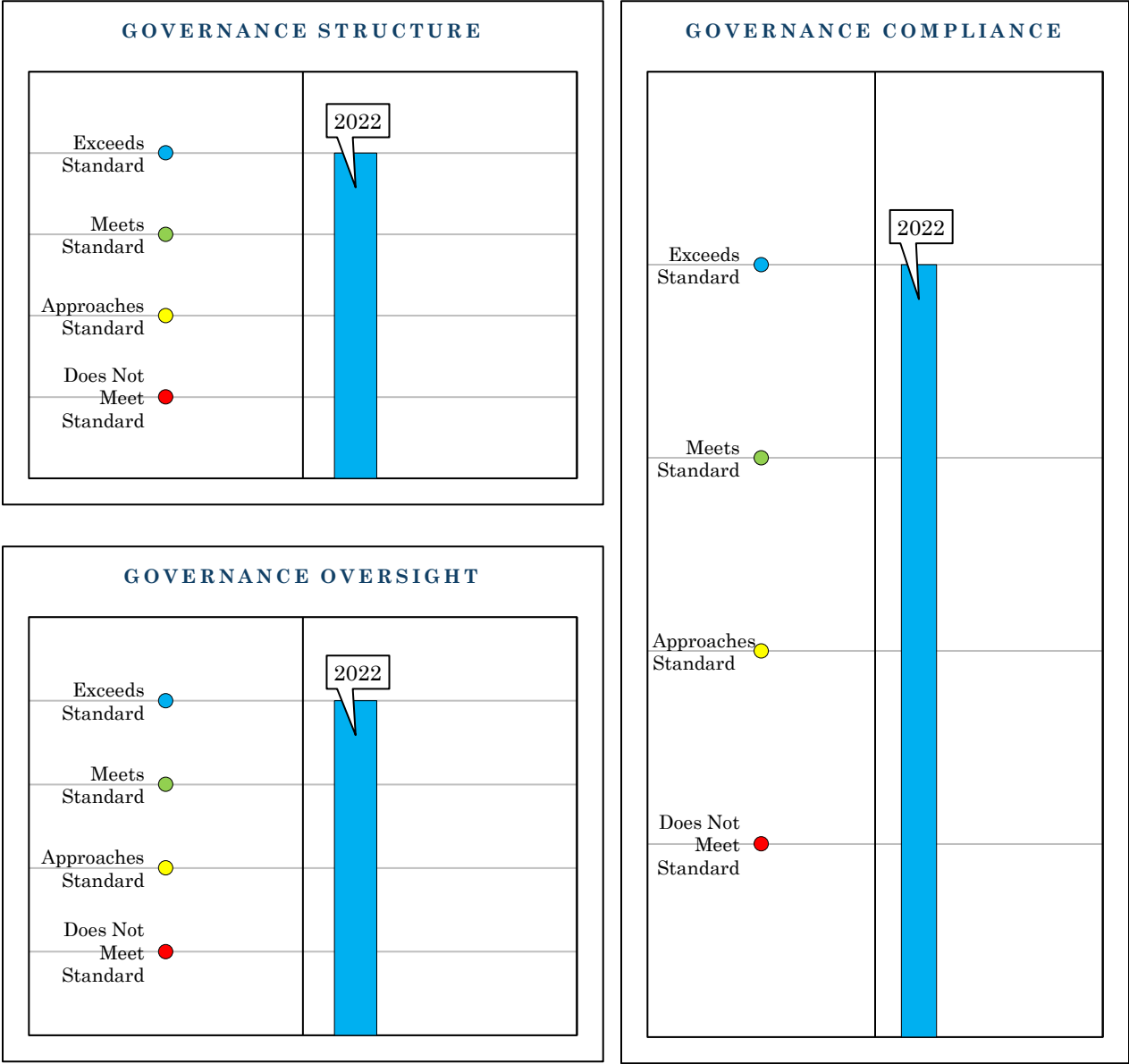
Standard Rating: Meets Standard	
Data Security and Information Transparency	Data/Evidence Source
The school's website is compliant and updated appropriately.	*No instances of non-compliance documented.
The school did not experience issues involving data security this year.	*No instances of non-compliance documented.
The school did not experience compliance issues with public records requests.	*No instances of non-compliance documented.
Comments: The school met all requirements to achieve a "Meets Standard" rating, but has not met the requirements for three consecutive years to achieve an "Exceeds Standard" rating.	

Standard Rating: Exceeds Standard	
Facility and Services	Data/Evidence Source
The school's occupancy certificate is current.	*No instances of non-compliance documented.
Safety inspections and evacuation drills are compliant.	Fire Inspection: 2/15/2022 Building Inspection: 2/15/2022
The school does not provide daily transportation for students.	*Not applicable
The school does not provide a National School Lunch Program.	*Not applicable
Comments:	

Standard Rating: Exceeds Standard	
Operational Compliance	Data/Evidence Source
Required reports were submitted accurately and on time.	*No instances of non-compliance documented.
The enrollment process is compliant.	*No instances of non-compliance documented.
The teachers are properly credentialed.	*No instances of non-compliance documented.
Corrective action plans were not issued by the SDE this year.	*No instances of non-compliance documented.
Comments:	

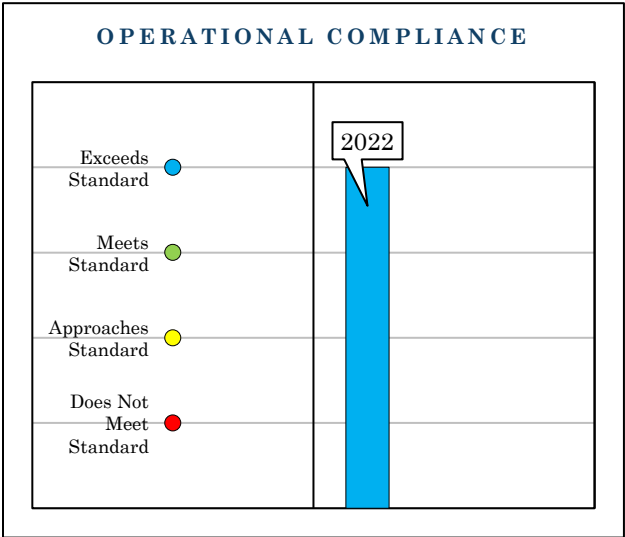
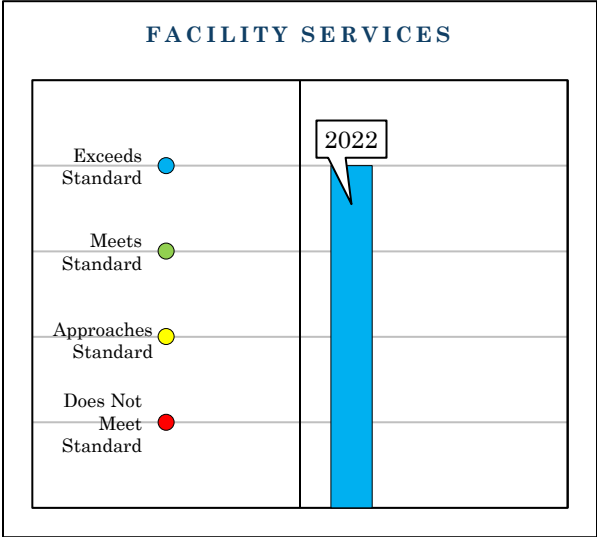
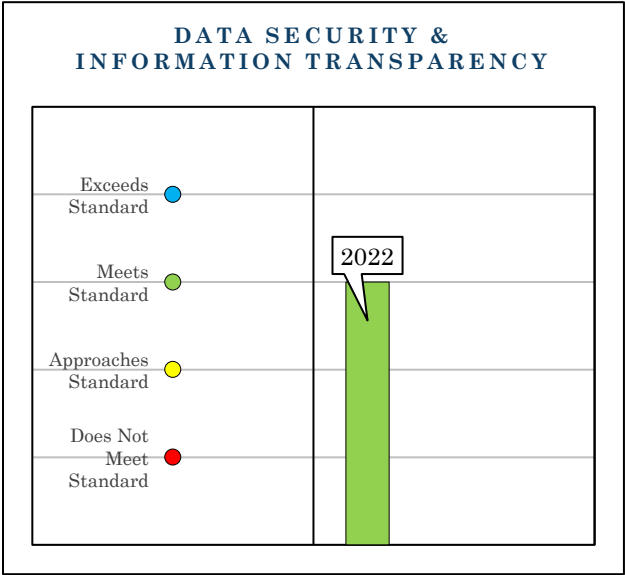
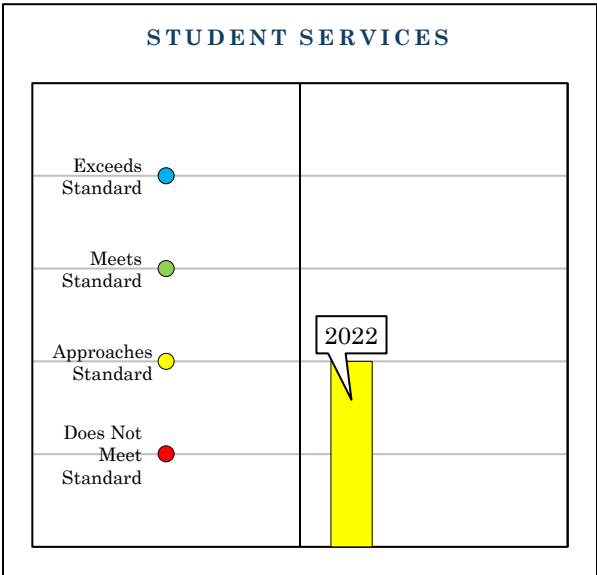
Historical Performance: Board Stewardship Measures

The charts below provide an overview of a school’s performance throughout their current (5) year certificate term. Schools are encouraged to consider how this data might be used to drive strategic planning as the school approaches its next renewal decision.



Historical Performance: Management Measures

The charts below provide an overview of a school’s performance throughout their current (5) year certificate term. Schools are encouraged to consider how this data might be used to drive strategic planning as the school approaches its next renewal decision.



Financial Outcomes

NEAR TERM MEASURES

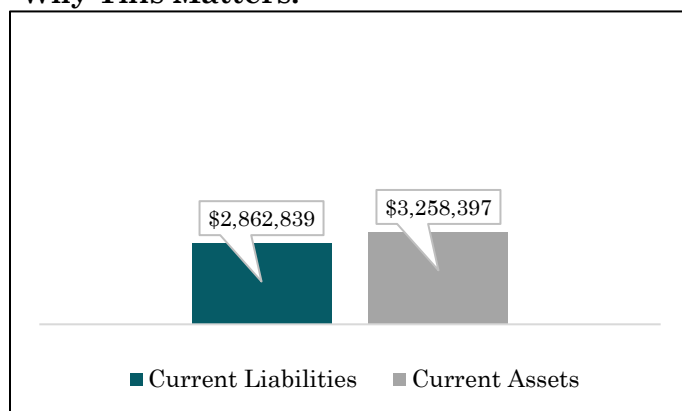
These measures evaluate whether a school is likely to meet its financial obligations in the next year.
*Please see the [Performance Framework Rubrics](#) for details regarding how each measure is rated.

RATING LEGEND	DOES NOT MEET STANDARD	APPROACHES STANDARD	MEETS STANDARD	EXCEEDS STANDARD	NOT RATED DUE TO PANDEMIC
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Current Ratio

The school has a current ratio of between 1.1 and 1.5.	Current Ratio: 1.14	Meets Standard
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Why This Matters:



Current Ratio is a comparison of a school's financial obligations due within one year (current liabilities) to the cash and investments held by the school (current assets).

A school with more assets than liabilities (a Current Ratio greater than 1.0) would be able to meet its financial obligations for the next year without relying on future revenue.

A school with more liabilities than assets (a Current Ratio of less than 1.0) is dependent on

revenue it has not yet received to meet existing financial obligations.

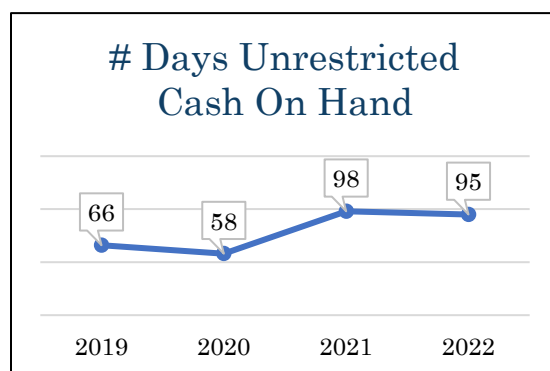
Unrestricted Days Cash

The school has more than 60 days cash on hand.	95 Days	Exceeds Standard
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Why this Matters:

This measure estimates a school's average daily cost of operations and considers the number of days a school could operate using only its available cash and investments.

A school with at least 60 days cash on hand would be able to meet its immediate financial obligations with available cash, buying the time it might take to access other current assets. Occasionally, a planned purchase may decrease this number temporarily. In those cases, 30-60 days cash on hand with an upward trend is acceptable. A school with less than 15 days cash on hand is in financial distress and is at risk of automatic closure.



Default

The school has met all financial obligations for at least 3 consecutive years.

Exceeds Standard

Why this Matters:

This measure identifies whether a school has defaulted on any of its financial obligations. Default can mean many things. Examples of default include: paying bills late, failing to make payroll, or inaccurately filing reports required for funding. Default can also include a failure to meet any additional requirements of long-term debt as established by the lender (such as meeting a specific enrollment target or maintaining a greater amount of cash on hand than the PCSC requires).

Any act of default can result in disruption of services, loans being called due, or funding that is inaccurate or withheld.

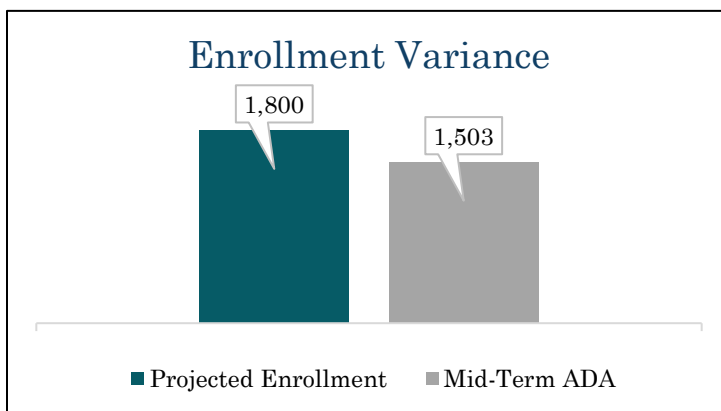
Enrollment Variance

The school achieved and sustained less than 90% of its projected enrollment and did not provide a mid-year amended budget evidencing a break-even financial plan.

Enrollment Variance:
83.5%

**Does Not Meet
Standard**

Why this Matters:



The Enrollment Variance measure considers what percentage of a school's projected enrollment was achieved. As the majority of a public school's funding is generated by student enrollment, this measure reflects a school's ability to execute its budget to plan.

A school that achieves at least 95% of its projected enrollment will likely experience few bumps and may make

minor adjustments. A school that achieves less than 95% of projected enrollment is likely to face budget challenges requiring more significant budget amendments and may be in financial distress.

Financial Outcomes
SUSTAINABILITY MEASURES

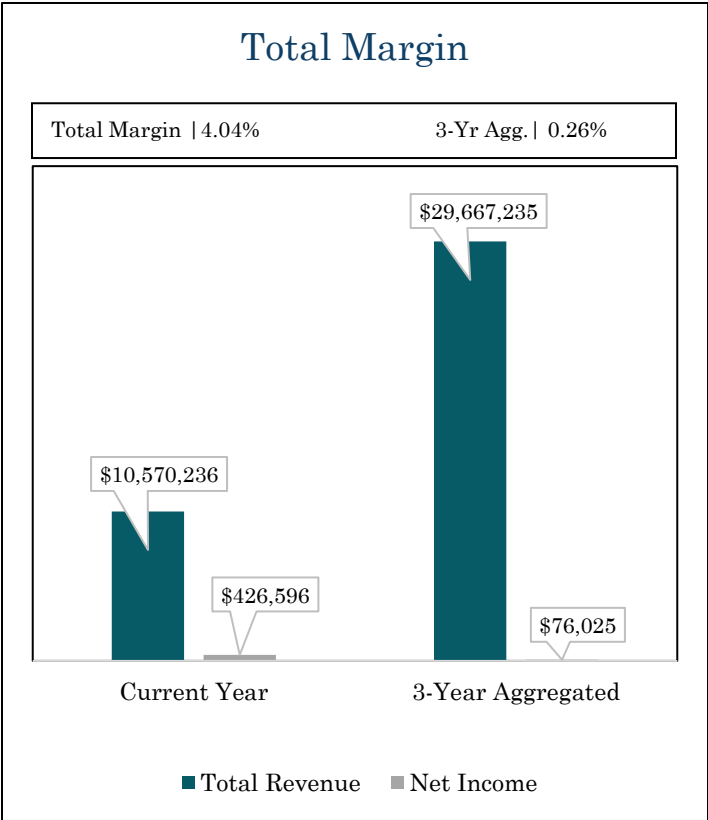
These measures help determine whether a school is likely to remain financially stable into the future.

RATING LEGEND	DOES NOT MEET STANDARD	APPROACHES STANDARD	MEETS STANDARD	EXCEEDS STANDARD	NOT RATED DUE TO PANDEMIC
------------------	---------------------------	------------------------	-------------------	---------------------	------------------------------

Total Margin

The school's aggregated 3-year total margin is positive and the most recent year's total margin is positive.	CY Total Margin: 4.04%	Meets Standard
	3-Year Aggregated: 0.26%	

Why this Matters:



The Total Margin compares a school's total revenue to its net income. Specifically, this measure identifies what percentage of a school's total revenue in a given year was not expended during that year. A school with a positive total margin spent less than it brought in. That is, the school is living within its means and can plan for future purchases and investments.

An occasional negative total margin may indicate that a planned or necessary purchase has taken place. This is not necessarily a negative indicator. However, if the Total Margin is chronically negative or severe decreases appear, the school may be in financial distress. Aggregating this margin over three years helps to identify these long-term trends.

Note: for the purposes of this calculation, pension liability is excluded from the school's net income.

Cash Flow

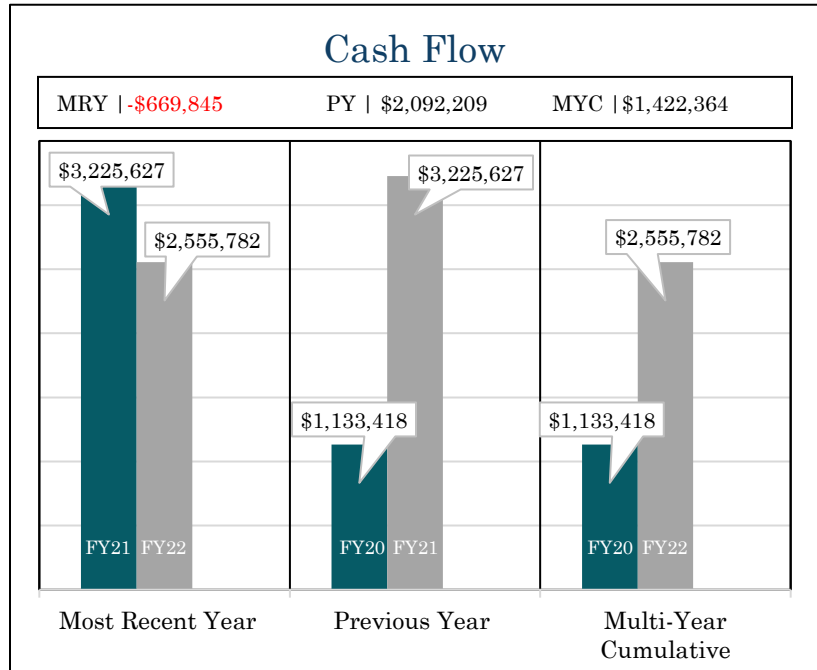
The school's multi-year cumulative cash flow is positive, but the most recent year's cash flow is negative.	Most Recent Year: -\$669,845 Previous Year: \$2,092,209 Multi-Year \$1,422,364	Approaches Standard
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Why this Matters:

The Cash Flow measure considers the change in a school's cash balance over time. A school with a positive cash flow is increasing its reserves and is likely able to fund future projects and purchases.

A school with a negative cash flow is using its existing reserves to fund general operations and is not likely to have the financial flexibility to fund future plans.

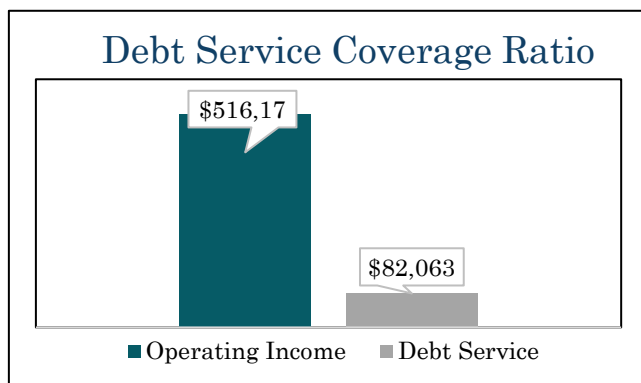
A multi-year cumulative cash flow helps to identify long-term trends.



Debt Service Coverage Ratio

The school's debt service coverage ratio is 1.5 or greater.	Debt Service Coverage Ratio: 6.29	Exceeds Standard
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Why this Matters:



This measure evaluates a school's ability to make payments on debt due in a given year using only that year's income. This helps determine whether a school has more debt than it can manage.

A school with more Operating Income than Debt Service (a Debt Service Coverage Ratio greater than 1) can meet the financial obligations of their debt. A school with more Debt Service

than Operating Income (a ratio of less than 1) is reliant on either reserves or revenues anticipated in future years to meet its debt obligations.

Debt to Asset Ratio

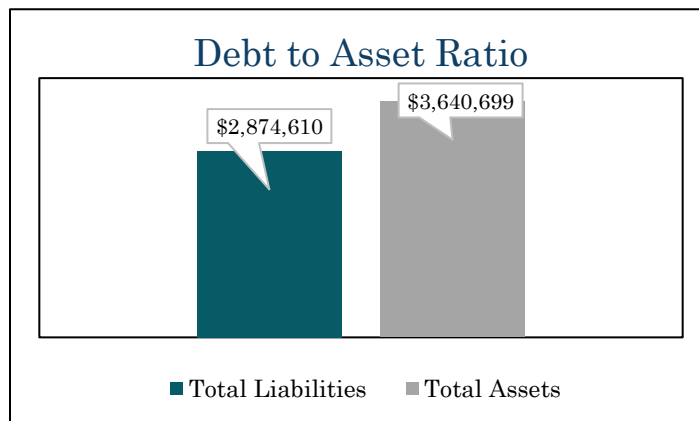
The school's Debt to Asset Ratio is less than 0.9.	Debt/Asset Ratio: 0.79	Meets Standard
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Why This Matters:

The Debt to Asset Ratio compares a school's total liabilities to its total assets. This helps determine whether a school would be able to meet both its short and long-term financial obligations.

A school whose total liabilities are 90% or less of its Total Assets is likely to be able to repay all short-term debts and still manage to set its long-term affairs in order in a worst-case scenario. A school with more liabilities than assets would not be able to meet all its financial obligations in a worst-case scenario.

Note: for the purposes of this measure, pension liability is excluded from the school's total liabilities.

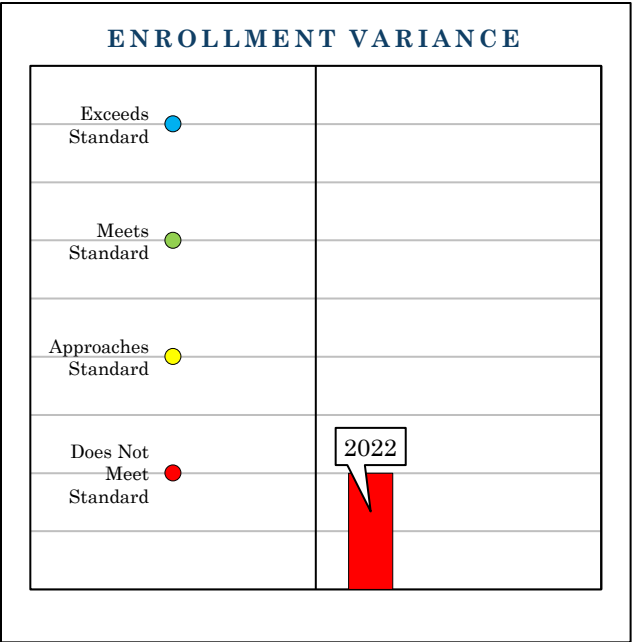
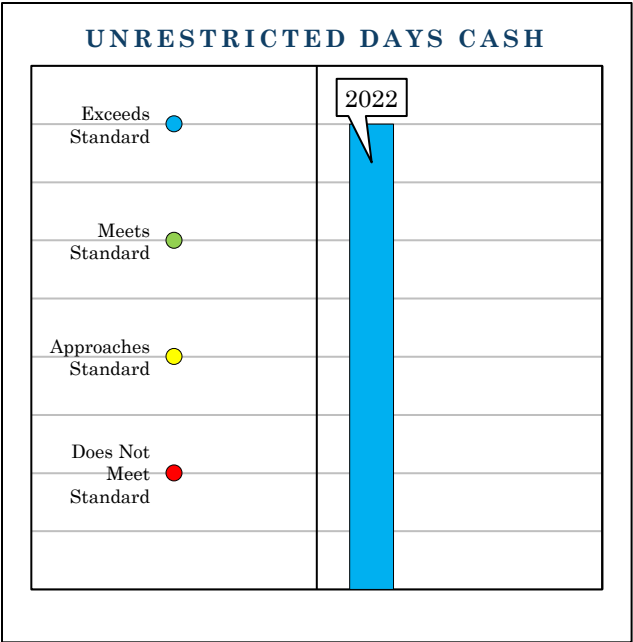
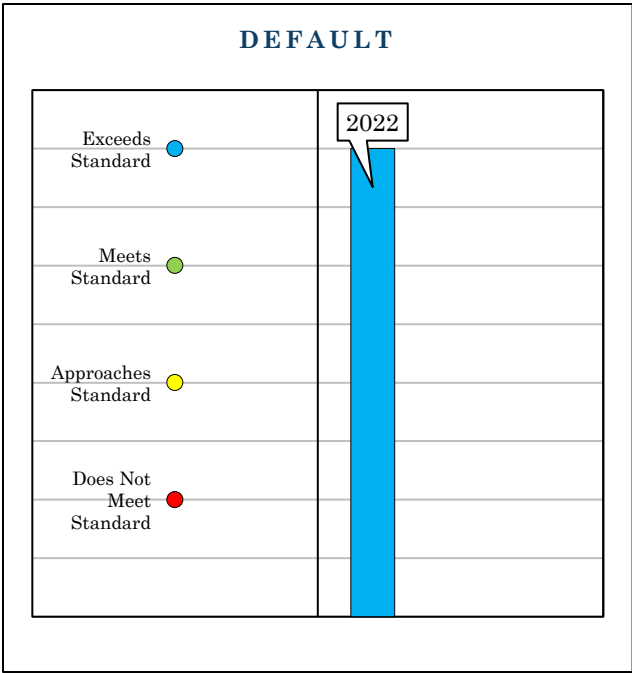
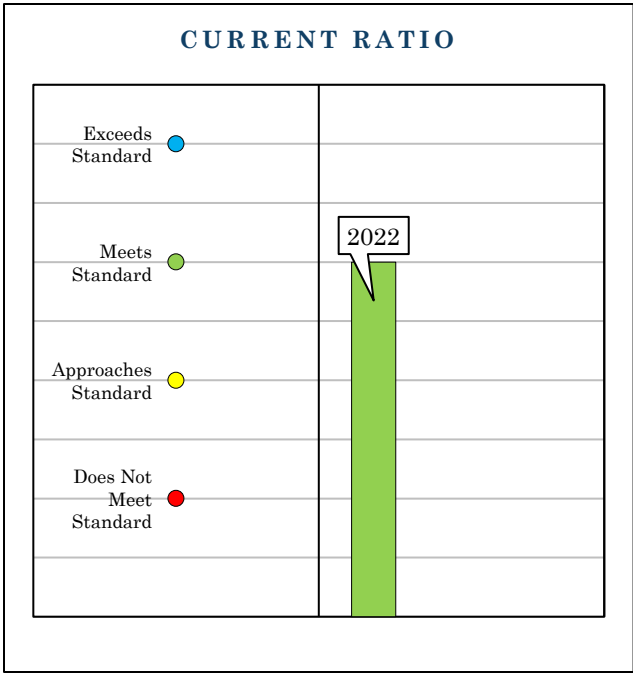


Financial Compliance

Standard Rating: Exceeds Standard	
Financial Operations	Data and/or Evidence Source
The school's finances are managed in compliance with GAAP.	Financial Audit: 10/26/22
Expenditures and contracts are posted online appropriately.	School's Expenditure Page
The school maintains compliant internal controls.	Financial Audit: 10/26/22
The school is not operating under a Notification of Fiscal Concern.	NA
The school is not operating under a Notification of Possible or Imminent Closure.	NA
Comments/Context	

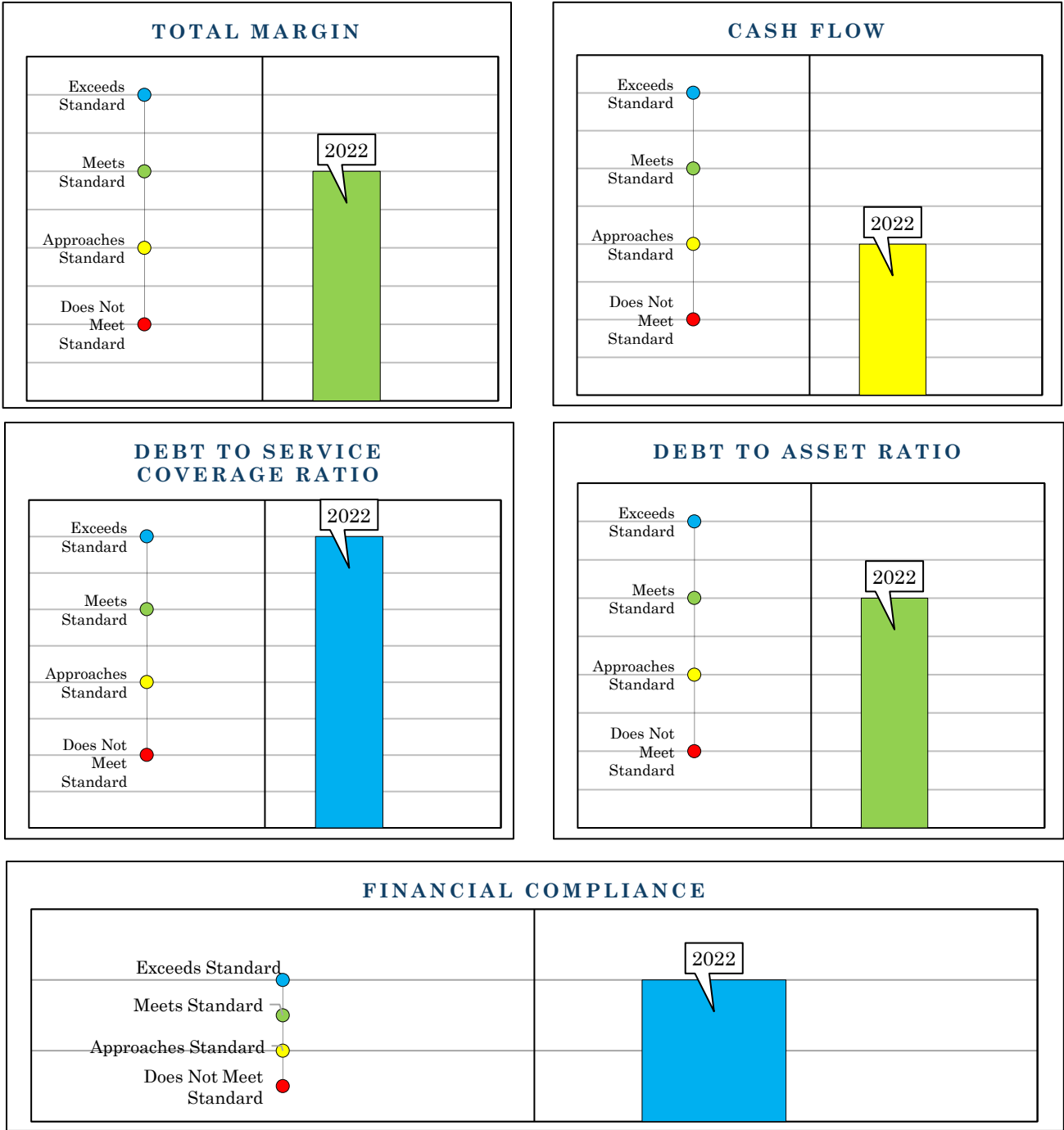
Historical Performance: Near-Term Health Measures

The charts below provide an overview of a school’s performance throughout their current (5) year certificate term. Schools are encouraged to consider how this data might be used to drive strategic planning as the school approaches its next renewal decision.



Historical Performance: Sustainability Measures

The charts below provide an overview of a school’s performance throughout their current (5) year certificate term. Schools are encouraged to consider how this data might be used to drive strategic planning as the school approaches its next renewal decision.



*The 2021-2022 Annual Report has been finalized by the
Idaho Public Charter School Commission staff.*

If you have any questions or comments, please contact
the IPCSC.



514 W. Jefferson, Suite 303
Boise, ID 83720
208-332-1561

INSPIRE ACADEMICS, INC.

Boise, Idaho

Audited Financial Statements
For the Years Ended
June 30, 2022 and 2021

INSPIRE ACADEMICS, INC.
Boise, Idaho

TABLE OF CONTENTS

	<u>PAGE</u>
Independent Auditor's Report.....	1-3
 FINANCIAL STATEMENTS	
Statements of Financial Position	4
Statements of Activities	5-6
Statements of Cash Flows	7
Statements of Functional Expense	8-9
Notes to the Financial Statements	10-15
 SUPPLEMENTARY INFORMATION	
Schedule I – Statement of Net Position	16
Schedule II – Statement of Activities	17
Schedule III – Balance Sheet	18
Schedule IV – Reconciliation of Total Governmental Fund Balances to Net Position of Governmental Activities	19
Schedule V – Statement of Revenues, Expenditures and Changes in Fund Balance – Budget and Actual.....	20
Schedule VI – Reconciliation of the Statement of Revenues, Expenditures and Changes in Fund Balance of Governmental Funds to the Statement of Activities.....	21
 GENERAL FUND	
Schedule VII – Statement of Revenues, Expenditures and Changes in Fund Balance – Budget and Actual	22

PAGE

Schedule VIII – Statement Expenditures By Function - Budget and Actual	23-24
---	-------

NONMAJOR FUNDS

Schedule IX – Combining Balance Sheet	25
Schedule X – Combining Statement of Revenues, Expenditures and Changes in Fund Balances	26

Title I-A, ESSA Improving Basic Programs Fund

Schedule XI – Statement of Revenues, Expenditures and Changes in Fund Balance – Budget and Actual	27
--	----

IDEA Part B (611 School Age 3-21) Fund

Schedule XII – Statement of Revenues, Expenditures and Changes in Fund Balance – Budget and Actual	28
---	----

ESSER I and ESSER II Fund

Schedule XIII – Statement of Revenues, Expenditures and Changes in Fund Balance – Budget and Actual	29
--	----

Title II-A, ESEA Supporting Effective Instruction Fund

Schedule XIV – Statement of Revenues, Expenditures and Changes in Fund Balance – Budget and Actual	30
---	----

SINGLE AUDIT SECTION

Schedule of Expenditures of Federal Awards	31
Notes to Schedule of Expenditures of Federal Awards	32

Independent Auditor’s Report on Internal Control over Financial Reporting And on Compliance And Other Matters Based on an Audit of Financial Statements Performed in Accordance with <i>Government Auditing Standards</i>.....	33-34
---	--------------

Independent Auditor’s Report on Compliance for Each Major Program And on Internal Control Over Compliance Required by The Uniform Guidance	35-37
---	--------------

Schedule of Findings and Questioned Costs	38-39
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INDEPENDENT AUDITOR'S REPORT

To the Board of Directors
Inspire Academics, Inc.
Boise, Idaho 83704

Report on the Audit of the Financial Statements

Opinion

We have audited the accompanying financial statements of Inspire Academics, Inc. (a nonprofit organization), which comprise the statements of financial position as of June 30, 2022 and 2021, and the related statements of activities, functional expenses, and cash flows for the years then ended, and the related notes to the financial statements.

In our opinion, the financial statements present fairly, in all material respects, the financial position of Inspire Academics, Inc. as of June 30, 2022 and 2021, and the changes in its net assets and its cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinion

We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of Inspire Academics, Inc. and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Responsibilities of Management for the Financial Statements

Management is responsible for the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America, and for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about Inspire Academics, Inc.'s ability to continue as a going concern within one year after the date that the financial statements are available to be issued.

Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with generally accepted auditing standards and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with generally accepted auditing standards and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of Inspire Academics, Inc.'s internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about Inspire Academics, Inc.'s ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control-related matters that we identified during the audit.

Supplementary Information

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The accompanying Schedules I through XIV and schedule of expenditures of federal awards, as required by Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*, is presented for purposes of additional analysis and is not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, Schedules I through XIV and the schedule of expenditures of federal awards is fairly stated, in all material respects, in relation to the financial statements as a whole.

Emphasis of Matter

We draw your attention to Note 2 which requires Inspire Academics, Inc. to submit to the Idaho State Department of Education financial statements in accordance with accounting principles generally accepted in the United States of America for governmental entities. Schedules I through XIV have been presented for this purpose. Our opinion is not modified with respect to this matter.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated October 19, 2022 on our consideration of Inspire Academics, Inc.'s internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of Inspire Academics, Inc.'s internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Inspire Academics, Inc.'s internal control over financial reporting and compliance.

Hayden Ross, PLLC

Moscow, Idaho
October 19, 2022

FINANCIAL STATEMENTS

INSPIRE ACADEMICS, INC.

Boise, Idaho

STATEMENTS OF FINANCIAL POSITION

June 30, 2022 and 2021

	<u>2022</u>	<u>2021</u>
ASSETS		
Current assets		
Cash	2,555,782	3,559,354
Federal support receivable	270,638	559,986
State support receivable	429,177	407,632
Prepaid expense and other current assets	2,800	8,943
Less: restricted assets	(459,232)	(333,727)
Total current assets	<u>2,799,165</u>	<u>4,202,188</u>
Property and equipment		
Leasehold improvements	26,453	26,453
Furniture and equipment	114,209	114,208
Less: accumulated depreciation	(139,947)	(132,431)
Net property and equipment	<u>715</u>	<u>8,230</u>
Other assets		
Restricted assets	459,232	333,727
Total other assets	<u>459,232</u>	<u>333,727</u>
Total assets	<u><u>\$ 3,259,112</u></u>	<u><u>\$ 4,544,145</u></u>
LIABILITIES AND NET ASSETS		
Current liabilities		
Accounts payable	2,312,438	4,036,951
Salaries and benefits payable	484,062	464,226
Total current liabilities	<u>2,796,500</u>	<u>4,501,177</u>
Total liabilities	<u>2,796,500</u>	<u>4,501,177</u>
Net assets		
With donor restrictions	459,232	333,727
Without donor restrictions	3,380	(290,759)
Total net assets	<u>462,612</u>	<u>42,968</u>
Total liabilities and net assets	<u><u>\$ 3,259,112</u></u>	<u><u>\$ 4,544,145</u></u>

INSPIRE ACADEMICS, INC.

Boise, Idaho

STATEMENT OF ACTIVITIES
For the Year Ended June 30, 2022

	Without Donor Restrictions	With Donor Restrictions	Total
REVENUE, GRANTS AND OTHER SUPPORT			
Federal support	67,827	1,030,283	1,098,110
State support	9,343,591	125,505	9,469,096
Local support	2,571	-	2,571
Interest	459	-	459
Total revenue, grants and other support	9,414,448	1,155,788	10,570,236
NET ASSETS RELEASED FROM RESTRICTIONS			
Restrictions satisfied by payments	1,030,283	(1,030,283)	-
Total net assets released from restrictions	1,030,283	(1,030,283)	-
EXPENSE			
Program (instructional)	6,932,058	-	6,932,058
Administrative (support)	3,211,019	-	3,211,019
Depreciation	7,515	-	7,515
Total expense	10,150,592	-	10,150,592
Change in net assets	294,139	125,505	419,644
Net assets - beginning of year	(290,759)	333,727	42,968
Net assets - end of year	\$ 3,380	\$ 459,232	\$ 462,612

INSPIRE ACADEMICS, INC.

Boise, Idaho

STATEMENT OF ACTIVITIES
For the Year Ended June 30, 2021

	Without Donor Restrictions	With Donor Restrictions	Total
REVENUE, GRANTS AND OTHER SUPPORT			
Federal support	876,750	1,533,229	2,409,979
State support	9,502,170	73,439	9,575,609
Interest	221	-	221
Total revenue, grants and other support	10,379,141	1,606,668	11,985,809
NET ASSETS RELEASED FROM RESTRICTIONS			
Restrictions satisfied by payments	1,533,229	(1,533,229)	-
Total net assets released from restrictions	1,533,229	(1,533,229)	-
EXPENSE			
Program (instructional)	8,385,674	-	8,385,674
Administrative (support)	3,589,554	-	3,589,554
Depreciation	10,180	-	10,180
Total expense	11,985,408	-	11,985,408
Change in net assets	(73,038)	73,439	401
Net assets - beginning of year	(217,721)	260,288	42,567
Net assets - end of year	\$ (290,759)	\$ 333,727	\$ 42,968

INSPIRE ACADEMICS, INC.

Boise, Idaho

STATEMENT OF CASH FLOWS
For the Years Ended June 30, 2022 and 2021

	<u>2022</u>	<u>2021</u>
Cash Flows from Operating Activities		
Cash received from local support	2,571	-
Cash received from federal support	1,387,458	2,080,271
Cash received from state support	9,447,551	9,642,134
Cash received from interest	459	221
Cash paid to suppliers and employees	<u>(11,841,611)</u>	<u>(9,556,978)</u>
Net cash provided by (used in) operating activities	<u>(1,003,572)</u>	<u>2,165,648</u>
Cash Flows from Investing Activities	<u>-</u>	<u>-</u>
Cash Flows from Financing Activities	<u>-</u>	<u>-</u>
Net Increase (Decrease) in Cash and Cash Equivalents	(1,003,572)	2,165,648
Cash and Cash Equivalents - Beginning of Year	<u>3,559,354</u>	<u>1,393,706</u>
Cash and Cash Equivalents - End of Year	<u><u>\$ 2,555,782</u></u>	<u><u>\$ 3,559,354</u></u>
Reconciliation of change in net assets to net cash provided by (used in) operating activities:		
Change in net assets	419,644	401
Adjustments to reconcile change in net assets to net cash provided by (used in) operating activities:		
Depreciation	7,515	10,180
Decrease (increase) in operating assets		
Federal support receivable	289,348	(329,708)
State support receivable	(21,545)	66,525
Prepaid expenses and other current assets	6,143	2,349
Increase (decrease) in operating liabilities		
Accounts payable	(1,724,513)	2,279,889
Salaries and benefits payable	<u>19,836</u>	<u>136,012</u>
Net cash provided by (used in) operating activities	<u><u>\$ (1,003,572)</u></u>	<u><u>\$ 2,165,648</u></u>

INSPIRE ACADEMICS, INC.

Boise, Idaho

STATEMENT OF FUNCTIONAL EXPENSE**For the Year Ended June 30, 2022**

	Program (Instructional)	Administrative (Support)	Other	Total
Salaries	2,621,465	604,728	-	3,226,193
Benefits	1,067,950	242,897	-	1,310,847
Purchased services	3,242,643	2,332,237	-	5,574,880
Supplies-materials	-	1,480	-	1,480
Insurance	-	29,677	-	29,677
Depreciation	-	-	7,515	7,515
Total expense	<u>\$ 6,932,058</u>	<u>\$ 3,211,019</u>	<u>\$ 7,515</u>	<u>\$ 10,150,592</u>

INSPIRE ACADEMICS, INC.

Boise, Idaho

STATEMENT OF FUNCTIONAL EXPENSE**For the Year Ended June 30, 2021**

	Program (Instructional)	Administrative (Support)	Other	Total
Salaries	2,888,872	620,263	-	3,509,135
Benefits	1,175,593	246,899	-	1,422,492
Purchased services	4,321,209	2,600,244	-	6,921,453
Supplies-materials	-	113,275	-	113,275
Insurance	-	8,873	-	8,873
Depreciation	-	-	10,180	10,180
Total expense	<u>\$ 8,385,674</u>	<u>\$ 3,589,554</u>	<u>\$ 10,180</u>	<u>\$ 11,985,408</u>

INSPIRE ACADEMICS, INC.
Boise, Idaho

NOTES TO THE FINANCIAL STATEMENTS
June 30, 2022 and 2021

NOTE 1 Organization

Inspire Academics, Inc. is a virtual charter school servicing students in grades K-12 throughout Idaho. The School is organized as a non-profit organization and was approved by the Idaho Charter School Commission and the Idaho Department of Education in accordance with Idaho Statute Title 33 Chapter 52. Inspire Academics, Inc. is governed by the Inspire Academics, Inc. Board of Directors which has responsibility and control over all activities related to public school education within the School. The School receives funding from local, state, and federal government sources and must comply with all the requirements of these funding source entities. Board members are elected in the manner and for the terms provided in the by-laws of the corporation and have decision-making authority, the power to designate management, the ability to significantly influence operations, and the primary accountability for fiscal matters.

NOTE 2 Summary of Significant Accounting Policies

Restricted Support - The School reports gifts of cash and other assets as restricted support if they are received with donor stipulations that limit the use of the donated assets. When a donor restriction expires, either when a stipulated time restriction ends or a purpose restriction is accomplished, net assets with donor restrictions are reclassified to net assets without donor restrictions and reported in the statement of activities as net assets released from restrictions. The School reports gifts of land, buildings, and equipment as unrestricted support unless explicit donor stipulations specify how the donated assets must be used.

Net Assets - Net assets are classified based on the existence or absence of donor-imposed restrictions. Accordingly, the net assets of the School and changes therein are classified as follows:

Net Assets without Donor Restrictions – Net assets that are not subject to donor-imposed restrictions and may be expended for any purpose in performing the primary objectives of the School. The School's board may designate assets without restrictions for specific operational purposes from time to time.

Net Assets with Donor Restrictions – Net assets subject to stipulations imposed by donors, and grantor. Some donor restrictions are temporary in nature and those restrictions will be met by actions of the School or by the passage of time. Other donor restrictions are perpetual in nature, whereby the donor has stipulated the funds be maintained in perpetuity.

NOTE 2 Summary of Significant Accounting Policies (Continued)

Basis of Accounting - The School uses the accrual basis of accounting. Revenues are recognized as earned, and expenses are recognized when incurred.

Cash - The School has no requirement to hold cash in separate accounts.

Accounts Receivable - No allowance for uncollectible accounts is calculated by the School since all receivables were deemed to be collectible.

Income Tax Status - The School is exempt from income taxes under Section 501(c)(3) of the Internal Revenue Code except for income, if any, derived from unrelated business. The School's Forms 990, *Return of Organization Exempt from Income Tax*, for the years ended 2020, 2021, and 2022 are subject to examination by the IRS, generally for three years after the returns are filed.

Cost Allocation - The financial statements report certain categories of expenses that are attributable to more than one program or supporting function. The School does not have any indirect expenses that would need to be allocated as of June 30, 2022 and 2021. Therefore, there is no cost allocation required.

Property and Equipment - The cost of property and equipment is depreciated over the estimated useful lives of the assets. Major expenditures costing at least \$1,000 which substantially increase useful lives are capitalized. Maintenance, repairs, and minor renewals are expensed as incurred. Depreciation is computed on the straight-line method for financial reporting purposes. The useful lives of property and equipment for purposes of computing depreciation are 3 to 15 years for furniture and equipment and 40 years for buildings. Depreciation expense for the years ended June 30, 2022 and 2021 was \$7,515 and \$10,180.

Use of Estimates - The process of preparing financial statements in conformity with accounting principles generally accepted in the United States of America requires the use of estimates and assumptions regarding certain types of assets, liabilities, revenues and expenses, and actual results may differ from estimated amounts.

Statement of Cash Flows - For purposes of the Statement of Cash Flows, the School considers all highly liquid debt instruments with a maturity of three months or less to be cash equivalents.

Reports Required by the State - Idaho Department of Education requires the School to submit financial information in accordance with accounting principles generally accepted in the United States of America for governmental entities. This information is included as supplemental information to the basic financial statements. The General Fund accounts for activities for general operations and the other funds presented are used to account for activities related to restricted funds and grants the School received.

NOTE 2 Summary of Significant Accounting Policies (Continued)

Subsequent Events - Subsequent events have been evaluated through the date of the auditor's report. This is the date the financial statements were available to be issued. The School has determined that no material subsequent events have occurred.

NOTE 3 Net Assets with Donor Restrictions

Net assets with donor restrictions are restricted for the following purposes:

	<u>2022</u>	<u>2021</u>
Subject to expenditure for specified purpose:		
School building maintenance	<u>459,232</u>	<u>333,727</u>
Total net assets with donor restrictions	<u>\$459,232</u>	<u>\$333,727</u>

NOTE 4 Liquidity and Availability of Financial Assets

The following reflects the School's financial assets as of the statement of financial position date, reduced by amounts not available for general use because of contractual or donor-imposed restrictions within one year of the statement of financial position date.

	<u>2022</u>	<u>2021</u>
Financial assets, at year end		
Cash and cash equivalents	2,555,782	3,559,354
Federal receivables	270,638	559,986
State receivables	<u>429,177</u>	<u>407,632</u>
Total financial assets at year end	<u>3,255,597</u>	<u>4,526,972</u>
Less those unavailable for general expenditures within one year, due to:		
Restricted by donor with time or purpose restrictions	<u>(459,232)</u>	<u>(333,727)</u>
Financial assets available to meet cash needs for general expenditures within one year	<u>\$2,796,365</u>	<u>\$4,193,245</u>

As part of the School's liquidity management, it has a policy to structure its financial assets to be available as its general expenditures, liabilities, and other obligations come due.

NOTE 5 Concentration of Credit Risk

Inspire Academics, Inc. maintains one checking account at a single bank. The Federal Deposit Insurance Corporation (FDIC) insures up to \$250,000 at an institution for fiscal year-end 2022 and 2021. At fiscal year-end 2022 and 2021 cash exceeded FDIC insurance by \$2,306,968 and \$3,309,762 respectively.

NOTE 6 Commitments

The School has contracted with Connections Academy of Idaho, LLC to provide instructional materials and services as well as administrative and technology services. As compensation for these services, the School negotiates a schedule for each year of the term of agreement, which remains in effect until June 30, 2022. Fees for the years ended June 30, 2022 and 2021 were:

	<u>2022</u>	<u>2021</u>
Enrollment/unit based fees	4,676,676	6,003,209
Revenue based fees	<u>1,899,981</u>	<u>2,114,029</u>
	6,576,657	8,117,238
Less: Discretionary fee reduction	<u>(1,367,652)</u>	<u>(1,495,900)</u>
Total	<u>\$ 5,209,005</u>	<u>\$ 6,621,338</u>

At June 30, 2022 and 2021 the School owed Connections Academy of Idaho, LLC \$2,268,431 and \$4,010,067 respectively.

NOTE 7 Minimum Future Rental Payments

The School entered into a lease agreement with FPA Emerald Associates on April 8, 2020 through August 31, 2023 with an initial monthly installment of \$6,143 for the first year, \$6,327 for the second year and \$6,517 for the final year.

Future minimum lease payments by fiscal year are as follows:

Fiscal Year Ended June 30,	
2023	77,824
2024	<u>13,034</u>
Total	<u>\$ 90,858</u>

NOTE 8 Major Funding Source

The School received a majority of its revenue from the Idaho Department of Education.

	<u>2022</u>	<u>% of Total Revenue</u>
Idaho Department of Education	\$9,469,096	89.58%
	<u>2021</u>	<u>% of Total Revenue</u>
Idaho Department of Education	\$9,575,609	79.89%

NOTE 9 Employee's Retirement System

Public Employee Retirement System of Idaho (PERSI), The PERSI Base Plan, a cost sharing multiple-employer public retirement system, was created by the Idaho State Legislature. It is a defined benefit plan requiring that both the member and the employer contribute. The Plan provides benefits based on members' years of service, age, and compensation. In addition, benefits are provided for disability, death, and survivors of eligible members or beneficiaries. The authority to establish and amend benefit provisions is established in Idaho Code. Designed as a mandatory system for eligible state and school employees, the legislation provided for other political subdivisions to participate by contractual agreement with PERSI. After 5 years of credited service, members become fully vested in retirement benefits earned to date. Members are eligible for retirement benefits upon attainment of the ages specified for their employment classification. For each month of credited service, the annual service retirement allowance is 2.0% of the average monthly salary for the highest consecutive 42 months.

The actuarially determined contribution requirements of the School and its employees are established and may be amended by the PERSI Board of Trustees. For the year ended June 30, 2022, the required contribution rate as a percentage of covered payroll for members was 7.16%. The employer rate as a percentage of covered payroll was 11.94%. The School's contributions required and paid were \$374,781 and \$412,857, for the years ended June 30, 2022 and 2021, respectively.

PERSI is subject to pronouncement issued by the Governmental Accounting Standards Board (GASB) and was required to implement GASB 67, *Financial Reporting for Pension Plan-an amendment of GASB Statement No. 25*, effective as of June 30, 2014. The statement established standards and specified the required approach for measuring the pension (asset) liability of contributing entities for benefits provided through the pension plan (the net pension (asset) liability). As of June 30, 2021, the most recent available audited financial statement of PERSI at the time of issuance, the Plan was reported to be 100.36% funded. The School's proportion of the net pension (asset) liability was based on the School's share of contributions in the Base Plan pension plan relative to the total contributions of all participating PERSI Base Plan employers. At June 30, 2021 the School's proportion was 0.08902865% and the estimated net pension (asset) liability was (\$70,313).

PERSI issues publicly available stand-alone financial reports that include audited financial statements and required supplementary information. These reports may be obtained from PERSI's website www.persi.idaho.gov.

NOTE 10 Other Post-Employment Benefit Plan – Sick Leave Plan

The School contributes to the Sick Leave Insurance Reserve Fund (Sick Leave Plan) which is a cost-sharing multiple-employer defined benefit OPEB plan that covers members receiving retirement benefits that are administered by PERSI that covers substantially all employees of the State of Idaho, its agencies, and various participating political subdivisions. The cost to administer the plan is financed through the contributions and investment earnings of the plan.

NOTE 10 Other Post-Employment Benefit Plan – Sick Leave Plan (Continued)

Group retiree health, dental, accident, and life insurance premiums may qualify as a benefit. Retirees who have a sick leave account can use their balance as a credit towards these premiums paid directly to the applicable insurance company.

The contribution rate for employees are set by statute at .065% of covered compensation for state members. Covered school members contribution rates are set by statute based on the number of sick days offered by the employer. The contribution rate of 1.16% for school members with nine or ten sick days, 1.26% for school members with 11-14 sick days. If a school member has more than 14 days of sick leave, then the contribution rate will be set by the PERSI Retirement Board based on current cost and actuarial data and reviewed annually. Beginning January 1, 2020 PERSI approved an 18-month rate holiday. During the rate holiday, all sick leave contribution rates are 0%. The holiday was extended to June 30, 2026, therefore the School's contributions required and paid were \$0 for the years ended June 30, 2022 and June 30, 2021.

PERSI is subject to pronouncement issued by the Governmental Accounting Standards Board (GASB) and was required to implement GASB 74, *Financial Reporting for postemployment Benefit Plans Other Than Pension Plans*, effective as of June 30, 2017. The statement established standards and specified the required approach for measuring the OPEB asset of contributing entities for benefits provided through the OPEB plan (the net OPEB asset). As of June 30, 2021, the most recent available audited financial statement of PERSI at the time of issuance, the Plan was reported to be 152.87% funded. The School's proportion of the net OPEB asset was based on the School's share of contributions in the Base Plan OPEB plan relative to the total contributions of all participating PERSI Base Plan employers. At June 30, 2021, the School's proportion was 0.1557718% and the estimated OPEB sick leave asset was \$226,212.

PERSI issues a publicly available financial report that includes financial statements and the required supplementary information for the Sick Leave Plan. The reports may be obtained from PERSI's website www.persi.idaho.gov.

SUPPLEMENTARY INFORMATION

INSPIRE ACADEMICS, INC.
Boise, Idaho

SCHEDULE I - STATEMENT OF NET POSITION
June 30, 2022

ASSETS

Current assets:

Cash	2,555,782
Federal support receivable	270,638
State support receivable	429,177
Prepaid expenses and other current assets	2,800
Total current assets	<u>3,258,397</u>

Noncurrent assets:

Leasehold improvements	26,453
Furniture and equipment	114,209
Less: accumulated depreciation	(139,947)
Right-to-use lease asset	157,973
Less: accumulated amortization	(72,911)
Net pension asset	70,313
Net OPEB asset - sick leave	226,212
Total noncurrent assets	<u>382,302</u>

Total assets 3,640,699

DEFERRED OUTFLOWS OF RESOURCES

Net OPEB - sick leave related items	58,846
Pension related items	1,797,801
Total deferred outflows of resources	<u>1,856,647</u>

LIABILITIES

Current liabilities:

Accounts payable and other current liabilities	2,796,500
Current portion of right-to-use lease liability	66,339
Total current liabilities	<u>2,862,839</u>

Noncurrent liabilities:

Long-term portion of right-to-use lease liability	<u>11,771</u>
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Total liabilities 2,874,610

DEFERRED INFLOWS OF RESOURCES

Net OPEB - sick leave related items	115,363
Pension related items	2,249,348
Total deferred inflows of resources	<u>2,364,711</u>

NET POSITION

Net investment in capital assets	7,667
Restricted	459,232
Unrestricted	<u>(208,874)</u>

Total net position \$ 258,025

Adjustments to conform with GAAP:

Pension related items

Net OPEB asset - sick leave	(226,212)
Deferred outflow of resources	(1,856,647)
Deferred inflow of resources	2,364,711
Right-to-use lease asset, net	(85,062)
Right-to-use lease liability	78,110
Net pension asset	<u>(70,313)</u>
	<u>204,587</u>

Net assets - End of year (GAAP) \$ 462,612

INSPIRE ACADEMICS, INC.
Boise, Idaho

SCHEDULE II - STATEMENT OF ACTIVITIES
For the Year Ended June 30, 2021

		Program Revenues			Net (Expense) Revenue and Changes in Net Position
	Expenses	Charges for Services	Operating Grants and Contributions	Capital Grants and Contributions	Governmental Activities
FUNCTIONS/PROGRAMS					
Governmental activities:					
Instruction	6,629,180	-	1,092,554	-	(5,536,626)
Support Services:					
Pupil support	1,109,164	-	-	-	(1,109,164)
Staff support	217,960	-	-	-	(217,960)
General administration	1,627,805	-	-	-	(1,627,805)
School/business administration	3,581	-	-	-	(3,581)
Maintenance/custodial	103,825	-	-	-	(103,825)
Debt service	2,200	-	-	-	(2,200)
Amortization, unallocated	72,911	-	-	-	(72,911)
Depreciation, unallocated	7,515	-	-	-	(7,515)
Total School	\$ 9,774,141	\$ -	\$ 1,092,554	\$ -	(8,681,587)
General revenues					
					9,474,652
					2,571
					459
					9,477,682
					796,095
					(538,070)
					\$ 258,025

INSPIRE ACADEMICS, INC.

Boise, Idaho

SCHEDULE III - BALANCE SHEET

June 30, 2022

	General	Nonmajor Funds	Totals
ASSETS AND DEFERRED OUTFLOWS OF RESOURCES			
Assets:			
Cash	2,555,782	-	2,555,782
Federal support receivable	-	270,638	270,638
State support receivable	429,177	-	429,177
Prepaid expenses	2,800	-	2,800
Due from other funds	270,638	-	270,638
Total assets	<u>3,258,397</u>	<u>270,638</u>	<u>3,529,035</u>
Deferred outflows of resources	-	-	-
TOTAL ASSETS AND DEFERRED OUTFLOWS OF RESOURCES	<u><u>\$ 3,258,397</u></u>	<u><u>\$ 270,638</u></u>	<u><u>\$ 3,529,035</u></u>
LIABILITIES, DEFERRED INFLOWS OF RESOURCES AND FUND BALANCE			
Liabilities:			
Accounts payable	2,312,438	-	2,312,438
Accrued payroll and benefits	484,062	-	484,062
Due to other funds	-	270,638	270,638
Total liabilities	<u>2,796,500</u>	<u>270,638</u>	<u>3,067,138</u>
Deferred inflows of resource	-	-	-
Fund Balance			
Nonspendable	2,800	-	2,800
Restricted for student-occupied building maintenance	459,232	-	459,232
Unrestricted	(135)	-	(135)
Total fund balance	<u>461,897</u>	<u>-</u>	<u>461,897</u>
TOTAL LIABILITIES, DEFERRED INFLOWS OF RESOURCES AND FUND BALANCE	<u><u>\$ 3,258,397</u></u>	<u><u>\$ 270,638</u></u>	<u><u>\$ 3,529,035</u></u>

INSPIRE ACADEMICS, INC.
Boise, Idaho

**SCHEDULE IV - RECONCILIATION OF TOTAL GOVERNMENTAL FUND BALANCES
TO NET POSITION OF GOVERNMENTAL ACTIVITIES
June 30, 2022**

Total fund balances - governmental funds	461,897
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Amounts reported for governmental activities in the statement of net position are different because:

Capital assets used in governmental activities are not financial resources and therefore are not reported as assets in governmental funds:

Cost of capital assets	140,662
Accumulated depreciation	(139,947)

Right-to-use lease assets used in governmental activities are not financial resources and therefore are not reported as assets in government funds:

Cost of right-to-use lease assets	157,973
Accumulated amortization	(72,911)

Certain pension related items are recorded as a deferred outflow or inflow of resources and recognized in future periods for governmental activities:

Deferred outflow of resources	1,797,801
Deferred inflow of resources	(2,249,348)

Certain OPEB-sick leave related items are recorded as a deferred outflow or inflow of resources and recognized in future periods for governmental activities:

Deferred outflow of resources	58,846
Deferred inflow of resources	(115,363)

Total Net OPEB asset-sick leave is a long-term asset and is not available to pay current year expenditures, therefore is not reported as an asset in governmental funds

226,212

Total net pension asset for PERSI is a long-term asset and is not available to pay current year expenditures, therefore is not reported as an asset in governmental funds.

70,313

Long-term liabilities are not due and payable in the current period and therefore are not reported as liabilities in the funds. Long-term liabilities at year-end consist of the following:

Right-to-use lease liability	(78,110)
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Total net position - governmental activities

\$ 258,025

INSPIRE ACADEMICS, INC.

Boise, Idaho

SCHEDULE V - STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCES
For the Year Ended June 30, 2022

	General Fund	Nonmajor Funds	Total
REVENUES			
Local	3,030	-	3,030
State	9,469,096	-	9,469,096
Federal	67,827	1,030,283	1,098,110
Total revenues	<u>9,539,953</u>	<u>1,030,283</u>	<u>10,570,236</u>
EXPENDITURES			
Instruction	6,091,284	840,774	6,932,058
Support	2,939,447	189,509	3,128,956
Debt service	82,063	-	82,063
Total expenditures	<u>9,112,794</u>	<u>1,030,283</u>	<u>10,143,077</u>
Net change in fund balance	427,159	-	427,159
Fund balance - beginning of year	<u>34,738</u>	<u>-</u>	<u>34,738</u>
Fund balance - end of year	<u>\$ 461,897</u>	<u>\$ -</u>	<u>\$ 461,897</u>

INSPIRE ACADEMICS, INC.
Boise, Idaho

**SCHEDULE VI - RECONCILIATION OF THE STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCES OF
GOVERNMENTAL FUNDS TO THE STATEMENT OF ACTIVITIES
For the Year Ended June 30, 2022**

Net change in fund balances - total governmental funds 427,159

Amounts reported for governmental activities in the statement of activities are different because:

Capital outlays to purchase or build capital assets are reported in governmental funds as expenditures. However, for governmental activities those costs are capitalized and allocated over their estimated useful lives as annual depreciation expense in the statement of activities:

Capital outlays	-	
Depreciation expense	(7,515)	
	(7,515)	(7,515)

Capital outlays used to lease right-to-use lease assets are related in governmental funds as expenditures. However, for governmental activities those costs are capitalized and allocated over their estimated useful lives as annual amortization expense.

Lease assets	-	
Amortization expense	(72,911)	
	(72,911)	(72,911)

Repayment of the principal on long-term indebtedness is an expenditure in the governmental funds, but they reduce long-term liabilities in the Statement of Net Position and does not affect the Statement of Activities.		79,863
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Net pension liability adjustments:

Fiscal year 2021 employer PERSI contributions recognized as pension expense in the current year.	(412,857)	
Fiscal year 2022 employer PERSI contributions deferred to subsequent year	374,781	
Pension related amortization revenue (expense)	393,506	
	355,430	355,430

Net OPEB asset - sick leave adjustment:

Fiscal year 2021 employer PERSI Sick Leave contributions recognized as OPEB expense in the current year	-	
Fiscal year 2022 employer PERSI Sick Leave contributions deferred to subsequent year	-	
OPEB related amortization revenue (expense)	14,069	
	14,069	14,069

Net change in net position - governmental activities		\$ 796,095
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INSPIRE ACADEMICS, INC.

Boise, Idaho

GENERAL FUND

SCHEDULE VII - STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE - BUDGET AND ACTUAL

For the Year Ended June 30, 2022

	Actual	Budget	Variance Favorable (Unfavorable)
REVENUES			
Local:			
Earnings on investments	459	1,500	(1,041)
Other	2,571	-	2,571
Total local	3,030	1,500	1,530
State:			
Base support	7,883,826	7,082,719	801,107
Transportation support	541,958	499,390	42,568
Exceptional child support	3,891	550,202	(546,311)
Benefit apportionment	429,803	540,289	(110,486)
Other state support	484,113	676,000	(191,887)
Lottery/additional state maintenance	125,505	-	125,505
Total state	9,469,096	9,348,600	120,496
Federal:			
Unrestricted	67,827	8,000	59,827
Total revenues	9,539,953	9,358,100	181,853
EXPENDITURES			
Instruction:			
Salaries	1,944,815	2,431,542	486,727
Benefits	916,992	1,135,841	218,849
Purchased services	3,229,477	2,890,144	(339,333)
Total instruction	6,091,284	6,457,527	366,243
Support:			
Salaries	472,486	488,631	16,145
Benefits	212,492	238,335	25,843
Purchased services	2,223,312	2,131,467	(91,845)
Supplies-materials	1,480	15,000	13,520
Insurance - judgment	29,677	15,000	(14,677)
Total support	2,939,447	2,888,433	(51,014)
Capital asset program:			
Capital objects	-	12,000	12,000
Debt service:			
Principal	79,863	-	(79,863)
Interest	2,200	-	(2,200)
Total debt services	82,063	-	(82,063)
Total expenditures	9,112,794	9,357,960	245,166
Net change in fund balance	427,159	\$ 140	\$ 427,019
Fund balance - beginning of year	34,738		
Fund balance - end of year	\$ 461,897		

INSPIRE ACADEMICS, INC.

Boise, Idaho

GENERAL FUND**SCHEDULE VIII - STATEMENT OF EXPENDITURES BY FUNCTION - BUDGET AND ACTUAL**

For the Year Ended June 30, 2022

	<u>Actual</u>	<u>Budget</u>	<u>Variance Favorable (Unfavorable)</u>
INSTRUCTION			
Elementary school program:			
Salaries	408,337	549,420	141,083
Benefits	399,586	236,452	(163,134)
Purchased services	919,801	997,297	77,496
Total elementary school program	<u>1,727,724</u>	<u>1,783,169</u>	<u>55,445</u>
Secondary school program:			
Salaries	1,234,533	1,343,814	109,281
Benefits	403,552	660,125	256,573
Purchased services	2,309,676	1,892,847	(416,829)
Total secondary school program	<u>3,947,761</u>	<u>3,896,786</u>	<u>(50,975)</u>
Alternative school program			
Salaries	-	142,235	142,235
Benefits	-	60,450	60,450
Total alternative school program	<u>-</u>	<u>202,685</u>	<u>202,685</u>
Special education program:			
Salaries	301,945	396,073	94,128
Benefits	113,854	178,814	64,960
Total special education program	<u>415,799</u>	<u>574,887</u>	<u>159,088</u>
TOTAL INSTRUCTION			
Salaries	1,944,815	2,431,542	486,727
Benefits	916,992	1,135,841	218,849
Purchased services	3,229,477	2,890,144	(339,333)
Total Instruction	<u>\$ 6,091,284</u>	<u>\$ 6,457,527</u>	<u>\$ 366,243</u>

INSPIRE ACADEMICS, INC.

Boise, Idaho

GENERAL FUND

SCHEDULE VIII - STATEMENT OF EXPENDITURES BY FUNCTION - BUDGET AND ACTUAL (CONTINUED)

For the Year Ended June 30, 2022

	Actual	Budget	Variance Favorable (Unfavorable)
SUPPORT			
Special education support services program:			
Salaries	82,795	-	(82,795)
Benefits	14,119	11,126	(2,993)
Purchased services	1,018,569	964,781	(53,788)
Total special education support services program	1,115,483	975,907	(139,576)
Instruction-related technology program:			
Purchased services	217,960	254,726	36,766
Board of education program:			
Purchased services	24,433	32,000	7,567
Insurance - judgement	29,677	15,000	(14,677)
Total board of education program	54,110	47,000	(7,110)
District administration program:			
Salaries	389,691	488,631	98,940
Benefits	198,373	227,209	28,836
Purchased services	863,326	658,889	(204,437)
Supplies - materials	1,480	15,000	13,520
Total district administration program	1,452,870	1,389,729	(63,141)
Business operations program:			
Purchased services	3,581	2,000	(1,581)
Building - care program (custodial):			
Purchased services	93,149	142,571	49,422
Maintenance - non-student occupied:			
Purchased services	2,294	76,500	74,206
TOTAL SUPPORT			
Salaries	472,486	488,631	16,145
Benefits	212,492	238,335	25,843
Purchased services	2,223,312	2,131,467	(91,845)
Supplies - materials	1,480	15,000	13,520
Insurance - judgement	29,677	15,000	(14,677)
Total support	\$ 2,939,447	\$ 2,888,433	\$ (51,014)
CAPITAL ASSET PROGRAM			
Capital assets - nonstudent occupied			
Capital objects	\$ -	\$ 12,000	\$ 12,000
DEBT SERVICE			
Principal	79,863	-	(79,863)
Interest	2,200	-	(2,200)
Total debt service	\$ 82,063	\$ -	\$ (82,063)

INSPIRE ACADEMICS, INC.
Boise, Idaho

NONMAJOR FUNDS
SCHEDULE IX - COMBINING BALANCE SHEET
June 30, 2022

	Title I-A ESSA Improving Basic Programs	ESSER I and ESSER II	IDEA Part B (611 School Age 3-21)	IDEA Part B (ARPA) American Rescue Plan Act	Title II-A, ESEA Supporting Effective Instruction	Title VII-B - McKinney- Vento Homeless	Total
ASSETS AND DEFERRED OUTFLOWS OF RESOURCES							
Assets:							
Federal support receivable	84,085	112,043	38,781	12,070	15,632	8,027	270,638
Total assets	84,085	112,043	38,781	12,070	15,632	8,027	270,638
Deferred outflows of resources	-	-	-	-	-	-	-
TOTAL ASSETS AND DEFERRED OUTFLOWS OF RESOURCES	\$ 84,085	\$ 112,043	\$ 38,781	\$ 12,070	\$ 15,632	\$ 8,027	\$ 270,638
LIABILITIES, DEFERRED INFLOWS OF RESOURCES AND FUND BALANCE							
Liabilities:							
Due to other funds	84,085	112,043	38,781	12,070	15,632	8,027	270,638
Total liabilities	84,085	112,043	38,781	12,070	15,632	8,027	270,638
Deferred inflows of resource	-	-	-	-	-	-	-
Fund Balance:							
Restricted	-	-	-	-	-	-	-
Total fund balance	-	-	-	-	-	-	-
TOTAL LIABILITIES, DEFERRED INFLOWS OF RESOURCES AND FUND BALANCE	\$ 84,085	\$ 112,043	\$ 38,781	\$ 12,070	\$ 15,632	\$ 8,027	\$ 270,638

INSPIRE ACADEMICS, INC.
Boise, Idaho

NONMAJOR FUNDS
SCHEDULE X - COMBINING STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCES
For the Year Ended June 30, 2022

	Title I-A ESSA Improving Basic Programs	ESSER I and ESSER II	IDEA Part B (611 School Age 3-21)	IDEA Part B (ARPA) American Rescue Plan Act	Title II-A, ESEA Supporting Effective Instruction	Title VII-B - McKinney- Vento Homeless	Total
REVENUES							
Federal:							
Restricted	308,535	471,125	168,416	48,586	24,623	8,998	1,030,283
Total revenues	308,535	471,125	168,416	48,586	24,623	8,998	1,030,283
EXPENDITURES							
Instruction:							
Salaries	235,738	320,275	71,297	39,623	9,717	-	676,650
Benefits	54,220	69,847	15,873	8,963	2,055	-	150,958
Purchased services	-	315	-	-	12,851	-	13,166
Total instruction	289,958	390,437	87,170	48,586	24,623	-	840,774
Support:							
Salaries	11,180	55,000	66,062	-	-	-	132,242
Benefits	2,571	12,650	15,184	-	-	-	30,405
Purchased services	4,826	13,038	-	-	-	8,998	26,862
Total support	18,577	80,688	81,246	-	-	8,998	189,509
Total expenditures	308,535	471,125	168,416	48,586	24,623	8,998	1,030,283
Net change in fund balance	-	-	-	-	-	-	-
Fund balance - beginning of year	-	-	-	-	-	-	-
Fund balance - end of year	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

INSPIRE ACADEMICS, INC.

Boise, Idaho

TITLE I-A, ESSA IMPROVING BASIC PROGRAMS FUND
SCHEDULE XI - STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE
- BUDGET AND ACTUAL
For the Year Ended June 30, 2022

	<u>Actual</u>	<u>Budget</u>	<u>Variance Favorable (Unfavorable)</u>
REVENUES			
Federal:			
Restricted	<u>308,535</u>	<u>298,100</u>	<u>10,435</u>
Total revenues	<u>308,535</u>	<u>298,100</u>	<u>10,435</u>
EXPENDITURES			
Instruction:			
Salaries	235,738	220,044	(15,694)
Benefits	<u>54,220</u>	<u>64,602</u>	<u>10,382</u>
Total instruction	<u>289,958</u>	<u>284,646</u>	<u>(5,312)</u>
Support:			
Salaries	11,180	10,400	(780)
Benefits	2,571	2,392	(179)
Purchased services	<u>4,826</u>	<u>662</u>	<u>(4,164)</u>
Total support	<u>18,577</u>	<u>13,454</u>	<u>(5,123)</u>
Total expenditures	<u>308,535</u>	<u>298,100</u>	<u>(10,435)</u>
Net change in fund balance	-	<u>\$ -</u>	<u>\$ -</u>
Fund balance - beginning of year	<u>-</u>		
Fund balance - end of year	<u>\$ -</u>		

INSPIRE ACADEMICS, INC.

Boise, Idaho

IDEA PART B (611 SCHOOL AGE 3-21) FUND
SCHEDULE XII - STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN FUND
BALANCE - BUDGET AND ACTUAL
For the Year Ended June 30, 2022

	<u>Actual</u>	<u>Budget</u>	<u>Variance Favorable (Unfavorable)</u>
REVENUES			
Federal:			
Restricted	<u>168,416</u>	<u>173,500</u>	<u>(5,084)</u>
Total revenues	<u>168,416</u>	<u>173,500</u>	<u>(5,084)</u>
EXPENDITURES			
Instruction:			
Salaries	71,297	54,448	(16,849)
Benefits	<u>15,873</u>	<u>12,657</u>	<u>(3,216)</u>
Total instruction	<u>87,170</u>	<u>67,105</u>	<u>(20,065)</u>
Support:			
Salaries	66,062	86,500	20,438
Benefits	<u>15,184</u>	<u>19,895</u>	<u>4,711</u>
Total support	<u>81,246</u>	<u>106,395</u>	<u>25,149</u>
Total expenditures	<u>168,416</u>	<u>173,500</u>	<u>5,084</u>
Net change in fund balance	-	<u>\$ -</u>	<u>\$ -</u>
Fund balance - beginning of year	<u>-</u>		
Fund balance - end of year	<u>\$ -</u>		

INSPIRE ACADEMICS, INC.

Boise, Idaho

ESSER I AND ESSER II FUND
SCHEDULE XIII - STATEMENT OF REVENUES, EXPENDITURES AND
CHANGES IN FUND BALANCE - BUDGET AND ACTUAL
For the Year Ended June 30, 2022

	<u>Actual</u>	<u>Budget</u>	<u>Variance Favorable (Unfavorable)</u>
REVENUES			
Federal:			
Restricted	471,125	506,699	(35,574)
Total revenues	471,125	506,699	(35,574)
EXPENDITURES			
Instruction:			
Salaries	320,275	286,910	(33,365)
Benefits	69,847	65,989	(3,858)
Purchased services	315	40,000	39,685
Total instruction	390,437	392,899	2,462
Support:			
Salaries	55,000	60,000	5,000
Benefits	12,650	13,800	1,150
Purchased services	13,038	40,000	26,962
Total support	80,688	113,800	33,112
Total expenditures	471,125	506,699	35,574
Net change in fund balance	-	\$ -	\$ -
Fund balance - beginning of year	-		
Fund balance - end of year	\$ -		

INSPIRE ACADEMICS, INC.

Boise, Idaho

TITLE II-A, ESEA SUPPORTING EFFECTIVE INSTRUCTION FUND
SCHEDULE XIV - STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN FUND
BALANCE - BUDGET AND ACTUAL
For the Year Ended June 30, 2022

	<u>Actual</u>	<u>Budget</u>	<u>Variance Favorable (Unfavorable)</u>
REVENUES			
Federal:			
Restricted	<u>24,623</u>	<u>34,500</u>	<u>(9,877)</u>
Total revenues	<u>24,623</u>	<u>34,500</u>	<u>(9,877)</u>
EXPENDITURES			
Instruction:			
Salaries	9,717	29,500	19,783
Benefits	2,055	-	(2,055)
Purchased services	<u>12,851</u>	<u>5,000</u>	<u>(7,851)</u>
Total instruction	<u>24,623</u>	<u>34,500</u>	<u>9,877</u>
Total expenditures	<u>24,623</u>	<u>34,500</u>	<u>9,877</u>
Net change in fund balance	-	<u>\$ -</u>	<u>\$ -</u>
Fund balance - beginning of year	<u>-</u>		
Fund balance - end of year	<u>\$ -</u>		

SINGLE AUDIT SECTION

INSPIRE ACADEMICS, INC.
Boise, Idaho

SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
For the Year Ended June 30, 2022

	Federal Assistance Listing Number	Pass-through Entity Identifying Number	Federal Grant Number	Expenditures
U. S. Department of Treasury				
Passed through State Department of Education:				
COVID-19 - Coronavirus State and Local Fiscal Recovery Funds	21.027	457	SLFRP0142	62,271
Total U.S. Department of Treasury				62,271
U.S. Department of Education				
Passed through State Department of Education:				
Special Education Cluster				
Special Education Grants to State	84.027	457	H027A210088	165,919
COVID-19 - Special Education Grants to State	84.027X	457	H027X210088	44,645
Total Special Education Grants to State				210,564
Special Education Preschool Grants	84.173	457	H173A200030	2,497
COVID-19 - Special Education Preschool Grants	84.173X	457	H173X210030	3,941
Total Special Education Preschool Grants				6,438
Total Special Education Cluster				217,002
Other Programs				
Title I Grants to Local Educational Agencies	84.010	457	S010A210012	259,251
Education for Homeless Children and Youth	84.196	457	S196A210013	8,998
Supporting Effective Instruction State Grants	84.367	457	S367A210011	48,423
Student Support and Academic Enrichment Program	84.424	457	S424A210013	25,484
COVID-19 - Elementary and Secondary				
School Emergency Relief Fund	84.425D	457	S425D210043	471,125
Total Other Programs				813,281
Total U.S. Department of Education				1,030,283
Total Expenditures of Federal Awards				\$ 1,092,554

INSPIRE ACADEMICS, INC.Boise, Idaho

NOTES TO SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS

June 30, 2022

NOTE 1 Basis of Presentation

The accompanying schedule of expenditures of federal awards (the Schedule) includes the federal award activity of Inspire Academics, Inc., under programs of the federal government for the year ended June 30, 2022. The information in this Schedule is presented in accordance with the requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Because the Schedule presents only a selected portion of the operations of Inspire Academics, Inc., it is not intended to and does not present the financial position, changes in net assets, or cash flows of Inspire Academics, Inc.

NOTE 2 Summary of Significant Accounting Policies

- (1) Expenditures reported on the Schedule are reported on the modified accrual basis of accounting. Such expenditures are recognized following the cost principles contained in the Uniform Guidance and Cost Principles for State, Local and Indian Tribal Governments, wherein certain types of expenditures are not allowable or are limited as to reimbursement.
- (2) Inspire Academics, Inc. has elected not to use the 10 percent de minimis indirect cost rate as allowed under the Uniform Guidance.

NOTE 3 Sub-Recipients

There were no awards passed through to subrecipients.

**INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER FINANCIAL
REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON
AN AUDIT OF FINANCIAL STATEMENTS PERFORMED
IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS***

To the Board of Directors
Inspire Academics, Inc.
Boise, Idaho 83704

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the Inspire Academics, Inc. (a nonprofit organization), which comprise the statement of financial position as of June 30, 2022 and 2021, and the related statements of activities, cash flows and functional expenses for the years then ended, and the related notes to the financial statements, and have issued our report thereon dated October 19, 2022.

Report on Internal Control over Financial Reporting

In planning and performing our audit of the financial statements, we considered Inspire Academics, Inc.'s internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of Inspire Academics, Inc.'s internal control. Accordingly, we do not express an opinion on the effectiveness of the Organization's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control

that might be material weaknesses or significant deficiencies. Given these limitations, during our audit, we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses or significant deficiencies may exist that have not been identified.

Report on Compliance and Other Matters

As part of obtaining reasonable assurance about whether Inspire Academics, Inc.'s financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the organization's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Hayden Ross, PLLC

Moscow, Idaho
October 19, 2022

**INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE FOR EACH MAJOR
PROGRAM AND ON INTERNAL CONTROL OVER COMPLIANCE REQUIRED
BY THE UNIFORM GUIDANCE**

To the Board of Directors
Inspire Academics, Inc.
Boise, Idaho 83704

Report on Compliance for Each Major Federal Program

Opinion on Each Major Federal Program

We have audited Inspire Academics, Inc.'s compliance with the types of compliance requirements identified as subject to audit in the OMB *Compliance Supplement* that could have a direct and material effect on each of Inspire Academics, Inc.'s major federal programs for the year ended June 30, 2022. Inspire Academics, Inc.'s major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

In our opinion, Inspire Academics, Inc. complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2022.

Basis for Opinion on Each Major Federal Program

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Our responsibilities under those standards and the Uniform Guidance are further described in the Auditor's Responsibilities for the Audit of Compliance section of our report.

We are required to be independent of Inspire Academics, Inc. and to meet our other ethical responsibilities, in accordance with relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion on compliance for each major federal program. Our audit does not provide a legal determination of Inspire Academics, Inc.'s compliance with the compliance requirements referred to above.

Responsibilities of Management for Compliance

Management is responsible for compliance with the requirements referred to above and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of laws, statutes, regulations, rules, and provisions of contracts or grant agreements applicable to Inspire Academics, Inc.'s federal programs.

Auditor's Responsibilities for the Audit of Compliance

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on Inspire Academics, Inc.'s compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with generally accepted auditing standards, *Government Auditing Standards*, and the Uniform Guidance will always detect material noncompliance when it exists. The risk of not detecting material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about Inspire Academics, Inc.'s compliance with the requirements of each major federal program as a whole.

In performing an audit in accordance with generally accepted auditing standards, *Government Auditing Standards*, and the Uniform Guidance, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding Inspire Academics, Inc.'s compliance with the compliance requirements referred to above and performing such other procedures as we considered necessary in the circumstances.
- Obtain an understanding of Inspire Academics, Inc.'s internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of Inspire Academics, Inc.'s internal control over compliance. Accordingly, no such opinion is expressed.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identified during the audit.

Report on Internal Control over Compliance

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the Auditor's Responsibilities for the Audit of Compliance section above and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance. Given these limitations, during our audit we did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above. However, material weaknesses or significant deficiencies in internal control over compliance may exist that were not identified.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

Hayden Ross, PLLC

Moscow, Idaho
October 19, 2022

INSPIRE ACADEMICS, INC.

Boise, Idaho

SCHEDULE OF FINDINGS AND QUESTIONED COSTS
For the Year Ended June 30, 2022

Section I - Summary of Auditor's Results*Financial Statements*

Type of auditor's report issued: Unmodified

Internal control over financial reporting:

- material weakness(es) identified? yes x no

- significant deficiency(ies) identified? yes x none reported

Noncompliance material to financial statements noted? yes x no

Federal Awards

Internal control over major programs:

- material weakness(es) identified? yes x no

- significant deficiency(ies) identified? yes x none reported

Type of auditor's report issued on compliance for major programs: Unmodified

Any audit findings disclosed that are required to be reported in accordance with 2 CFR section 200.516(a)? yes x no

Identification of major programs:

<u>CFDA Number(s)</u>	<u>Name of Federal Program or Cluster</u>
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84.425	Education Stabilization Fund
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Dollar threshold used to distinguish between type A and type B programs: \$750,000

Auditee qualified as a low-risk auditee? yes x no

INSPIRE ACADEMICS, INC.

Boise, Idaho

SCHEDULE OF FINDINGS AND QUESTIONED COSTS (CONTINUED)

For the Year Ended June 30, 2022

Section II - Financial Statement Findings

None.

Section III - Federal Award Findings and Questioned Costs

None.

CHARTER SCHOOL PERFORMANCE CERTIFICATE

This performance certificate is executed on this 14th day of June 2018, by and between the Idaho Public Charter School Commission (the “Authorizer”), and INSPIRE Academics Inc., commonly referred to as INSPIRE Connections Academy, (the “School”), an independent public school organized as an Idaho nonprofit corporation and established under the Public Charter Schools Law, Idaho Code Section 33-5201 *et seq*, as amended (the “Charter Schools Law.”)

RECITALS

WHEREAS, on April 14, 2005, the Authorizer approved a charter petition for the establishment of the School; and

WHEREAS, the School began operations in the year 2006; and

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

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

SECTION 1: AUTHORIZATION OF CHARTER SCHOOL

- A. Continued Operation of School.** Pursuant to the Charter Schools Law, the Authorizer hereby approves the continued operation of the School on the terms and conditions set forth in this Charter School Performance Certificate (the “Certificate”). The approved Charter is attached to this Certificate as Appendix C.
- B. Term of Agreement.** This Certificate is effective as of July 1, 2018, and shall continue through June 30, 2023, unless earlier terminated as provided herein.

SECTION 2: SCHOOL GOVERNANCE

- A. Governing Board.** The School shall be governed by a board (the “Charter Board”) in a manner that is consistent with the terms of this Certificate so long as such provisions are in accordance with state, federal, and local law. The Charter Board shall have final authority and responsibility for the academic, financial, and organizational performance of the School. The Charter Board shall also have authority for and be responsible for policy and operational decisions of the School, although nothing herein shall prevent the Charter Board from delegating decision-making authority for policy and operational decisions to officers, employees and agents of the School, as well as third party management providers.

- B. Articles of Incorporation and Bylaws.** The articles of incorporation and bylaws of the entity holding the charter shall provide for governance of the operation of the School as a nonprofit corporation and public charter school and shall at all times be consistent with all applicable law and this Certificate. The School shall notify the Authorizer of any modification to the Articles or Bylaws within five (5) business days of approval by the Charter Board.
- C. Charter Board Composition.** The composition of the Charter Board shall at all times be determined by and consistent with the Articles and Bylaws and all applicable law and policy. The Charter Board shall notify the Authorizer of any changes to its composition and provide an amended School Leadership Roster within five (5) business days of their taking effect.

SECTION 3: EDUCATIONAL PROGRAM

- A. School Mission.** The mission of the School is as follows: To help each student maximize his or her potential and meet the highest performance standards. Connections Academy is a high-quality, high-tech, high-touch “school without walls” that brings out the best in every student.
- B. Grades Served.** The School may serve students in grades K-12.
- C. Design Elements.** The School shall implement and maintain the following essential design elements of its educational program:
- Implementation of Personalized Learning Plans (PLPs) designed collaboratively by teachers, parents and students to support each student’s personal and/or academic growth
 - Ensuring appropriate one-on-one student/teacher/guardian or learning coach interaction
 - For elementary (K-5) students, the minimum interaction frequency will be bi-monthly
 - For secondary (6-12) students, the minimum will be eight (8) times per school year
 - Weekly live lessons will be consistently available to all students
 - Fostering collaborative staff teamwork through a Professional Learning Community (PLC) model
 - Providing enhanced learning through online technology
- D. Standardized Testing.** Students of the School shall be tested with the same standardized tests as other Idaho public school students.
- E. Accreditation.** The School shall be accredited as provided by rule of the state board of education.

SECTION 4: AUTHORIZER ROLE AND RESPONSIBILITIES

- A. Oversight Allowing Autonomy.** The Authorizer shall comply with the provisions of Charter School Law and the terms of this Certificate in a manner that does not unduly inhibit the autonomy of the School. The Authorizer's Role will be to evaluate the School's outcomes according to this Certificate and the Performance Framework rather than to establish the process by which the School achieves the outcomes sought.
- B. Charter School Performance Framework.** The Charter School Performance Framework ("Performance Framework") is attached and incorporated into this agreement as Appendix B. The Performance Framework shall be used to evaluate the School's academic, financial and operational performance, and shall supersede and replace any and all assessment measures, educational goals and objectives, financial operations metrics, and operational performance metrics set forth in the Charter and not explicitly incorporated into the Performance Framework. The specific terms, form and requirements of the Performance Framework, including any required indicators, measures, metrics, and targets, are determined by the Authorizer and will be binding on the School.
- C. Authorizer to Monitor School Performance.** The Authorizer shall monitor and report on the School's progress in relation to the indicators, measures, metrics and targets set out in the Performance Framework. The School shall be subject to a formal review of its academic, mission-specific, operational, and financial performance at least annually.
- D. School Performance.** The School shall achieve an accountability designation of *Good Standing* or *Honor* on each of the three sections of the Performance Framework. In the event the School is a party to a third party management contract which includes a deficit protection clause, the School shall be exempt from some or all measures within the financial portion of the Performance Framework. In accordance with Charter School Law, the Authorizer shall renew any charter in which the public charter school met all of the terms of its performance certificate at the time of renewal.
- E. Performance Framework As Basis For Renewal of Charter.** The School's performance in relation to the indicators, measures, metrics and targets set forth in the Academic and Mission-Specific, Operational and Financial sections of the Performance Framework shall provide the basis upon which the Authorizer will decide whether to renew the School's Charter at the end of the Certificate term. As part of the Performance Framework, the Authorizer agrees to consider mission-specific, rigorous, valid, and reliable indicators of the School's performance. These negotiated indicators will be included in the Mission-Specific portion of the Academic and Mission Specific section of the Performance Framework.
- F. Authorizer's Right to Review.** The School will be subject to review of its academics, operations and finances by the Authorizer, including related policies, documents and records, when the Authorizer deems such review necessary. The Authorizer shall conduct its reviews in a manner that does not unduly inhibit the autonomy granted to the School.
- G. Site Visits.** In addition to the above procedures, the Charter School shall grant reasonable access to, and cooperate with, the Authorizer, its officers, employees and other agents,

including allowing site visits by the Authorizer, its officers, employees, or other agents, for the purpose of allowing the Authorizer to fully evaluate the operations and performance of the School. The Authorizer may conduct a site visit at any time if the Authorizer has reasonable concern regarding the operations and performance of the School. The Authorizer will provide the School reasonable notice prior to its annual site visit to the School. The School shall have an opportunity to provide a written response to the site visit report no later than fourteen (14) days prior to the meeting at which the report is to be considered by the Authorizer. If no written response is provided, the School shall have the opportunity to respond orally to the site visit report at the meeting.

- H. Required Reports.** The School shall prepare and submit reports regarding its governance, operations, and/or finances according to the established policies of and upon the request of the Authorizer. However, to the extent possible, the Authorizer shall not request reports from the School that are otherwise available through student information systems or other data sources reasonably available to the Authorizer.

SECTION 5: SCHOOL OPERATIONS

- A. In General.** The School and the Charter Board shall operate at all times in accordance with all federal and state laws, local ordinances, regulations and Authorizer policies applicable to charter schools.
- B. Maximum Enrollment.** The maximum number of students who may be enrolled in the school shall be unlimited. The maximum number of students who may be enrolled per class/grade level shall be unlimited.
- C. Enrollment Policy.** The School shall make student recruitment, admissions, enrollment and retention decisions in a nondiscriminatory manner and without regard to race, color, creed, national origin, sex, marital status, religion, ancestry, disability or need for special education services. In no event may the School limit admission based on race, ethnicity, national origin, disability, gender, income level, athletic ability, or proficiency in the English language. If there are more applications to enroll in the charter school than there are spaces available, the charter school shall select students to attend using a random selection process that shall be publicly noticed and open to the public.
- D. School Facilities.** 600 N. Steelhead Way, Suite 164, Boise, ID 83704. The School shall provide reasonable notification to the Authorizer of any change in the location of its facilities.
- E. Attendance Area.** The School's primary attendance area is as follows: State of Idaho.
- F. Staff.** Instructional staff shall be certified teachers as provided by rule of the state board of education. All full-time staff members of the School will be covered by the public employee retirement system, federal social security, unemployment insurance, worker's compensation insurance, and health insurance.
- G. Alignment with All Applicable Law.** The School shall comply with all applicable federal and state laws, rules, and regulations. In the event any such laws, rules, or regulations are

amended, the School shall be bound by any such amendment upon the effective date of said amendment.

SECTION 6: SCHOOL FINANCE

- A. General.** The School shall comply with all applicable financial and budget statutes, rules, regulations, and financial reporting requirements, as well as the requirements contained in the Performance Framework incorporated into this agreement as Appendix B.
- B. Financial Controls.** At all times, the Charter School shall maintain appropriate governance and managerial procedures and financial controls which procedures and controls shall include, but not be limited to: (1) commonly accepted accounting practices and the capacity to implement them (2) a checking account; (3) adequate payroll procedures; (4) procedures for the creation and review of monthly and quarterly financial reports, which procedures shall specifically identify the individual who will be responsible for preparing such financial reports in the following fiscal year; (5) internal control procedures for cash receipts, cash disbursements and purchases; and (6) maintenance of asset registers and financial procedures for grants in accordance with applicable state and federal law.
- C. Financial Audit.** The School shall submit audited financial statements from an independent auditor to the Authorizer no later than November 1 of each year.
- D. Annual Budgets.** The School shall adopt a budget for each fiscal year, prior to the beginning of the fiscal year. The budget shall be in the Idaho Financial Accounting Reporting Management Systems (IFARMS) format and any other format as may be reasonably requested by the Authorizer.

SECTION 7: TERMINATION, NON-RENEWAL AND REVOCATION

- A. Termination by the School.** Should the School choose to terminate its Charter before the expiration of the Certificate, it may do so upon written notice to the Authorizer. Any school terminating its charter shall work with the Authorizer to ensure a smooth and orderly closure and transition for students and parents, as guided by the public charter school closure protocol established by the Authorizer attached as Appendix D.
- B. Nonrenewal.** The Authorizer may non-renew the Charter at the expiration of the Certificate if the School failed to meet one (1) or more of the terms of its Certificate. Any school which is not renewed shall work with the Authorizer to ensure a smooth and orderly closure and transition for students and parents, as guided by the public charter school closure protocol established by the Authorizer attached as Appendix D.
- C. Revocation.** The School's Charter may be revoked by the Authorizer if the School has failed to meet any of the specific, written renewal conditions attached, if applicable, as Appendix A for necessary improvements established pursuant to Idaho Code§ 33-5209B(1) by the dates specified. Revocation may not occur until the public charter school

has been afforded a public hearing, unless the Authorizer determines that continued operation of the public charter school presents an imminent public safety issue. If the School's Charter is revoked, the School shall work with the Authorizer ensure a smooth and orderly closure and transition for students and parents, as guided by the public charter school closure protocol established by the Authorizer attached as Appendix D.

- D. Dissolution.** Upon termination of the Charter for any reason by the Charter Board, or upon nonrenewal or revocation, the Charter Board will supervise and have authority to conduct the winding up of the business and other affairs of the School; provided, however, that in doing so the Authorizer will not be responsible for and will not assume any liability incurred by the School. The Charter Board and School personnel shall cooperate fully with the winding up of the affairs of the School.
- E. Disposition of School's Assets upon Termination or Dissolution.** Upon termination of the Charter for any reason, any assets owned by the School shall be distributed in accordance with Charter Schools Law.

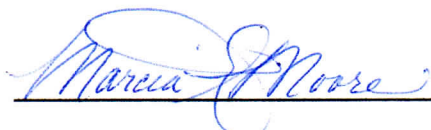
SECTION 8: MISCELLANEOUS

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

IN WITNESS WHEREOF, the Authorizer and the School have executed this Performance Certificate to be effective July 1, 2018.

Alan Reed

Chairperson, Idaho Public Charter School Commission

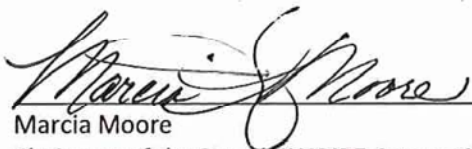
Marcia H. Moore

Chairperson, INSPIRE Academics, Inc. Board

IN WITNESS WHEREOF, the Authorizer and INSPIRE Connections Academy (INSPIRE) have executed this Amendment to their Performance Certificate to add an alternative program to their educational model. The Amendment to INSPIRE's Performance Certificate is effective as of May 10, 2019.



Alan Reed
Chairman, Idaho Public Charter School Commission



Marcia Moore
Chairman of the Board, INSPIRE Connections Academy

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

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

OPERATIONAL	Measure	Points Possible	Points Earned	FINANCIAL	Measure	Points Possible	Points Earned
Educational Program	1a	25	25	Near-Term	1a	50	NA*
	1b	25	25		1b	50	NA*
	1c	25	25		1c	50	NA*
	1d	25	25		1d	50	NA*
Financial Management & Oversight	2a	25	25	Sustainability	2a	50	NA*
	2b	25	25		2b	50	NA*
	2c	0	0		2c	50	NA*
Governance & Reporting	3a	25	25		2d	50	NA*
	3b	25	25	Total Financial Points		400	NA*
	3c	25	25	% of Financial Points			NA*
	3d	25	25				
	3e	25	25				
	3f	25	25				
School Environment	4a	0	0				
	4b	25	25				
Additional Obligations	5a	25	15				
Total Operational Points		350	340				
% of Operational Points			97%				

The financial measures above are based on industry standards. They are not intended to reflect nuances of the school's financial status. Please see the financial section of this framework for relevant contextual information that may alleviate concern.

ACCOUNTABILITY DESIGNATION	Range (% of Points Possible)	Academic Gen Ed Outcome	Academic Alt Outcome	Range	Range	Operational Outcome	Range	Financial Outcome
Honor	75% - 100%			75% - 100%	90% - 100%		85% - 100%	
Good Standing	55% - 74%			55% - 74%	80% - 89%		65% - 84%	
Remediation	31% - 54%	NA	NA	31% - 54%	61% - 79%	97%	46% - 64%	NA
Critical	0% - 30%			0% - 30%	0% - 60%		0% - 45%	

*IPCSC did not assign ratings to academic or financial data for FY21 due to the pandemic.

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

INDICATOR 1: STATE PROFICIENCY COMPARISON			
Measure 1a	Do math proficiency rates meet or exceed the state average?	Result	Points Possible Points Earned
Math Proficiency Rate Comparison to State	Exceeds Standard: The school's proficiency rate in math exceeds the state average by 16 percentage points or more.	School	NA NA
	Meets Standard: The school's proficiency rate in math is equal to the state average, or exceeds it by 1 - 15 percentage points.	41%	NA NA
	Does Not Meet Standard: The school's proficiency rate in math is 1 - 15 percentage points lower than the state average.	State	NA NA
	Falls Far Below Standard: The school's proficiency rate in math is 16 or more percentage points lower than the state average.	40%	
Notes	The state average will be determined using the same grade set as is served by the public charter school.		
Measure 1b	Do English Language Arts proficiency rates meet or exceed the state average?		Points Possible Points Earned
ELA Proficiency Rate Comparison to State	Exceeds Standard: The school's proficiency rate in ELA exceeds the state average by 16 percentage points or more.	School	NA NA
	Meets Standard: The school's proficiency rate in ELA is equal to the state average, or exceeds it by 1 - 15 percentage points.	62%	NA NA
	Does Not Meet Standard: The school's proficiency rate in ELA is 1 - 15 percentage points lower than the state average.	State	NA NA
	Falls Far Below Standard: The school's proficiency rate in ELA is 16 or more percentage points lower than the state average.	55%	
Notes	The state average will be determined using the same grade set as is served by the public charter school.		

INDICATOR 2: DISTRICT PROFICIENCY COMPARISON			
Measure 2a	Do math (or similar subject area) proficiency rates meet or exceed the district average?	Points Possible	Points Earned
Math Proficiency Rate Comparison to District	Exceeds Standard: The school's proficiency rate in math either exceeds the district average by 16 percentage points or more, or is at least 80%.	School	NA
	Meets Standard: The school's proficiency rate in math is equal to the district average, or exceeds it by 1 - 15 percentage points.	41%	NA
	Does Not Meet Standard: The school's proficiency rate in math is 1 - 15 percentage points lower than the district average.	District	NA
	Falls Far Below Standard: The school's proficiency rate in math is 16 or more percentage points lower than the district average.	34%	
Notes	The district average will be determined using the same grade set as is served by the public charter school. Idaho Falls School District will be used for comparison purposes.		
Measure 2b	Do ELA (or similar subject area) proficiency rates meet or exceed the district average?	Points Possible	Points Earned
ELA Proficiency Rate Comparison to District	Exceeds Standard: The school's proficiency rate in ELA either exceeds the district average by 16 percentage points or more, or is at least 80%.	School	NA
	Meets Standard: The school's proficiency rate in ELA is equal to the district average, or exceeds it by 1 - 15 percentage points.	62%	NA
	Does Not Meet Standard: The school's proficiency rate in ELA is 1 - 15 percentage points lower than the district average.	District	NA
	Falls Far Below Standard: The school's proficiency rate in ELA is 16 or more percentage points lower than the district average.	55%	
Notes	The district average will be determined using the same grade set as is served by the public charter school. Idaho Falls School District will be used for comparison purposes.		

INDICATOR 3: CRITERION-REFERENCED STUDENT GROWTH (GRADES K-8)			
Measure 3a	Are students making adequate academic growth to achieve math proficiency within 3 years or by 10th grade?	Points Possible	Points Earned
Criterion-Referenced Growth			
Math	Exceeds Standard: At least 85% of students are making adequate academic growth in math. Meets Standard: Between 70% and 84% of students are making adequate academic growth in math. Does Not Meet Standard: Between 50% and 69% of students are making adequate academic growth in math. Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth in math.	NA	NA
		NA	NA
		NA	NA
Notes			
Measure 3b	Are students making adequate academic growth to achieve English Language Arts proficiency within 3 years or by 10th grade?	Points Possible	Points Earned
Criterion-Referenced Growth			
ELA	Exceeds Standard: At least 85% of students are making adequate academic growth in ELA. Meets Standard: Between 70% and 84% of students are making adequate academic growth in ELA. Does Not Meet Standard: Between 50% and 69% of students are making adequate academic growth in ELA. Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth in ELA.	NA	NA
		NA	NA
		NA	NA
Notes			

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

INDICATOR 5: COLLEGE & CAREER READINESS (GRADES 9-12)		
Measure 5a	Are students graduating from high school on time?	Points Possible
Four-Year Adjusted Cohort Graduation Rate	<p>Exceeds Standard: The school's four-year ACGR was at least 90%.</p> <p>Meets Standard: The school either:</p> <p>a) had a four-year ACGR of 80% - 89% OR</p> <p>b) had a four-year ACGR of at least 66% AND met its progress goal.</p> <p>Does Not Meet Standard: The school met its progress goal but had a four-year ACGR below 66%.</p> <p>Falls Far Below Standard: The school did not meet its progress goal and had a four-year ACGR below 66%.</p>	Points Earned
		NA
		NA
		NA
<p>The school's graduation rate progress goal will be established by the state accountability system. If such goals are not established by the state accountability system in any given year, the school's graduation rate progress goal will be established as follows: The progress goal will represent the school's most recent four-year ACGR plus one-sixth of the amount of growth needed to decrease the rate of non-graduates by 50% within 6 years, using the most recent school year as the baseline year. If the school does not have baseline data, its progress goal will initially be based on the surrounding district average graduation rate.</p>		
Notes	<p>Graduation rates are calculated on a 4-year-plus-summer cohort; for this reason, data availability will always run one year behind (that is, annual reports will contain graduation rate data from the cohort preceding the most recent school year. For example, 2015-16 ACGRs will be reflected in 2017 reports.)</p> <p>The 66% "floor" established by the bottom two categories is based on ESSA's mandatory inclusion in Targeted Support of any school that graduates fewer than 2/3 of its students on time.</p>	

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

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

ALTERNATIVE INDICATOR 4: STUDENT GROWTH COMPARISON		
Alt Measure 4a	Are students making expected academic growth in math compared to their academic peers?	Points Possible Points Earned
Norm-Referenced Growth Math	<p>Exceeds Standard: The school's median student growth percentile in math is in the top 10% of alternative schools statewide.</p> <p>Meets Standard: The school's median student growth percentile in math meets or exceeds the average for alternative schools but is below the top 10%.</p> <p>Does Not Meet Standard: The school's median student growth percentile in math is below the average for alternative schools but is above the bottom 20%.</p> <p>Falls Far Below Standard: The school's median student growth percentile in math is in the bottom 20% of alternative schools.</p>	NA NA NA NA NA NA NA NA NA
Notes	This measure will be evaluated using grades 6 - 7, 7 - 8, and/or 8 - 10, as applicable.	
Alt Measure 4b	Are students making expected academic growth in English Language Arts compared to their academic peers?	Points Possible Points Earned
Norm-Referenced Growth ELA	<p>Exceeds Standard: The school's median student growth percentile in ELA is in the top 10% of alternative schools statewide.</p> <p>Meets Standard: The school's median student growth percentile in ELA meets or exceeds the average for alternative schools but is below the top 10%.</p> <p>Does Not Meet Standard: The school's median student growth percentile in ELA is below the average for alternative schools but is above the bottom 20%.</p> <p>Falls Far Below Standard: The school's median student growth percentile in ELA is in the bottom 20% of alternative schools.</p>	NA NA NA NA NA NA NA NA NA
Notes	This measure will be evaluated using grades 6 - 7, 7 - 8, and/or 8 - 10, as applicable.	
ALTERNATIVE INDICATOR 5: COLLEGE & CAREER READINESS (GRADES 9-12)		
Alt Measure 5a	Are students graduating from high school?	Points Possible Points Earned
Five-Year Cohort Graduation Rate	<p>Exceeds Standard: The school's five-year cohort graduation rate was greater than 80%.</p> <p>Meets Standard: The school had a five-year cohort graduation rate of 66% - 80% OR met its progress goal.</p> <p>Does Not Meet Standard: The school did not meet its progress goal AND had a five-year cohort graduation rate of 40% - 66%.</p> <p>Falls Far Below Standard: The school did not meet its progress goal AND had a five-year cohort graduation rate below 40%.</p>	NA NA NA NA NA NA
Notes	The school's 5 Year ACGR of 36% met the progress goal of 24.83%. The progress goal is calculated as follows: last year's 5-year ACGR plus 8.3% of the non-graduates from that cohort.	

INDICATOR 1: EDUCATIONAL PROGRAM					
Measure 1a		Is the school implementing the material terms of the educational program as defined in the charter and performance certificate?	Result	Points Possible	Points Earned
Implementation of Educational Program			No instances of non-compliance documented	25	25
				15	
				0	
Notes					25
Measure 1b		Is the school complying with applicable educational requirements?	Result	Points Possible	Points Earned
Educational Requirements			No instances of non-compliance documented	25	25
				15	
				0	
Notes					25

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

INDICATOR 2: FINANCIAL MANAGEMENT AND OVERSIGHT			
Measure 2a	Is the school meeting financial reporting and compliance requirements?	Result	Points Possible
Financial Reporting and Compliance	<p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements, including but not limited to: Complete and on-time submission of financial reports including annual budget, revised budgets (if applicable) periodic financial reports as required by PCSC, and any reporting requirements if the board contracts with an Education Service Provider; on-time completion and submission of the annual independent audit and corrective action plans (if applicable); and all reporting requirements related to the use of public funds.</p> <p>Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to financial reporting requirements; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p>	No instances of non-compliance documented	25
			15
			0
			25
Notes			
Measure 2b	Is the school following General Accepted Accounting Principles (GAAP)	Result	Points Possible
GAAP	<p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit, including but not limited to: An unqualified audit opinion, an audit devoid of significant findings and conditions, material weakness, or significant internal control weaknesses; and an audit that does not include a going concern disclosure in the notes or an explanatory paragraph within the audit report.</p> <p>Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit. Any matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits failure to comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p>	No instances of non-compliance documented	25
			15
			0
			25
Notes	No points are deducted for failure to comply with GASB 75.		
Measure 2c	Is the school successfully enrolling the projected number of students?	Result	Points Possible
Enrollment Variance	<p>Meets Standard: Enrollment variance equaled or exceeded 95 percent in the most recent fiscal year.</p> <p>Partially Meets Standard: Enrollment variance was between 90 and 95 percent in the most recent fiscal year.</p> <p>Does Not Meet Standard: Enrollment variance was less than 90 percent in the most recent fiscal year.</p>	181.00%	25
			15
			0
			25
Notes	Enrollment variance is calculated by dividing mid-term ADA by the enrollment projection reported to the PCSC at the beginning of the fiscal year.		

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

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

Measure 3f	Is the school handling information appropriately?	Result	Points Possible	Points Earned
Information Handling	<p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the handling of information, including but not limited to: maintaining the security of student records under the Family Educational Rights and Privacy Act and other applicable authorities; storing and transferring student and personnel records; and securely maintaining testing materials.</p> <p>Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and requirements of the performance certificate relating to the handling of information. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to the handling of information; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>	No instances of non-compliance documented	25	25
			15	
			0	
Notes				25

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

INDICATOR 5: ADDITIONAL OBLIGATIONS		
Measure 5a	Is the school complying with all other obligations?	Result Points Possible Points Earned
Additional Obligations	Meets Standard: The school materially complies with all other material legal, statutory, regulatory, or contractual requirements that are not otherwise explicitly stated herein, including but not limited to requirements from the following sources: revisions to statute and administrative rule; requirements of the State Department of Education; and requirements of the accrediting body.	25
	Partially Meets Standard: The school largely complies with all other material legal, statutory, regulatory, or contractual requirements that are not otherwise explicitly stated herein. Matters of non-compliance, if any, are minor and quickly remedied, with documentation, by the governing board.	see note 15 15
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with all other material legal, statutory, regulatory, or contractual requirements contained in its charter contract that are not otherwise explicitly stated herein; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.	0
		15
Notes	One concern noted, delay from initial request on 4/20/2021 for policy and other documents until fulfilled after several follow-ups on 6/4/2021	

INDICATOR 1: NEAR-TERM				
Measure 1a	Current Ratio: Current Assets divided by Current Liabilities	Result	Points Possible	Points Earned
Current Ratio	<p>Meets Standard: Current Ratio is greater than or equal to 1.1 OR Current Ratio is between 1.0 and 1.1 and one-year trend is positive (current year ratio is higher than last year's). <i>Note: For schools in their first or second year of operation, the current ratio must be greater than or equal to 1.1.</i></p> <p>Does Not Meet: Current Ratio is between 0.9 and 1.0 or equals 1.0 OR Current Ratio is between 1.0 and 1.1 and one-year trend is negative.</p> <p>Falls Far Below Standard: Current ratio is less than or equal to 0.9.</p>		NA	NA
Notes			NA	NA
Measure 1b	Current Ratio: Cash divided by Current Liabilities	Result	Points Possible	Points Earned
Cash Ratio	<p>Meets Standard: Cash Ratio is greater than 1.0 OR Cash Ratio is equal to 1.0 and one-year trend is positive (current year ratio is higher than last year's).</p> <p>Does Not Meet: Cash Ratio is between 0.9 and 1.0 OR Cash Ratio equals 1.0 and one-year trend is negative.</p> <p>Falls Far Below Standard: Cash ratio is equal to or less than 0.9.</p>		NA	NA
Notes			NA	NA
Measure 1c	Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses minus Depreciation Expense/365)	Result	Points Possible	Points Earned
Unrestricted Days Cash	<p>Meets Standard: 60 Days Cash OR Between 30 and 60 Days Cash and one-year trend is positive. <i>Note: Schools in their first or second year of operation must have a minimum of 30 Days Cash.</i></p> <p>Does Not Meet: Days Cash is between 15-30 days OR Days Cash is between 30-60 days and one-year trend is negative.</p> <p>Falls Far Below Standard: Fewer than 15 Days Cash.</p>		NA	NA
Notes			NA	NA
Measure 1d	Default	Result	Points Possible	Points Earned
Default	<p>Meets Standard: School is not in default of financial obligations. Financial obligations include, but are not limited to: nonpayment, breach of financial representation, non-reporting, non-compliance, financial judgements, loan covenants, and/or tax obligations.</p> <p>Does Not Meet: School is in default of financial obligations.</p>	None	NA	NA
Notes			NA	NA

INDICATOR 2: SUSTAINABILITY				
Measure 2a	Total Margin: Net Income divided by Total Revenue AND Aggregated Total Margins: Total 3-Year Net Income divided by Total 3-Year Revenues.	Result	Points Possible	Points Earned
Total Margin and Aggregated				
3-Year Total Margin	<p>Meets Standard: Aggregated 3-year Total Margin is positive and the most recent year Total Margin is positive OR Aggregated 3-Year Total Margin is greater than -1.5 percent, the trend is positive for the last two years, and the most recent year Total Margin is positive. <i>Note: For schools in their first or second year of operation, the cumulative Total Margin must be positive.</i></p> <p>Does Not Meet: Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard".</p> <p>Falls Far Below Standard: Aggregated 3-Year Total Margin is less than or equal to -1.5 percent OR the most recent year Total Margin is less than -10 percent.</p>		NA	NA
Notes				
Measure 2b	Debt to Asset Ratio: Total Liabilities divided by Total Assets	Result	Points Possible	Points Earned
Debt to Asset Ratio				
	Meets Standard: Debt to Asset Ratio is less than 0.9.		NA	NA
	Does Not Meet: Debt to Asset Ratio is between 0.9 and 1.0		NA	NA
	Falls Far Below Standard: Debt to Asset Ratio is greater than 1.0		NA	NA
Notes				
Measure 2c	Cash Flow: Multi-Year Cash Flow = Year 3 Total Cash - Year 1 Total Cash AND One -Year Cash Flow = Year 2 Total Cash - Year 1 Total Cash	Result	Points Possible	Points Earned
Cash Flow				
	Meets Standard: Multi-Year Cumulative Cash Flow is positive and Cash Flow is positive each year OR Multi-Year Cumulative Cash Flow is positive, Cash Flow is positive in one of two years, and Cash Flow in the most recent year is positive. <i>Note: Schools in their first or second year of operation must have positive cash flow.</i>		NA	NA
	Does Not Meet: Multi-Year Cumulative Cash Flow is positive, but trend does not "Meet Standard"		NA	NA
	Falls Far Below Standard: Multi-Year Cumulative Cash Flow is negative.		NA	NA
Notes				
Measure 2d	Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)	Result	Points Possible	Points Earned
Debt Service Coverage Ratio				
	Meets Standard: Debt Service Coverage Ratio is equal to or exceeds 1.1		NA	NA
	Does Not Meet: Debt Service Coverage Ratio is less than 1.1		NA	NA
Notes				

Inspire Connections Academy Longitudinal Results

		Percentage of Points Earned					
ACADEMIC	Measure	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
State Proficiency Comparison	1a			100%	NA	NA	
	1b			100%	NA	NA	
District Proficiency Comparison	2a			100%	NA	NA	
	2b			100%	NA	NA	
Criterion-Referenced Growth	3a			69%	NA	NA	
	3b			43%	NA	NA	
Norm-Referenced Growth	4a			Masked	NA	NA	
	4b			Masked	NA	NA	
Post-Secondary Readiness	5a	NA	NA	NA	NA	NA	
% of Possible Academic Points for this School		70%	79%	84%	NA	NA	

		Percentage of Points Earned		
ALTERNATIVE ACADEMIC	Measure	2019-20	2020-21	2021-22
Alt Proficiency Comparison	2a	NA	NA	
	2b	NA	NA	
Norm-Referenced Growth	4a	NA	NA	
	4b	NA	NA	
Post-Secondary Readiness	5a	NA	NA	
% of Possible Academic Points for this School		NA	NA	

		Percentage of Points Earned					
OPERATIONAL	Measure	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Educational Program	1a - 1d	100%	100%	100%	100%	100%	
Financial Management	2a - 2c	87%	87%	87%	100%	100%	
Governance & Reporting	3a - 3f	100%	100%	100%	100%	100%	
School Environment	4a - 4b	100%	100%	100%	100%	50%	
Additional Obligations	5a	100%	100%	100%	100%	60%	
% of Possible Operational Points for this School		98%	98%	98%	100%	82%	

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

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

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

INSPIRE CONNECTIONS ACADEMY 2020 ANNUAL PERFORMANCE REPORT

INTRODUCTION

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

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

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

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

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

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

The data provided in this report was gathered primarily through the State Board of Education and State Department of Education. An independent financial audit and any applicable mission-specific data were submitted directly by the school. The school had a opportunity to correct or clarify its framework outcomes prior to the publication of this report.

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

PERFORMANCE FRAMEWORK STRUCTURE

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

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

ACCOUNTABILITY DESIGNATIONS

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

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

SCHOOL OVERVIEW			
Mission Statement	To help each student maximize his or her potential and meet the highest performance standards. Connections Academy is a high-quality, high-tech, high-touch "school without walls" that brings out the best in every student.		
Key Design Elements	<ul style="list-style-type: none"> • Implementation of Personalized Learning Plans (PLPs) designed collaboratively by teachers, parents and students to support each student's personal and/or academic growth • Ensuring appropriate one-on-one student/teacher/guardian or learning coach interaction <ul style="list-style-type: none"> o For elementary (K-5) students, the minimum interaction frequency will be bi-monthly o For secondary (6-12) students, the minimum will be eight (8) times per school year o Weekly live lessons will be consistently available to all students • Fostering collaborative staff teamwork through a Professional Learning Community (PLC) model • Providing enhanced learning through online technology 		
School Location	600 N Steelhead Way Boise, Idaho 83704	School Phone	208-322-4002
Surrounding District	State of Idaho		
Opening Year	2006		
Current Term	July 1, 2018 - June 30, 2023		
Grades Served	K-12		
Enrollment (Approved)	Unlimited	Enrollment (Actual)	930

SCHOOL LEADERSHIP	
Marcia Moore	Chair
Dana Higby	Treasurer
Amy Peterson	Secretary
Eric Miner	Board Member
Marcy Rice	Board Member

STUDENT DEMOGRAPHICS				
	School	State	Surrounding District	Neighboring District
Non-White	19% / 20% Alt	25.00%	N/A	N/A
Limited English Proficiency	2% / Masked Alt	7.00%	N/A	N/A
Special Needs	14% / 17% Alt	11.00%	N/A	N/A
Free and Reduced Lunch	35% / 46% Alt	44.00%	N/A	N/A

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

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

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

INSPIRE has chosen not to include mission-specific measures.

OPERATIONAL	Measure	Points Possible	Points Earned	FINANCIAL	Measure	Points Possible	Points Earned
Educational Program	1a	25	25	Near-Term	1a	0	0
	1b	25	25		1b	0	0
	1c	25	25		1c	0	0
	1d	25	25		1d	50	50
Financial Management & Oversight	2a	25	25	Sustainability	2a	0	0
	2b	25	25		2b	0	0
	2c	0	0		2c	0	0
Governance & Reporting	3a	25	25		2d	0	0
	3b	25	25	Total Financial Points		50	50
	3c	25	25	% of Financial Points			100%
	3d	25	25				
	3e	25	25				
	3f	25	25				
School Environment	4a	0	0				
	4b	25	25				
Additional Obligations	5a	25	25				
Total Operational Points		350	350				
% of Operational Points			100%				

The financial measures above are based on industry standards. They are not intended to reflect nuances of the school's financial status. Please see the financial section of this framework for relevant contextual information that may alleviate concern.

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

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

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

ACADEMIC MEASURES INSPIRE																				
INDICATOR 5: COLLEGE & CAREER READINESS (GRADES 9-12)																				
Measure 5a	Are students graduating from high school on time?																			
Four-Year Adjusted Cohort Graduation Rate	<p>Exceeds Standard: The school's four-year ACGR was at least 90%.</p> <p>Meets Standard: The school either:</p> <p>a) had a four-year ACGR of 80% - 89% OR</p> <p>b) had a four-year ACGR of at least 66% AND met its progress goal.</p> <p>Does Not Meet Standard: The school met its progress goal but had a four-year ACGR below 66%.</p> <p>Falls Far Below Standard: The school did not meet its progress goal and had a four-year ACGR below 66%.</p>	<table> <tr> <th></th><th>Points Possible</th><th>Points Earned</th></tr> <tr> <td></td><td>125</td><td>0</td></tr> <tr> <td></td><td>100</td><td>0</td></tr> <tr> <td>62.00%</td><td>75</td><td>0</td></tr> <tr> <td></td><td>0-65</td><td>0</td></tr> <tr> <td></td><td></td><td>NA</td></tr> </table>		Points Possible	Points Earned		125	0		100	0	62.00%	75	0		0-65	0			NA
	Points Possible	Points Earned																		
	125	0																		
	100	0																		
62.00%	75	0																		
	0-65	0																		
		NA																		
Notes	Inspire did meet its progress goal. Theschool had 158 students in this graduation cohort. The school's 4-Year ACGR has hovered between 40% and 45% over the past three years. 2020 is the first year alternative students were enrolled in Inspire's alternative program, allowing this number to more more accurately reflect the graduation rate of non-alternative students. No score is assigned to this measure due to the COVID-19 pandemic.																			

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

Measure 1c	Is the school protecting the rights of students with disabilities?	Result	Points Possible	Points Earned
Students with Disabilities	Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability, including but not limited to: Equitable access and opportunity to enroll; identification and referral, appropriate development and implementation of IEPs and Section 504 plans; operational compliance, including provisions of services in the LRE and appropriate inclusion in the school's academic program, assessments, and extracurricular activities; discipline, including due process protections, manifestation determinations, and behavioral intervention plans; access to school's facility and programs; appropriate use of all available applicable funding.	No instances of non-compliance documented	25	25
	Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of students with identifiable disabilities and those suspected of having a disability. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of students with identifiable disabilities and those suspected of having a disability; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.		0	
				25
Notes				

Measure 1d	Is the school protecting the rights of English Language Learner (ELL) students?	Result	Points Possible	Points Earned
English Language Learners	Meets Standard: The school materially complies with applicable laws, rules, regulations , and provisions of the performance certificate relating to requirements regarding ELLs, including but not limited to: Equitable access and opportunity to enroll; required policies related to the service of ELL students; compliance with native language communication requirements; proper steps for identification of students in need of ELL services; appropriate and equitable delivery of services to identified students; appropriate accommodations on assessments; exiting students from ELL services; and ongoing monitoring of exited students.	No instances of non-compliance documented	25	25
	Partially Meets Standard: The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of ELL students; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to requirements regarding ELLs; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.		0	
				25
Notes				

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

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

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

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

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

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

INDICATOR 2: SUSTAINABILITY			
Measure 2a	Total Margin: Net Income divided by Total Revenue AND Aggregated Total Margins: Total 3-Year Net Income divided by Total 3-Year Revenues.	Result	Points Possible Points Earned
Total Margin and Aggregated			
3-Year Total Margin	<p>Meets Standard: Aggregated 3-Year Total Margin is positive and the most recent year Total Margin is positive OR Aggregated 3-Year Total Margin is greater than -1.5 percent, the trend is positive for the last two years, and the most recent year Total Margin is positive. <i>Note: For schools in their first or second year of operation, the cumulative Total Margin must be positive.</i></p> <p>Does Not Meet: Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard".</p> <p>Falls Far Below Standard: Aggregated 3-Year Total Margin is less than or equal to -1.5 percent OR the most recent year Total Margin is less than -10 percent.</p>	50	
		30	
		0	
			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.		
Measure 2b	Debt to Asset Ratio: Total Liabilities divided by Total Assets	Result	Points Possible Points Earned
Debt to Asset Ratio			
	Meets Standard: Debt to Asset Ratio is less than 0.9.	50	
	Does Not Meet: Debt to Asset Ratio is between 0.9 and 1.0	30	
	Falls Far Below Standard: Debt to Asset Ratio is greater than 1.0	0	
			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.		
Measure 2c	Cash Flow: Multi-Year Cash Flow = Year 3 Total Cash - Year 1 Total Cash AND One -Year Cash Flow = Year 2 Total Cash - Year 1 Total Cash	Result	Points Possible Points Earned
Cash Flow			
	Meets Standard: Multi-Year Cumulative Cash Flow is positive and Cash Flow is positive each year OR Multi-Year Cumulative Cash Flow is positive, Cash Flow is positive in one of two years, and Cash Flow in the most recent year is positive. <i>Note: Schools in their first or second year of operation must have positive cash flow.</i>	50	
	Does Not Meet: Multi-Year Cumulative Cash Flow is positive, but trend does not "Meet Standard"	30	
	Falls Far Below Standard: Multi-Year Cumulative Cash Flow is negative.	0	
			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.		
Measure 2d	Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)	Result	Points Possible Points Earned
Debt Service Coverage Ratio			
	Meets Standard: Debt Service Coverage Ratio is equal to or exceeds 1.1	50	
	Does Not Meet: Debt Service Coverage Ratio is less than 1.1	0	
			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.		

INSPIRE Virtual Charter School Longitudinal Results

		Percentage of Points Earned					
ACADEMIC	Measure	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
State Proficiency Comparison	1a			8%	NA*		
	1b			34%	NA*		
District Proficiency Comparison	2a			56%	NA*		
	2b			82%	NA*		
Criterion-Referenced Growth	3a			17%	NA*		
	3b			47%	NA*		
Norm-Referenced Growth	4a			Masked	NA*		
	4b			73%	NA*		
Post-Secondary Readiness	5a			33%	NA*		
% of Possible Academic Points for this School		45%	49%	43%	NA*		

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

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

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

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

INSPIRE CONNECTIONS ACADEMY 2019 ANNUAL PERFORMANCE REPORT

INTRODUCTION

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

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

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

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

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

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

The data provided in this report was gathered primarily through the State Board of Education and State Department of Education. An independent financial audit and any applicable mission-specific data were submitted directly by the school. The school had a opportunity to correct or clarify its framework outcomes prior to the publication of this report.

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

PERFORMANCE FRAMEWORK STRUCTURE

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

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

ACCOUNTABILITY DESIGNATIONS

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

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

SCHOOL OVERVIEW			
Mission Statement	To help each student maximize his or her potential and meet the highest performance standards. Connections Academy is a high-quality, high-tech, high-touch “school without walls” that brings out the best in every student.		
Key Design Elements	<ul style="list-style-type: none"> • Implementation of Personalized Learning Plans (PLPs) designed collaboratively by teachers, parents and students to support each student’s personal and/or academic growth • Ensuring appropriate one-on-one student/teacher/guardian or learning coach interaction <ul style="list-style-type: none"> o For elementary (K-5) students, the minimum interaction frequency will be bi-monthly o For secondary (6-12) students, the minimum will be eight (8) times per school year o Weekly live lessons will be consistently available to all students • Fostering collaborative staff teamwork through a Professional Learning Community (PLC) model • Providing enhanced learning through online technology 		
School Location	600 N Steelhead Way Boise, Idaho 83704	School Phone	208-322-4002
Surrounding District	State of Idaho		
Opening Year	2006		
Current Term	July 1, 2018 - June 30, 2023		
Grades Served	K-12		
Enrollment (Approved)	Unlimited	Enrollment (Actual)	985

SCHOOL LEADERSHIP	
Marcia Moore	Chair
Dana Higby	Treasurer
Amy Peterson	Secretary
Eric Miner	Board Member
Marcy Rice	Board Member

STUDENT DEMOGRAPHICS				
	School	State	Surrounding District	Neighboring District
Non-White	19.19%	24.85%	N/A	N/A
Limited English Proficiency	2.44%	6.44%	N/A	N/A
Special Needs	12.99%	10.73%	N/A	N/A
Free and Reduced Lunch	41.93%	44.74%	N/A	N/A

ISAT PROFICIENCY RATES	
Percentage of students meeting or exceeding proficiency in Math	26.29%
Percentage of students meeting or exceeding proficiency in English Language Arts	62.07%
Percentage of students meeting or exceeding proficiency in Science	55.00%

GO-ON RATE (Post-secondary enrollment within 12 months of graduation)	33.85%
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ACADEMIC	Measure	Points Possible K-8	Points Earned K-8	Points Possible 9-12	Points Earned 9-12	Points Possible K-12	Points Earned K-12	Points Possible Alternative	Points Earned Alternative
State Proficiency Comparison	1a	50	0	50	0	50	4		
	1b	50	0	50	0	50	17		
District Proficiency Comparison	2a	50	0	50	0	50	28	50	0
	2b	50	0	50	0	50	41	50	0
Criterion-Referenced Growth	3a	100	0			50	8		
	3b	100	0			50	24		
Norm-Referenced Growth	4a			100	0	50	Masked	50	0
	4b			100	0	50	36	50	0
Post-Secondary Readiness	5a			125	0	125	41	100	0
Total Academic Points		400	0	525	0	525	199	300	0
% of Academic Points			0%		0%		38%		0%

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

INSPIRE has chosen not to include mission-specific measures.

OPERATIONAL	Measure	Points Possible	Points Earned	FINANCIAL	Measure	Points Possible	Points Earned
Educational Program	1a	25	25	Near-Term	1a	0	0
	1b	25	25		1b	0	0
	1c	25	25		1c	0	0
	1d	25	25		1d	50	50
Financial Management & Oversight	2a	25	25	Sustainability	2a	0	0
	2b	25	25		2b	0	0
	2c	0	0		2c	0	0
Governance & Reporting	3a	25	25		2d	0	0
	3b	25	25	Total Financial Points		50	50
	3c	25	25	% of Financial Points			100%
	3d	25	25				
	3e	25	25				
	3f	25	25				
School Environment	4a	0	0	The financial measures above are based on industry standards. They are not intended to reflect nuances of the school's financial status. Please see the financial section of this framework for relevant contextual information that may alleviate concern.			
	4b	25	25				
Additional Obligations	5a	25	25				
Total Operational Points		350	350				
% of Operational Points			100%				

ACCOUNTABILITY DESIGNATION	Range (% of Points Possible)	Academic Gen Ed Outcome	Academic Alt Outcome	Range	Mission Specific Outcome	Range	Operational Outcome	Range	Financial Outcome
Honor	75% - 100%			75% - 100%		90% - 100%		85% - 100%	
Good Standing	55% - 74%	38%		55% - 74%	NA	80% - 89%	100%	65% - 84%	100%
Remediation	31% - 54%			31% - 54%		61% - 79%		46% - 64%	
Critical	0% - 30%			0% - 30%		0% - 60%		0% - 45%	

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

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

INDICATOR 1: STATE PROFICIENCY COMPARISON				
Measure 1a	Do math proficiency rates meet or exceed the state average?	Result	Points Possible	Points Earned
Math Proficiency Rate Comparison to State	Exceeds Standard:		50	0
	Meets Standard:		30 - 45	0
	Does Not Meet Standard:		15 - 29	0
	Falls Far Below Standard:	X	0 - 14	4
				4
Notes	The state average will be determined using the same grade set as is served by the public charter school.			
Measure 1b	Do English Language Arts proficiency rates meet or exceed the state average?		Points Possible	Points Earned
ELA Proficiency Rate Comparison to State	Exceeds Standard:		50	0
	Meets Standard:		30 - 45	0
	Does Not Meet Standard:	X	15 - 29	17
	Falls Far Below Standard:		0 - 14	0
				17
Notes	The state average will be determined using the same grade set as is served by the public charter school.			

INDICATOR 2: DISTRICT PROFICIENCY COMPARISON		
Measure 2a	Do math (or similar subject area) proficiency rates meet or exceed the district average?	Points Possible
Math Proficiency Rate		Points Earned
Comparison to District	<p>Exceeds Standard: The school's proficiency rate in math either exceeds the district average by 16 percentage points or more, or is at least 80%.</p> <p>Meets Standard: The school's proficiency rate in math is equal to the district average, or exceeds it by 1 - 15 percentage points.</p> <p>Does Not Meet Standard: The school's proficiency rate in math is 1 - 15 percentage points lower than the district average.</p> <p>Falls Far Below Standard: The school's proficiency rate in math is 16 or more percentage points lower than the district average.</p>	<div>50</div> <div>0</div> <div>30 - 45</div> <div>0</div> <div>X 15 - 29</div> <div>28</div> <div>0 - 14</div> <div>0</div> <div>28</div>
Notes	The district average will be determined using the same grade set as is served by the public charter school. Because INSPIRE is a virtual school serving students in multiple districts, other Idaho virtual schools (instead of the district) will be used as the comparison group for purposes of this measure.	
Measure 2b	Do ELA (or similar subject area) proficiency rates meet or exceed the district average?	Points Possible
ELA Proficiency Rate		Points Earned
Comparison to District	<p>Exceeds Standard: The school's proficiency rate in ELA either exceeds the district average by 16 percentage points or more, or is at least 80%.</p> <p>Meets Standard: The school's proficiency rate in ELA is equal to the district average, or exceeds it by 1 - 15 percentage points.</p> <p>Does Not Meet Standard: The school's proficiency rate in ELA is 1 - 15 percentage points lower than the district average.</p> <p>Falls Far Below Standard: The school's proficiency rate in ELA is 16 or more percentage points lower than the district average.</p>	<div>50</div> <div>0</div> <div>X 30 - 45</div> <div>41</div> <div>15 - 29</div> <div>0</div> <div>0 - 14</div> <div>0</div> <div>41</div>
Notes	The district average will be determined using the same grade set as is served by the public charter school. Because INSPIRE is a virtual school serving students in multiple districts, other Idaho virtual schools (instead of the district) will be used as the comparison group for purposes of this measure.	

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

INDICATOR 4: NORM-REFERENCED STUDENT GROWTH (GRADES 9-12)																	
Measure 4a	Are students making expected academic growth in math compared to their academic peers?																
Norm-Referenced Growth Math	<p>Exceeds Standard: The school's median student growth percentile in math falls between the 66th and 99th percentile.</p> <p>Meets Standard: The school's median student growth percentile in math falls between the 43rd and 65th percentile.</p> <p>Does Not Meet Standard: The school's median student growth percentile in math falls between the 30th and 42nd percentile.</p> <p>Falls Far Below Standard: The school's median student growth percentile in math falls below the 30th percentile.</p>	<table> <tr> <th></th><th>Points Possible</th><th>Points Earned</th></tr> <tr> <td rowspan="4">Masked</td><td>39-50</td><td>0</td></tr> <tr> <td>26-38</td><td>28</td></tr> <tr> <td>13-25</td><td>0</td></tr> <tr> <td>0-12</td><td>0</td></tr> <tr> <td></td><td></td><td><hr/>28</td></tr> </table>		Points Possible	Points Earned	Masked	39-50	0	26-38	28	13-25	0	0-12	0			<hr/> 28
	Points Possible	Points Earned															
Masked	39-50	0															
	26-38	28															
	13-25	0															
	0-12	0															
		<hr/> 28															
Notes	Growth will be calculated using 8th and 10th grade ISAT scores. Individual students' growth will be compared to the growth of other students, statewide, who fell in the same category (below basic, basic, proficient, or advanced) on the 8th grade ISAT.																
Measure 4b	Are students making expected academic growth in English Language Arts compared to their academic peers?																
Norm-Referenced Growth ELA	<p>Exceeds Standard: The school's median student growth percentile in ELA falls between the 66th and 99th percentile.</p> <p>Meets Standard: The school's median student growth percentile in ELA falls between the 43rd and 65th percentile.</p> <p>Does Not Meet Standard: The school's median student growth percentile in ELA falls between the 30th and 42nd percentile.</p> <p>Falls Far Below Standard: The school's median student growth percentile in ELA falls below the 30th percentile.</p>	<table> <tr> <th></th><th>Points Possible</th><th>Points Earned</th></tr> <tr> <td rowspan="4">62</td><td>39-50</td><td>0</td></tr> <tr> <td>26-38</td><td>36</td></tr> <tr> <td>13-25</td><td>0</td></tr> <tr> <td>0-12</td><td>0</td></tr> <tr> <td></td><td></td><td><hr/>36</td></tr> </table>		Points Possible	Points Earned	62	39-50	0	26-38	36	13-25	0	0-12	0			<hr/> 36
	Points Possible	Points Earned															
62	39-50	0															
	26-38	36															
	13-25	0															
	0-12	0															
		<hr/> 36															
Notes	Growth will be calculated using 8th and 10th grade ISAT scores. Individual students' growth will be compared to the growth of other students, statewide, who fell in the same category (below basic, basic, proficient, or advanced) on the 8th grade ISAT.																

INDICATOR 5: COLLEGE & CAREER READINESS (GRADES 9-12)		
Measure 5a	Are students graduating from high school on time?	
Four-Year Adjusted Cohort Graduation Rate	Exceeds Standard: The school's four-year ACGR was at least 90%.	
	Meets Standard: The school either: a) had a four-year ACGR of 80% - 89% OR b) had a four-year ACGR of at least 66% AND met its progress goal.	
	Does Not Meet Standard: The school met its progress goal but had a four-year ACGR below 66%.	
	Falls Far Below Standard: The school did not meet its progress goal and had a four-year ACGR below 66%.	
</		

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

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

INDICATOR 2: FINANCIAL MANAGEMENT AND OVERSIGHT																	
Measure 2a Financial Reporting and Compliance	Is the school meeting financial reporting and compliance requirements? Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements, including but not limited to: Complete and on-time submission of financial reports including annual budget, revised budgets (if applicable) periodic financial reports as required by PCSC, and any reporting requirements if the board contracts with an Education Service Provider; on-time completion and submission of the annual independent audit and corrective action plans (if applicable); and all reporting requirements related to the use of public funds. Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board. Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to financial reporting requirements; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.	<table> <tr> <th>Result</th><th>Points Possible</th><th>Points Earned</th></tr> <tr> <td>No instances of non-compliance documented</td><td>25</td><td>25</td></tr> <tr> <td></td><td>15</td><td></td></tr> <tr> <td></td><td>0</td><td></td></tr> <tr> <td></td><td></td><td>25</td></tr> </table>	Result	Points Possible	Points Earned	No instances of non-compliance documented	25	25		15			0				25
Result	Points Possible	Points Earned															
No instances of non-compliance documented	25	25															
	15																
	0																
		25															
Notes																	
Measure 2b GAAP	Is the school following General Accepted Accounting Principles (GAAP) Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit, including but not limited to: An unqualified audit 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. Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit. Any matters of non-compliance are minor and quickly remedied, with documentation, by the governing board. Does Not Meet Standard: The school exhibits failure to comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.	<table> <tr> <th>Result</th><th>Points Possible</th><th>Points Earned</th></tr> <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>25</td></tr> </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.																
Measure 2c Enrollment Variance	Is the school successfully enrolling the projected number of students? Meets Standard: Enrollment variance equaled or exceeded 95 percent in the most recent fiscal year. Partially Meets Standard: Enrollment variance was between 90 and 95 percent in the most recent fiscal year. Does Not Meet Standard: Enrollment variance was less than 90 percent in the most recent fiscal year.	<table> <tr> <th>Result</th><th>Points Possible</th><th>Points Earned</th></tr> <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>0</td></tr> </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?	Result	Points Possible	Points Earned
Governance Requirements		No instances of non-compliance documented	25	25
Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to governance by its board, including but not limited to: board policies; board bylaws; code of ethics; conflicts of interest; board composition; and compensation for attendance at meetings.			15	
Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to governance by its board. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.			0	
Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to governance by its board; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.				25
Notes				
Measure 3b	Is the board fulfilling its oversight obligations?	Result	Points Possible	Points Earned
Board Oversight		No instances of non-compliance documented	25	25
Meets Standard: The school's board practices consistent, effective oversight of the school, including but not limited to frequent review of the school finances and academic outcomes. Board meeting agendas, packets, and minutes reflect competent oversight practices and actions to foster academic, operational, and financial strength of the school, including ongoing board training, policy review, and strategic planning. The school's board has adopted and maintains a complete policy book.			15	
Partially Meets Standard: Some of the school board's oversight practices are underdeveloped, inconsistent, incomplete, or reflect a need for additional training. Board meeting agendas, packets, and minutes reflect meaningful efforts toward self-evaluation and improvement. The school's policy book may be substantially complete but require additional maintenance.			0	
Does Not Meet Standard: The school's board fails to practice consistent, effective oversight of the school, and/or documentation of competent oversight practices and actions is not maintained. The school's policy book may be incomplete, unmaintained, or non-existent.				25
Notes				

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

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

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

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

INDICATOR 2: SUSTAINABILITY			
Measure 2a	Total Margin: Net Income divided by Total Revenue AND Aggregated Total Margins: Total 3-Year Net Income divided by Total 3-Year Revenues.	Result	Points Possible Points Earned
Total Margin and Aggregated			
3-Year Total Margin	<p>Meets Standard: Aggregated 3-Year Total Margin is positive and the most recent year Total Margin is positive OR Aggregated 3-Year Total Margin is greater than -1.5 percent, the trend is positive for the last two years, and the most recent year Total Margin is positive. <i>Note: For schools in their first or second year of operation, the cumulative Total Margin must be positive.</i></p> <p>Does Not Meet: Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard".</p> <p>Falls Far Below Standard: Aggregated 3-Year Total Margin is less than or equal to -1.5 percent OR the most recent year Total Margin is less than -10 percent.</p>	50	
		30	
		0	
			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.		
Measure 2b	Debt to Asset Ratio: Total Liabilities divided by Total Assets	Result	Points Possible Points Earned
Debt to Asset Ratio			
	Meets Standard: Debt to Asset Ratio is less than 0.9.	50	
	Does Not Meet: Debt to Asset Ratio is between 0.9 and 1.0	30	
	Falls Far Below Standard: Debt to Asset Ratio is greater than 1.0	0	
			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.		
Measure 2c	Cash Flow: Multi-Year Cash Flow = Year 3 Total Cash - Year 1 Total Cash AND One -Year Cash Flow = Year 2 Total Cash - Year 1 Total Cash	Result	Points Possible Points Earned
Cash Flow			
	Meets Standard: Multi-Year Cumulative Cash Flow is positive and Cash Flow is positive each year OR Multi-Year Cumulative Cash Flow is positive, Cash Flow is positive in one of two years, and Cash Flow in the most recent year is positive. <i>Note: Schools in their first or second year of operation must have positive cash flow.</i>	50	
	Does Not Meet: Multi-Year Cumulative Cash Flow is positive, but trend does not "Meet Standard"	30	
	Falls Far Below Standard: Multi-Year Cumulative Cash Flow is negative.	0	
			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.		
Measure 2d	Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)	Result	Points Possible Points Earned
Debt Service Coverage Ratio			
	Meets Standard: Debt Service Coverage Ratio is equal to or exceeds 1.1	50	
	Does Not Meet: Debt Service Coverage Ratio is less than 1.1	0	
			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.		

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		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



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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
Total	53

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

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.

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