Attachment 33-55 - VBL

Finance and Governance

33. **What are the costs associated with the proposed virtual and/or blended school/program and its various components?**
34. **Will these costs change over the life of the proposed contract?**
35. **How are these costs affected by different student populations and contextual factors?**
36. **What are the implications for weights and adjustments in the accountability or funding system due to the proposed virtual and/or blended program?**
37. **Provide an overview and description of the specific costs associated with the virtual/blended learning model proposed (such as specialized training, technology infrastructure, internet access for students and staff, equipment and maintenance, online curriculum and/or platforms, and any other associated costs).**
38. **What is the proposed demographic breakdown of the students to be served through this program, e.g. Free and Reduced Lunch, geographic home location, grade level, general demographics?**
39. **What geographic area(s) will the proposed program serve?**
40. **How is the proposed program staffing model sufficient to address all of the requirements of instruction, reporting, and oversight?**

Instructional Program Quality

41. **What is the educational need served by this school/program?**
42. **What differentiates this school/program from other programs in the community(ies) to be served?**
43. **What process was used to decide on the proposed blended/virtual learning curriculum and model/mode of delivery?**
44. **Describe how the proposed blended/virtual learning curriculum is aligned to the Hawai‘i State Standards and explain the process used to make this determination.**
45. **What might a scope and sequence for each grade level served look like?**
46. **In addition to the state assessments (i.e., Smarter Balanced Assessment, Kaiapuni Assessment of Educational Outcomes (KĀ‘EO), Hawai‘i State Alternate Assessment, WIDA), what other measures will be employed to evaluate student progress and growth?**
47. **Where and how will state testing be implemented for all students?**
48. **How will staff monitor progress and ensure that students are meeting the required standards?**
49. **How will students demonstrate subject mastery leading to eligibility for promotion?**
50. **How will struggling students be identified and supported?**
51. **What does the weekly instructional schedule look like for each grade band (i.e. elementary, middle, high)?**

Teacher and Administrator Quality to run a Virtual/Blended School/Program

52. **What specific training have the proposed teacher(s) and administrator(s) completed that addresses the unique needs of virtual and/or blended learning?**
53. **What are the qualifications of administrator(s) to evaluate, manage, and support teachers of virtual and/or blended learning students?**

Attachment 33-55 - VBL

54. How will the school provide professional development and support to virtual and/or blended learning teachers?

Special Education and Section 504 of the Rehabilitation Act of 1973 requirements:

55. Describe how the proposed blended/virtual learning program will meet the requirements of the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973 (504).

33. What are the costs associated with the proposed virtual and/or blended school/program and its various components?

The information requested is found in **Attachment 14 – FIN** (5-year budget, staffing chart, and budget narrative), **Attachment 15 – FIN, Attachment 16 – FIN, Attachment 18 – FIN,** and **Attachment 25 – ORG** (organizational chart).

34. Will these costs change over the life of the proposed contract?

The information requested is found in **Attachment 14 – FIN** (5-year budget, staffing chart, and budget narrative), **Attachment 15 – FIN, Attachment 16 – FIN, Attachment 18 – FIN,** and **Attachment 25 – ORG** (organizational chart).

35. How are these costs affected by different student populations and contextual factors?

The information requested is found in **Attachment 14 – FIN** (5-year budget, staffing chart, and budget narrative), **Attachment 15 – FIN, Attachment 16 – FIN, Attachment 18 – FIN,** and **Attachment 25 – ORG** (organizational chart).

36.What are the implications for weights and adjustments in the accountability or funding system due to the proposed virtual and/or blended program?

We were instructed to use the $8300 per pupil funding rate only, including clarification on May 3rd, 2023 that specified to not include projections for any Title I, II, III, IV, IDEA or Impact Aid for this budget exercise.

37. Provide an overview and description of the specific costs associated with the virtual/blended learning model proposed (such as specialized training, technology infrastructure, internet access for students and staff, equipment and maintenance, online curriculum and/or platforms, and any other associated costs).

The information requested is found in **Attachment 14 – FIN** (5-year budget, staffing chart, and budget narrative), **Attachment 15 – FIN, Attachment 16 – FIN, Attachment 18 – FIN,** and **Attachment 25 – ORG** (organizational chart).

38. What is the proposed demographic breakdown of the students to be served through this program, e.g. Free and Reduced Lunch, geographic home location, grade level, general demographics?

Our school will be a virtual charter school enrolling students from all over the state of Hawai'i. LNCA will enroll students in grades K-10 in year one and add one grade level per year until it serves grades K-12. At LNCA we expect to serve a percentage of all populations of students throughout the state and without geographical barriers based on total enrollment figures from HIDOE, Hawai'i Data eXchange Partnership (DXP), and National Center for Education Statistics (NCES) including approximately 52% of students enrolled in Hawai'i schools qualifying for Free and Reduced Lunch[1]; 10% English Learners[2]; 11% Special Education[3]; and 26% Pacific Islander, 25% Asian, 17% Hispanic, 11% White, 1% Black, .2% American Indian/Alaska Native, and 17% two or more races[4].

39. What geographic area(s) will the proposed program serve?

LNCA will be a statewide virtual school and plans to serve students from all communities in Hawai'i. As part of the School's mission and vision, special efforts will be made to reach remote and rural students, including students on Maui, Moloka'i, and Lana'i.

40. How is the proposed program staffing model sufficient to address all of the requirements of instruction, reporting, and oversight?

The information requested is found in **Attachment 14 – FIN** (5-year budget, staffing chart, and budget narrative), **Attachment 15 – FIN, Attachment 16 – FIN, Attachment 18 – FIN,** and **Attachment 25 – ORG** (organizational chart).

Instructional Program Quality

41. What is the educational need served by this school/program?

In this ever-changing world, LNCA is working to provide 21st century solutions to 21st century educational challenges. People, businesses, and societies are changing in this "I-generation." Technology is ubiquitous and education models and businesses are attempting to meet latent needs to compete in the world. Hawai'i's students must be prepared for a future where they can operate successfully in an all-virtual environment.

[1] Hawaii.gov (2022). Hawaii Child Nutrition Programs. October Data 2022 (SY21-22) Report All School Food Authorities (ALL SFAs) By Alpha Listing. Retrieved from https://hcnp.hawaii.gov/wp-content/uploads/2022/04/NSLP008-October-Data-Report-R1-SY21-22.pdf

[2] Hawai'i Data eXchange Partnership (2021). Hawai'i English Learners' Data Story. Retrieved from https://www.hawaiidxp.org/data-products/hawaii-english-language-learners-data-story/

[3] National Center for Education Statistics (2021). Number and percentage of children served under Individuals with Disabilities Education Act (IDEA), Part B, by age group and state or jurisdiction: Selected years, 1990-91 through 2020-21. Retrieved from https://nces.ed.gov/programs/digest/d21/tables/dt21_204.70.asp?current=yes

[4] National Center for Education Statistics (2021). Percentage distribution of enrollment in public elementary and secondary schools, by race/ethnicity and state or jurisdiction: Fall 2010, fall 2020, and fall 2021. Retrieved from https://nces.ed.gov/programs/digest/d22/tables/dt22_203.70.asp?current=yes

As an island chain in the middle of the Pacific Ocean conducting a school in an all-virtual environment, the benefits are tremendous. Our link to K12 offers LNCA a national network of virtual schools positioned for national and global exposure. LNCA is a part of the K12 ʻohana and this investment of money, trust, and program expansion allows K12 to continually invest in virtual program improvements that LNCA could not afford to do on our own. Technology advances are expensive and quickly become outdated. Our relationship with K12 helps to keep us at the forefront of virtual education despite our limited financial resources.

Learning in an all-virtual environment also equips students with the experience of working in an all-virtual environment. We often hear how Hawaiʻi's best and brightest are leaving Hawaiʻi for better opportunities on the continent and around the world. The Board understands through our firsthand experiences of how kamaaina can choose to stay, work, and afford to live in Hawaiʻi by taking advantage of virtual job opportunities elsewhere. We believe that LNCA can have a direct impact on decades-old brain drain challenge that Hawaiʻi has faced.

42. What differentiates this school/program from other programs in the community(ies) to be served?

Please see **Attachment 7 – EIS** and **Attachment 8 – EIS**.

43. What process was used to decide on the proposed blended/virtual learning curriculum and model/mode of delivery?

The specific idea to apply for a charter school using the K12 virtual model was initiated by the thousands of Hawaiʻi parents seeking K12's program right here at home. K12 has shown support for education choice, charter schools, and HIDOE schools through work at the State Capitol, past contracts with charter schools, and as a virtual learning curriculum provider for the HIDOE during the Covid-19 pandemic. The time that K12 has invested in Hawaiʻi to develop relationships is unmatched by their competitors. In Hawaiʻi, relationships matter, but equally important is the quality of the product and service.

The high value of virtual learning in our society is common knowledge as more and more training and education for adults are conducted virtually. The proof of concept that LNCA seeks to make true is that an all-virtual K through 12 grade education can be effective in Hawaiʻi after measures for student success in Hawaiʻi drastically decreased during and after the emergency delivery of distance education during the pandemic. Throughout the nation, K12 virtual schools weathered the storm and students at large did not experience learning loss or miss a single day of instruction.

Despite the connections to K12, Chair Dos Santos-Tam and E.D. Finnegan conducted independent research to assess the quality of the K12 virtual education program against its competitors.

44. Describe how the proposed blended/virtual learning curriculum is aligned to the Hawai'i State Standards and explain the process used to make this determination.

The School's curriculum will align with the Hawai'i Subject Matter Standards for grades K-12 including alignment to the Common Core State Standards for English/Language Arts and Mathematics and the Next Generation Science Standards both of which have been adopted by the State of Hawai'i. Additionally, the curriculum will align with the College, Career, and Civic Life (C3) Framework which informed the Hawai'i Core Standards in Social Studies so that students are prepared for the challenges of their future career or college experience. The K12 curriculum will provide a collaborative environment with virtual and hands-on experiences for students at every developmental stage. It should be noted that the School's curriculum and instructional program will meet and exceed the requirements of 302(D)-40 regarding computer science which will go into effect in SY2024-2025.

Hawai'i Subject Matter Standards define the knowledge and skills needed in career and colleges when students graduate. LNCA will meet all the standards and requirements put forth by the Hawai'i State Department of Education for a student to obtain a high school diploma. The adopted Hawai'i standards are clear and consistent, include rigor and higher-order skills, and are evidence-based. To determine pupil performance required at all grade levels, LNCA will use the Hawai'i Common Core Standards for English Language Arts/Literacy and Mathematics; Next Generation Science Standards; Hawai'i Core Standards for Social Studies (HCSSS); CSTA K-12 Computer Science Standards; and Hawai'i Content and Performance Standards for Career and Technical Education, Fine Arts, World Languages, Health Education, and Physical Education.

The K12 Standards and Alignment team will review the curriculum for alignment to Hawai'i Subject Matter Standards for each standard at each grade level. K12 alignment specialists will identify where in the K12 curriculum the concepts are addressed and note specific units and lessons where students learn or demonstrate an understanding of the skills and knowledge required by the Hawai'i Subject Matter Standards. As stated above, the K12 K – 12 courses are fully aligned to the Common Core Standards for English/Language Arts and Math as well as the Next Generation Science Standards and will align with the College, Career, and Civic Life (C3) Framework which informed the Hawai'i Core Standards in Social Studies. In addition to standards alignments, teachers will be provided with a scope and sequence alignment that identifies which standards are addressed in each unit of their course. K12 will actively monitor Hawai'i's review, adoption, and implementation of standards to maintain awareness should Hawai'i change content standards or assessments. This consistently maintained standards research prompts collaboration with K12's customizations team, which is equipped to create custom content to address gaps in coverage.

LNCA administrators and teachers will conduct a review of curriculum, assessments, and supplemental materials each year or upon a change in state standards and/or assessments, to ensure standards alignment and ability to differentiate instruction and assessment. This includes instructional mapping, which is a process for collecting and planning instruction using curriculum related data that identify core skills, processes employed, and priority standards for each subject area and grade level. LNCA teachers will use the K12 Learning Hub, a repository of bite-sized learning objects, to supplement student learning to ensure that instruction is 100%

aligned with Hawai‘i state standards. Teachers can search and filter by content areas, grade levels, topic, and key words to easily assign content and lessons to individual students, small groups, or their entire class. Modifications will be made throughout the year as determined by the school leaders and teachers as necessary.

K12's highly credentialed subject matter experts bring their own scholarly and teaching backgrounds to course design and development. Subject matter experts and research partners maintain awareness of guidelines from more than 60 national and international subject area associations. These content experts will become well-versed in the specific requirements of the Hawai‘i Subject Matter Standards, as well as how they are measured on the Hawai‘i state assessments.

With a fully stocked toolkit and ongoing, high-quality professional development, our teachers are able to meet the diverse needs of their students. K12 has cultivated a partnership with SNHU, which developed the first master's degree in online teaching based on their research on teachers in schools who were trained by K12. SNHU recognized K12 as the leader in teacher preparation and training in the online space, annually training over 2,000 teachers. K12's systems, teacher training, and ongoing professional development are designed to align with the SNHU findings on highly effective teaching in the online space, noting that these programs drive student engagement, build relationships with the students and parents, customize curriculum and instruction, and align instruction with state standards. During the professional development process, teachers participate in initial research and alignment with standards and receive training in gap and alignment analysis as well as how to provide instruction to address these, including creating their own content and lessons to upload into the online learning system and teach in live synchronous sessions. Through ongoing training and support from school leaders, teachers use a variety of assessments to identify student strengths, weaknesses, and needs and develop personalized learning plans. Teachers also use the Learning Hub to assign lessons, activities, videos, gaming, and other targeted learning objects to students, small groups, and class to address alignment issues and the varied learning interests and needs of each student.

In addition to the Hawai‘i Subject Matter Standards, courses within the K12 curriculum align to the Virtual Learning Leadership Alliance (VLLA) and Universal Design for Learning (UDL) Guidelines.

45. What might a scope and sequence for each grade level served look like?

Please see **Attachment 28 – ACAD** for a scope and sequence for each grade level to be served at LNCA.

46. In addition to the state assessments (i.e., Smarter Balanced Assessment, Kaiapuni Assessment of Educational Outcomes (KĀ‘EO), Hawai‘i State Alternate Assessment, WIDA), what other measures will be employed to evaluate student progress and growth?

In addition to state mandated assessments, student progress and growth will be evaluated continuously throughout the school year in several ways to inform and evaluate the teaching and learning cycle. The School's ability to track growth is essential in demonstrating that

students are benefiting from instruction and experiences. The school will utilize various assessment results to track student growth and progress towards proficiency.

As noted in questions 12, (**Attachment 12-EIS**) and 31 (**Attachment 31-ACAD**), a norm-referenced growth measure assessment, such as STAR360, will be administered virtually to determine a student's academic strengths and weaknesses. The assessment is designed to inform teachers of the student growth percentile over time. Students in grades K-11 will take a norm-referenced growth measure assessment in reading three times a year and students in grades 2-11 will also take a norm-referenced growth measure assessment in math three times a year. The initial benchmarking test takes place at the beginning of the school year or upon enrollment approval. The second assessment is given in the middle of the year and the third is given at the end of the year. The assessment tool is aligned with the mission of the School by providing actionable data supporting a learning environment geared to meet the academic needs of students in both synchronous and asynchronous learning experiences. It will provide a variety of reports to guide instruction and personalize learning, including student growth analysis and projected proficiency reporting that provides projected proficiency data and probability for passing the annual state assessments. The beginning of the year assessments help to identify strengths and weaknesses on state standards for each student. If the assessments indicate that there is a deficit in grade-level skills, teachers will focus on remediation and pace coursework appropriately for those students. In the weekly schedule, students are afforded time to work asynchronously in the online school as well as attend live synchronous Class Connect sessions with a teacher.

Assessment results will also provide data on the progress of student cohorts and the school-wide population. Results will be used as an indicator to guide teachers in grouping students for each instructional cycle. Students will be placed in small groups where teachers will differentiate instruction based upon the students' identified needs. These synchronous small group, targeted instructional sessions will be added to student schedules to provide them with additional instructional supports towards mastery of state standards. Attendance at the small group targeted sessions will be monitored and tracked through automated attendance reporting. Students who miss sessions, as well as their Learning Coaches, will be contacted by teachers about their absence and attendance expectations will be reiterated.

Computer based reading diagnostic assessments for K-3 students will identify students who are reading below grade level. Students reading below grade level will be enrolled in a reading remediation program with established weekly expectations. Teachers will monitor progress and provide additional support as needed. Additionally, 3rd-8th grade students below grade level in math will be engaged in a math remediation program with proven strategies to move them to at-grade level or above. Progress will be evaluated to determine if additional intervention is needed.

As previously noted, formative interim assessments will be given at the end of each instructional cycle for English Language Arts, math, science and any other courses tested by the state to assess student mastery of the state standards and objectives taught throughout the instructional cycle. This data is then collected and will be analyzed to determine what students

have and have not learned and what adjustments to instruction are needed. Formative interims will be administered to all students and aligned to the state assessment blueprint, state standards, and curriculum. Assessments will test student mastery of material taught in the preceding instructional cycle(s).

As noted in **Attachment 31 - ACAD**, students will demonstrate progress in lessons, quizzes, tests, and projects in their online courses. Teachers will use anecdotal data from interactions with students in addition to grades earned on assessments to personalize instruction in both whole group and small group sessions, as well as in supplemental learning activities in the online school. Teachers will utilize the scope and sequence and state standards to help them create an instructional map and assessment plan for each course they teach.

Course pass rates are also tracked to help evaluate student progress and growth towards mastery of standards. Lesson assessments, embedded in courses, are used to verify mastery of the objectives for that lesson, and to determine whether a review of some or the entire lesson is needed. When content is presented using platforms that support adaptivity, lesson assessments can also determine the learner path, i.e., the sequence of learning objects that make up a particular student's journey through a lesson. Unit Assessments show whether the student has retained key learning objectives for the unit and identify specific objectives students may need to review before moving on. Semester Assessments verify student mastery of key learning objectives for the course. Following a Multi-Tiered System of Support, students will also participate in Progress Monitoring on a regular basis for Reading and/or Math. Teachers will use this data to personalize support for each student.
Teachers monitor individual student progress by setting goals, grading assignments, giving support and advice, and drawing on their years of experience and training. This approach, combined with integrated assessments and a comprehensive online learning system provides Learning Coaches and teachers with the support needed to deliver an unparalleled education. The virtual learning environment is rich with easily accessible data. Teachers can proactively monitor individual student academic progress through ongoing lesson and unit assessments tracked in "real time" through the learning management systems, the Online School (OLS) for grades K-5 and the Online Middle and High School for grades 6-12. Parent-teacher conferences and regular communication with students and Learning Coaches on student progress via email, phone, and video conferencing, will help gather knowledge on diversity to inform personalized learning plans.

47. Where and how will state testing be implemented for all students?

LNCA will attempt to ensure student participation in state required assessments through a variety of mechanisms. As part of the enrollment process, the School will make clear to parents and students that state required assessment participation is required as part of enrollment in the School. Parents will also be asked to sign an enrollment acceptance form acknowledging that enrollment includes participation in state testing. Second, a testing schedule, including state required assessments, will be made available to parents and students as part of the School calendar, which will be available on the School's website as well as in the Parent/Student Handbook. The Handbook will also include a section on state standardized assessments and student participation in them. Finally, prior to the scheduled state required

assessment dates, teachers will be in contact with parents and students about upcoming assessments, their required participation, and information on where students will take the assessments.

LNCA teachers and administrators will administer, and proctor state required assessments at facilities with classroom style settings (e.g., local libraries, local schools, public meeting rooms, and other such locations with proper accommodations for special needs students when appropriate) within reasonable driving distance of students' homes, maximizing student accessibility to test sites as permitted by state law and regulations and/or pursuant to the charter contract. For online tests, the School will secure the use of computer labs at sites such as community colleges or will bring mobile computer labs with Wi-Fi hotspots to regional testing location(s). These mobile labs will consist of laptops designated for testing purposes set up and secured to meet testing security guidelines. The site locations will depend on the number of students who are subject to testing and where they live. Parents will be responsible for getting students to and from testing sites and they will have ample advance notice of when/where state tests will be administered. Students will not be permitted to take the state required tests in their homes. The School will ensure transportation options (taxi, voucher reimbursement, ride share arrangements, etc.) based on individual situations. The Director of K12 Client Relations will review available resources and work with families to provide transportation if needed to ensure that transportation is not a barrier to equal access for all students. Arrangements for transporting students with special needs will be made on an as-needed basis pursuant to the students' Individualized Education Plans (IEPs) and in accordance with all applicable state and federal laws.

LNCA will follow the guidelines established by the Hawai‘i State Department of Education for proper test administration and security. Testing site coordinators, proctors, and other staff involved in test administration will receive training in proper test handling procedures so that testing security is not compromised. The School will ensure that all appropriate staff have knowledge of ethical testing practices and procedures and understand how to secure, administer, and handle the state required tests while in their possession.

48. How will staff monitor progress and ensure that students are meeting the required standards?

The state required assessments will be administered in all required subjects in applicable grades on the schedule established by the Hawai‘i Department of Education. Student performance will be shared with each student and his/her parents/guardians annually. State assessments measure student learning and mastery of grade level or content standards for that academic year. Where possible, the School will ask for access to prior results on the state's assessments and other standardized assessments to help develop a baseline for performance measurements. Please also see **Attachment 12 – EIS**, **Attachment 31 – ACAD**, and the response to **Q. 46 in Attachment 33-55 – VBL**.

49. How will students demonstrate subject mastery leading to eligibility for promotion?

Students' grades are based on online school grades/progress completed; assessment scores of online lessons; teacher graded assessments; monthly work samples; and participation. The elementary and middle school curriculum includes assessments (both formative and summative) built in at regular intervals appropriate to each course and subject to ensure mastery and provide for remediation or enrichment where necessary. In the elementary grades, students are required within the K12 curriculum to show mastery of each lesson by achieving 80 percent or better on all lesson assessments. In middle school and high school, student learning changes to a semester-based approach where students are required to earn a passing grade on their assignments and online lessons. Students receiving special services through Direct Instruction (DI) will be given grades in Literature, Writing/Composition and/or Math based on attendance in required DI sessions, works samples, assessments, and participation. Students who do not complete assigned work samples and/or required assessments will be placed in tiered escalation support (see **Attachment 30 - ACAD**). Report cards will be sent at the end of each semester (typically in January and May).

Homeroom teachers will manage courses in Gradebook. LNCA will use Gradebook to provide students and their Learning Coaches a 24/7 live view of their weighted grades. Students and Learning Coaches can access Gradebook through the student's Online School (OLS) in the School's Learning Management System.

Promotion and graduation criteria will be communicated to parents and students through the Personal/Transition Plan; in the student/parent handbook; by written communication; and in quarterly conferences with school counselors.

50. How will struggling students be identified and supported?

Teachers, school counselors, school administrators, and other staff members will work as a Student Support Team to proactively support students identified as needing engagement or academic intervention, as well as reactively support students and Learning Coaches when they reach out. This team may include additional roles such as Student Resource Coordinators, a Community Engagement Specialist, a Student Attendance Specialist, and/or a Student Support Administrator. Students struggling with academics will be identified by teachers using a variety of data points, including graded assignments, formal and informal assessments, and growth measures. These students will be supported via Tier 2 and Tier 3 instruction, and teachers will be in close communication with Learning Coaches regarding the students' engagement and progress. Students struggling with engagement will be identified by teachers using a variety of data points, including attendance to and participation in live class sessions, course completion, and Online School log in tracking. These students will be supported via phone and email communications, conferencing with Learning Coaches, and back-on-track plans.

The Student Support Team will:

- help students stay on track by providing early intervention, organizing wraparound support, and coordinating focused engagement strategies,
- help students work through non-academic issues to foster engagement and academic

success,

- develop community partnerships to better support students and Learning Coaches with issues related to homelessness, psychological or social supports, teen parenting needs, and similar challenges,
- help foster student connectedness and nurture student motivation,
- help with truancy prevention and notifications, and investigate causes of unexcused or excessive absences,
- provide opportunities for enrichment and tutoring through the School's MTSS program,
- support students and families in the Strong Start onboarding process,
- provide Learning Coach support programs,
- plan social events, activities, and clubs,
- coordinate with external agencies as appropriate

51. What does the weekly instructional schedule look like for each grade band (i.e. elementary, middle, high)?

Our School will structure its school day and week to be optimal for student learning while utilizing K12's Introduction to Online Learning course for new students and families in the first week of school, along with procedures and accountability measures in place for student participation. Each day will cover the required minimum daily hours per grade level for core subjects including additional time and flexibility necessary to meet the needs of students individually. A summary of hours and minutes in a day for core subjects, including start and dismissal times are as follows:

- **K – 5: Students will attend 30-50 minute class sessions** per day with licensed teachers for each of the four (4) core subjects (math, science, history, and English Language Arts) depending on student needs and grade level. In addition to the 4 core subject areas of live classes, students will also have live sessions, depending on the day, for physical education, foreign language, and visual arts. Start and dismissal times are from 8:30 am to 3:00 pm and the school day includes asynchronous online and offline course work. See **Attachment 27-ACAD** for a tentative schedule for K-2 and 3-5 grade students.

- **Middle School: Students will attend 30-50 minute class sessions** per day with licensed teachers for each of the four (4) core subjects (math, science, history, and English Language Arts) depending on student needs and grade level. In addition to the 4 core subject areas of live classes, students will also have live sessions, depending on the day, for physical education, foreign language, CTE, and visual arts. Start and dismissal times are from 8:30 am to 3:00 pm and the 6-hour school day includes asynchronous online and offline course work. See **Attachment 27-ACAD** for a tentative schedule for 6-8 grade students.

- **High School: Students will attend 50-minute block class sessions** per day in each of the four (4) core subjects (math, science, history, and English Language Arts), as needed to fulfill high school graduation and CTE pathway requirements. In addition to the 4 core subject area live classes, students will have additional classes scheduled, such as

physical education, foreign language, economics, arts, history and geography. Start and dismissal times are from 8:30 am to 3:00 pm and the 6-hour school day includes asynchronous online and offline course work. See **Attachment 27-ACAD** for a tentative schedule for 9-12 grade students.

Teacher and Administrator Quality to run a Virtual/Blended School/Program

52. What specific training have the proposed teacher(s) and administrator(s) completed that addresses the unique needs of virtual and/or blended learning?

New teachers hired at the school will be licensed and generally highly experienced. The New Teacher/Staff Onboarding Program (NTO) introduces teachers and some staff to the School's model, curriculum, systems, communication, instruction, and community through customizable paths, using synchronous and asynchronous learning. NTO is intended to complement school-specific, school-delivered start-up training for new staff. Please see the responses to Questions 17 (**Attachment 17 – FIN**) and 32 (**Attachment 32 – ACAD**) for detailed descriptions of the professional development that will be provided to LNCA's virtual teachers who are new to our school and for continuing educational opportunities.

School administrators including the School Director, Principals, Vice Principals, and Academic leaders will have access to both formal and informal leadership professional development opportunities. The goal of K12's *School Leadership Excellence Framework* is that school administrators will demonstrate excellence in the following leadership standards: Strategic Leadership, Instructional Leadership, Communications & Community Leadership, Human Resources Leadership, Organizational Management, and Personal Leadership. Each standard includes specific practices intended to demonstrate an administrator's effectiveness at achieving the goals of the standard. The specific standards and practices that make up the K12 *School Leadership Excellence Framework* are derived from researched-based practices of high performing school administrators across various school models, as well as K12's internal analysis of the organization-specific skills of highest performing school administrators.

K12's Portfolio Support Team's focus on school administrator development and school improvement support ensures that every school that works with K12 has exceptional leadership at its helm and, if needed, a partner to build sustained school improvement in identified areas of need. The Portfolio Support Team's Leadership Professional Development Programs, are designed to build and enhance leadership practice and effectiveness through individualized leadership plans, collaborative training and development, and a high level of support and feedback.

New Leader Development

K12's New Leader Program will train, develop, and coach new school leaders, equipping them to be instructional leaders in their schools. Programming may include a New Leader Bootcamp, Training Guidebook, Interactive Online Leadership Training Sessions, Professional Learning Modules, and Regular Entry Planning and Coaching.

Continuing Leadership Development for Existing Leaders

K12's existing School Directors, Principals, and Academic Leaders have access to Professional Learning Modules to support their ongoing growth and development as school leaders in the K12 Training platform. These modules are built around the K12 *School Leadership Excellence Framework* standards and practices.

Ongoing Leadership Support and Collaboration

Peer Mentors

New School Directors, Principals, and Academic Leaders benefit from having an experienced mentor as they work through first year leadership challenges. New administrators may be assigned an experienced mentor upon hire who provides ongoing support throughout the year. Mentors offer support based on identified needs of School Leaders, Principals, and Academic Leaders throughout the year. Mentors also help inform program and process improvements.

K12 Annual Promising Practices Conference

The K12 Promising Practices Conference is an opportunity for school practitioners to share their current programs and activities targeting school improvement and student achievement. The format of this conference is virtual, and it highlights the promising practices of schools and individuals engaging in intentional actions to elevate the academic and personal development of all students and staff. Each year a theme is identified by a panel of practitioners. The theme is used to organize the conference subsequently soliciting online teachers and educators to share researched promising practices during the conference.

53. What are the qualifications of administrator(s) to evaluate, manage, and support teachers of virtual and/or blended learning students?

The School's Elementary School Principal(s), Middle/High School Principal(s), and Special Education/Programs Academic Administrator/Student Services Coordinator (see LNCA Organizational Chart **Attachment 25 – ORG**) will evaluate, manage, and support LNCA teachers. These administrators will have demonstrated leadership experience and skill in curriculum, instruction, and assessment. They will meet any and all state requirements related to certification for their respective positions as applicable including through the HIDOE Hawai'i Certification Institute for School Leaders (HICISL).

The job descriptions for the Principals and Special Education/Programs Academic Administrator/Student Services Coordinator in **Attachment 22 – ORG** include the following qualifications for these staff members in addition to certification for their respective positions:

- **Principals:** Educational experience; supervisory experience; leadership, organizational, and management skills; strong written and verbal communication skills; experience as an online/virtual educator; required qualifications: combination of master's degree in business, education, or a related field of study, educational experience, and supervisory experience

- **Special Education/Programs Academic Administrator/Student Services Coordinator:** Special education teaching experience (special education administration experience desired); project management experience; strong interpersonal skills with both in-person and electronic communication platforms; able to apply adult instructional methods in the training and development of staff; required qualifications: combination of bachelor's degree in related field of study, special education teaching experience, and managerial experience; Special Education Teacher license and Early Childhood or Elementary or Middle or Secondary English as a Second Language (ESL) teacher license.

54. How will the school provide professional development and support to virtual and/or blended learning teachers?

Please see the response to Questions 17 (**Attachment 17 – FIN**) and 32 (**Attachment 32 – ACAD**) for detailed descriptions of the multiple opportunities for professional development and support for LNCA's virtual teachers.

Special Education and Section 504 of the Rehabilitation Act of 1973 requirements:

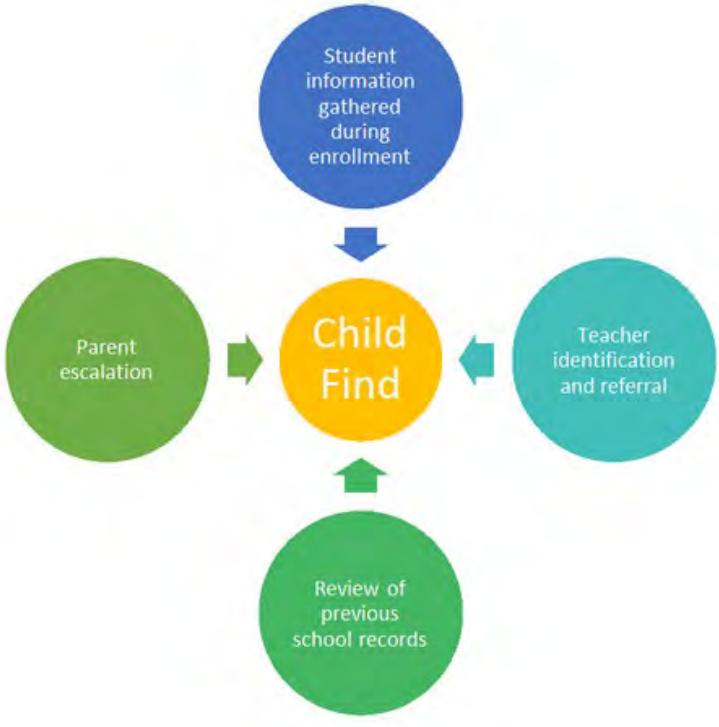
55. Describe how the proposed blended/virtual learning program will meet the requirements of the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973 (504).

LNCA will develop, adopt, and implement policies and procedures for Special Education and Section 504 that are compliant with the Individuals with Disabilities Act (IDEA), Section 504 of the Rehabilitation Act of 1973, and the Hawaii Administrative Rules, Chapter 60 and related Guidelines.

Child Find

Identification of students that qualify for special education services or a Section 504 Plan begins with Child Find. LNCA will follow the outlined Child Find processes below to ensure that students with exceptional needs are identified and their needs are met.

Child Find begins with a student's enrollment in LNCA. The School enrollment application, answers to enrollment questions, a conference call with a placement counselor, and web conferences with a general education teacher will all provide a query for the parent to indicate a disability or special programs student. In addition, a careful review of previous school records, after enrollment approval, by LNCA's special education staff will be undertaken upon the receipt of such records to identify any students enrolling who have previously been identified as a student with a disability or exceptionality. LNCA's general education teachers will be provided professional development prior to and during the school year about their Child Find responsibilities, including possible indicators of special education and exceptional needs related to achievement and behaviors. Public notification concerning the process for screening and the availability of special services and programs of instruction for students with disabilities and exceptionalities will be on the school website and will be sent via electronic and/or U.S. postal service mail to all enrolled families.



LNCA will provide FAPE (Free and Appropriate Public Education) for all students identified as qualifying for an Individualized Education Plan (IEP) by providing the services identified in the IEP to meet the student's IEP goals. Within the assurance of providing FAPE, LNCA will provide assistive technology (as addressed in **Attachment 30 – ACAD**)) as needed per a student's IEP or 504 Plan to ensure accessibility to grade-level standards within the general education classroom.

IEP compliance will follow the Hawaii Administrative Rules, Chapter 60 and related Guidelines. Accountability will be monitored by the LNCA Special Education/Programs Academic Administrator/Student Services Coordinator and will include a yearly internal audit process.

- Timelines: All Child Find, referral and IEP timelines will be kept in compliance with the Hawai'i Administrative Rules, Chapter 60 Guidelines.
    - Within 15 days of receipt of a referral from a parent for a special education evaluation LNCA will respond to the request with a Prior Written Notice indicating the school's proposal or refusal to evaluate.
    - Evaluations will be conducted within 60 days of receipt of the parental consent for evaluation.
    - Annual Review of IEPs will be at least once per year.
    - Reevaluations will be completed at least every 3 years or sooner if determined by the IEP team or requested by the parent.
- Least Restrictive Environment (LRE): students will be supported to the greatest extent possible in the LRE with support from the general education teacher(s) and a special education teacher. All components previously identified in the response to Question

#30 (see **Attachment 30 – ACAD**) will be included within the support structure: differentiation, assistive technology, accommodation, modifications, and interventions.

- The continuum of placement will be determined by each student's IEP team and may include, but is not limited to, increased direct instruction from the special education teacher and alternative curriculum for students that qualify with an intellectual disability.
- Extended School Year will be provided according to an identified need on the IEP.

LNCA will provide for any needs identified in an IEP or Section 504 plan for students to access nonacademic settings. This may include field trips, in-person events, clubs, community events, or any other activity outside of the academic setting. Accessibility to sites, transportation, and additional staffing are examples of what that support may include.

LNCA will follow compliant IEP policies and procedures according to the Hawai'i Administrative Rules, Chapter 60 and related Guidelines. LNCA values the parent as an integral member of the IEP team. Special education teachers will make all attempts possible to ensure parental input and participation. IEP meetings will be held via a web-based platform to provide the ability for all participants to attend, collaborate and view the IEP document.

- Evaluations and Eligibility: LNCA will follow compliance procedures according to Hawai'i Administrative Rules §8-60-36 and §8-60-37 and related guidelines.
    - Parental consent will be obtained prior to evaluations being completed. The special education teacher will conference with the parent prior to consent being obtained to ensure understanding of the proposed evaluation as well as to incorporate parent input. Consent will be obtained through a signature system such as DocuSign or on a live web-based platform. Initial consent for services will be obtained following initial eligibility and prior to an IEP being written or service being initiated for a student.
    - Evaluations will be completed by a qualified individual according to HIDOE licensing requirements. They will be completed either in person or virtually based on the needs of the student and parent input.
    - An eligibility IEP meeting will be held within 60 days of permission to test being signed by the parent. Attendees at the eligibility IEP meeting will include required participants according to HAR Chapter 60. Eligibility will be determined according to Hawaii Administrative Rules §8-60-38 and §8-60-39.
- Individualized Education Plan (IEP)
    - IEPs will be in effect when a student enrolls with LNCA and has an active IEP. Comparable services will be provided until an IEP meeting is held. The IEP will be written within 15 days of the receipt of parental consent for the initial provision of services and no longer than 30 days following an eligibility IEP meeting.
    - All aspects of the IEP will be individualized to each student and written according to compliance indicators in Hawai'i Administrative Rule §8-60-48.
- Procedural Safeguards
    - Parents will be sent a copy of their procedural safeguards at least one time per year. They will also be provided to the parent when an initial evaluation is requested and if a parent files a complaint with school administration, the Board, or the HIDOE.

- Discipline Procedures: LNCA will follow the Manifestation Determination process for discipline concerns for a student with a disability. .
- Prior Written Notice (PWN): PWN will be provided to the parent prior to any special education action being taken by the school.

Attachment 56-60 - TPP

56. **Explain why your proposed new charter school is seeking to contract with an educational service provider or charter management organization rather than operate the proposed school directly.**
57. **Explain the process your applicant governing board used to identify, vet, and select the service provider. The description must explain:**
    a. **How and why the service provider was selected, including when and how the applicant learned of the service provider;**
    b. **Which other service providers were considered;**
    c. **The selection process used to select the chosen service provider over other service providers; and**
    d. **What due diligence was conducted, including a summary of the findings of the reference checks (or other similar processes) conducted by the applicant, on the chosen service provider.**
58. **How does this educational service provider or charter management organization align with your mission and vision?**
59. **Submit all DCCA and other applicable state agency filings including: Certificate of Vendor Compliance, Hawaii Tax ID Number, any Business Registration Information including the Certificate of Good Standing.**

PERFORMANCE TASK:

60. **If your proposed school will seek to contract with a service provider, as defined above, provide:**
    a. **The complete contract/service agreement that would be executed should your proposed new charter school is approved;**
    b. **Service provider's record of achievement, which should include the following:**
        i. **Provide a list of all charter schools operated or managed by the service provider, including a list of all accredited charter schools and name of the accrediting organization for each accredited school and a current accreditation report from one of those schools. If however, the Service Provider does not operate or manage any accredited charter schools then state "NO ACCREDITED CHARTER SCHOOLS".**
        ii. **If the Service Provider is providing academic services, provide academic performance data for at least ten (10) charter schools operated by the service provider for the past five years (or over the life of the charter school, if the school has been open for fewer than five years). The academic performance data should include at least three of the service provider's highest performing schools and at least three of the service provider's lowest performing schools. If the service provider operates less than ten charter schools, provide the academic data for all schools**
        iii. **A listing and explanation of any management contract terminations, charter revocations, non-renewals, or withdrawals or non-openings that the proposed service provider has experienced in the past ten years. The explanation must reference the other jurisdictions where the Service Provider operates or services other charter schools and provide, as a list of all the charter schools operated or managed by the Service**

Provider, the respective authorizer for each of those charter schools, and contact information for each authorizer.

iv. **A list of all subsidiaries or related entities that are affiliated or owned in whole or in part by the Service Provider, a description of the nature of those entities' business activities, an explanation as to whether the proposed school has or will have any relationship with or receive any services from any of those entities, and a reasonable justification for any such relationship.**

v. **If your proposed school governing board intends to enter into any type of lease or any other facility financing relationship with the service provider, provide a complete copy of the proposed lease or facility financing agreement that would be executed if the applicant were approved as a charter school.**

vi. **A description of any loans, grants, or investments made between the service provider and your proposed school's associated nonprofit organization, including a legally sound explanation of how any such loans, grants, or investments may be initiated, repaid, and refused by the proposed school's associated nonprofit, as applicable;**

vii. **Full disclosure of any existing or potential conflicts of interest between your proposed school governing board, proposed school's employees, proposed service provider, and any affiliated business entities and a satisfactory explanation as to how such existing or potential conflicts of interest will be addressed;**

viii. **A detailed description of the roles and responsibilities of the Service Provider that adequately and accurately describes how the Service Provider fits into the proposed school's organizational structure and how the organizational structure ensures the proposed school governing board is independent from the Service Provider and self-governing.**

ix. **An effective and comprehensive oversight and evaluation plan for overseeing the Service Provider. The oversight and evaluation plan must include the school-wide and student achievement results that the management organization is responsible for achieving, the methods the proposed school governing board will use to review and evaluate the Service Provider's progress toward achieving agreed-upon goals, the frequency of such reviews and evaluations, an explanation whether there will be an external evaluator to assess the Service Provider's performance, and the conditions, standards, and procedures for the proposed school governing board intervention, if the Service Provider's performance is deemed unsatisfactory.**

x. **A comprehensive description of the respective financial responsibilities of your proposed school governing board and the Service Provider that allows for reasonable financial controls from the proposed school governing board. The description must include details about the types of spending decisions the Service Provider can make without obtaining**

board approval, the reports the Service Provider must submit to your proposed school governing board on financial performance and the schedule for reporting, and how your proposed school governing board will provide financial oversight.

56. Explain why your proposed new charter school is seeking to contract with an educational service provider or charter management organization rather than operate the proposed school directly.

As mentioned earlier in the application, the idea for LNCA stemmed from thousands of parents inquiring about a K12 virtual public school option in Hawai'i. See **Attachment 4 - EIS**. The Board also did its due diligence and confirmed that K12 was the best choice for a high quality virtual learning and CTE program.

Starting and operating a charter school in Hawai'i is not for the faint of heart. It takes a tremendous amount of will and determination to succeed. LNCA will work with K12, its proposed ESP, to bring over 20 years of virtual education experience and best practices to Hawai'i. A vendor relationship with K12 brings academic, financial, and organizational best practices and expertise to the core areas that LNCA will be measured by in the Commission's Performance Framework. Contracting with a high-quality, experienced charter school ESP, serves as a prevention mechanism to avoid some of the major pitfalls and risks to successfully operating a charter school. Charter schools that get into trouble with the State, Commission, or its communities have struggled to build the capacity needed to fund and afford all the elements of operating a charter school properly.

57. Explain the process your applicant governing board used to identify, vet, and select the service provider. The description must explain:

a. How and why the service provider was selected, including when and how the applicant learned of the service provider;

b. Which other service providers were considered;

c. The selection process used to select the chosen service provider over other service providers; and

d. What due diligence was conducted, including a summary of the findings of the reference checks (or other similar processes) conducted by the applicant, on the chosen service provider.

a. How and why the service provider was selected, including when and how the applicant learned of the service provider;

Phase 1 - Selection of Proposed ESP

LNCA's Board of Directors and the community supporting our charter school are wholly committed to resourcing our students with a world class education. Our Board formed a subcommittee of members to identify service providers. Our initial research revealed that

there are a number of viable providers to support fully virtual public charter schools. It was important that the service provider chosen could adapt their model to meet the needs of our school, could demonstrate a history of performance in Hawai'i, and could be deemed a fiscally reliable entity. In the research and engagements with service providers held by our working group, one provider of virtual education, administration and support, met these requirements. That service provider was K-12 and they were invited to be further vetted by our Board.

b. Which other service providers were considered;

The service providers that were considered by LNCA were:

- Edmentum: apexlearning.com
- Imagine Learning: Edgenuity.com
- Connections: connectionsacademy.com
- Pansophic Learning: https://pansophiclearning.com
- Lincoln Learning Solutions: www.lincolnlearningsolutions.org/whatwedo
- StrongMind: www.strongmind.com
- Onluni: https://onluni.net
- Acellus Academy: www.acellusacademy.com
- Stride: www.k12.com

c. The selection process used to select the chosen service provider over other service providers; and

Our subcommittee's review of the many qualified service providers revealed that K12 had extensive experience in Hawai'i working with HIDOE to supplement traditional public schools, with Hawai'i charter schools, and with private schools in the islands. In our enhanced due diligence, it became clear that the provider's team understood the importance of LNCA's vision for an all virtual public charter school, and they were successful in addressing the many questions we had in our enhanced due diligence.

d. What due diligence was conducted, including a summary of the findings of the reference checks (or other similar processes) conducted by the applicant, on the chosen service provider.

Upon the Board's recommendation to conduct enhanced due diligence on K-12, K12 was invited to meet with the Board and was invited to engage with LNCA to address responses to the following key evaluation metrics:

- Do you provide full-time Hawai'i licensed teachers?
- Can you provide a course catalog for K-12?
- Are your courses synchronous, asynchronous, or both?
- Do you provide any physical materials for students in grades K-8?
- Do you provide assistance with preparation and logistics for state-mandated assessments?

- Do you provide student computers through a leasing agreement?
- Do you provide online and/or live IT support for student computers and software?
- Do you have courses that incorporate Project Based Learning for middle and high school students that you would offer to LNCA?
- Can you provide special education teachers?
- Do you provide student support for students with special education needs?
- Do you provide related services support for students with special education needs?
- Do you provide English Language Learner support and/or how is your curriculum designed to support ELL students?
- Do you have experience providing support to homeless students eligible for services under McKinney Vento?
- Do you contract with third-party providers related to career development to enhance the student-user experience?
- Can you provide CTE teachers?
- Which CTE clusters and pathways can you offer in Hawai‘i?
- Which CTSOs do you have experience working with?
- In which states are you an Education Service Provider to CTE program?
- Do you have partnerships with third-party providers that provide CTE programming support?
- Do your CTE programs include career counseling?
- Can you provide a CTE coordinator?
- Do you provide teacher professional development?
- Do you provide administrator professional development?
- Can you provide marketing services to support LNCA?
- Do you provide support for state, federal, and authorizer reporting?

LNCA’s board and our community found K12 to be extremely responsive and communicative in addressing all of our presented questions to our board’s satisfaction. Of the many good options, and after much due diligence, LNCA’s board believes this current selection is the best solution for our school.

Phase 2 - K12 vs. Connections Comparison

At the beginning of the 2023 charter school application cycle, Finnegan compared K12 and Connections, the superior choices for a fully virtual learning program. Both programs showed commitment to high-quality, all virtual learning.

One major difference is the scope of their offerings. K12 offers a complete curriculum for students from kindergarten through 12th grade, while Connections focuses on providing supplemental courses and individual classes for students in grades K-12. This means choosing K12 gives you access to a comprehensive educational experience that includes all the necessary courses for graduation, while Connections is better suited for students who need to fill in specific gaps in their education or take elective courses.

Another difference between the two is their approach to instruction. K12 is known for its teacher-led approach, which includes live online classes and frequent teacher-student interactions. Connections, on the other hand, emphasizes self-paced learning with flexible schedules, and teachers are available to provide support and guidance as needed.

In terms of technology, both K12 and Connections utilize robust learning management systems and multimedia resources to enhance the learning experience. However, K12's platform is known for being more immersive, with interactive features that simulate the classroom experience. Connections, on the other hand, focuses on simplicity and ease of use, with a streamlined interface that makes it easy to navigate and access course materials.

In the end, we believe we made the right choice in selecting K12 as LNCA's proposed ESP. The K12 educational program works to meet the needs of all students, has an impressive and intensive college and career program, and has shown their willingness to work side by side with LNCA during the application process and that gives us confidence that we can work together to provide a high-quality charter school experience for Hawai'i's students and their families.

58. How does this educational service provider or charter management organization align with your mission and vision?

Please also see **Attachment 4 – EIS**.

The proposed ESP aligns well with LNCA's mission and vision statements. Every educational aspect of the mission and vision statements describes the products, services, and overall educational program that LNCA expects to receive from K12. Please see the table below for examples of mission and vision alignment.

K through 12, virtual, and meet the needs and interests of students across Hawai'i wherever they are... physically	K12 is a 20+ year experienced K-12 virtual learning provider and its program can be accessed anywhere a student is located if the student has internet access, a laptop/device, and a learning coach.
world class	K12 is a leader in virtual education across the country.
adaptive, synchronous, asynchronous, meet students where they	The K12 model personalizes the learning experience of each student according to their individual needs and abilities. It allows teachers to provide customized content and learning activities that cater to each student's unique learning style and pace in both the synchronous (where the student and the teachers are online together) and asynchronous

are at, high needs vs. non-high needs	(when the student is working more independently off-line) environments.
College and career	K12 began a comprehensive College and Career virtual program in 2016 that is showing signs of success across the country.
continuously paves new pathways for virtual education	Like LNCA, K12 is committed to making educational options better for students through virtual learning. K12 invests money and time to further develop technologies and educational practices that will improve virtual education for K-12 students.

59. Submit all DCCA and other applicable state agency filings including: Certificate of Vendor Compliance, Hawaii Tax ID Number, any Business Registration Information including the Certificate of Good Standing.

The following documents for K12 Virtual Schools LLC are included in **Attachment 56-60 – TPP**:

- General Excise Tax License Letter from the State of Hawai'i Department of Taxation including the Hawai'i Tax ID Number
- Certificate of Vendor Compliance
- Certificate of Good Standing

PERFORMANCE TASK:
60. If your proposed school will seek to contract with a service provider, as defined above, provide:

a. The complete contract/service agreement that would be executed should your proposed new charter school is approved;

The proposed Educational Products and Services Agreement (EPSA) to be executed by the Leaders for Hawaii's Future and K12 Virtual Schools LLC when LNCA is approved is included in **Attachment 56 – 60 – TPP**.

b. Service provider's record of achievement, which should include the following:

i. **Provide a list of all charter schools operated or managed by the service provider, including a list of all accredited charter schools and name of the accrediting organization for each accredited school and a current accreditation report from one of those schools. If however, the Service Provider does not operate or manage any accredited charter schools then state "NO ACCREDITED CHARTER SCHOOLS".**

The list of all charter schools receiving educational products and services from K12 Virtual Schools LLC; their accrediting organizations; and the current accreditation report for Idaho

Technical Academy which was awarded the "2021 Cognia School of Distinction Award" by their accrediting organization, Cognia, is included in **Attachment 56 – 60 – TPP**.

ii. **If the Service Provider is providing academic services, provide academic performance data for at least ten (10) charter schools operated by the service provider for the past five years (or over the life of the charter school, if the school has been open for fewer than five years). The academic performance data should include at least three of the service provider's highest performing schools and at least three of the service provider's lowest performing schools. If the service provider operates less than ten charter schools, provide the academic data for all schools**

When asking K12 to provide academic performance data for the charter schools it serves, the Board requested a wide range of outcomes to highlight the company's ability to configure its services and technology to fit many different types of charter schools. K12 responded with the list below, placing them from highest to lowest performing based not on overall regulations, but on improvement in key areas that highlight their success over time.

- Maine Virtual Academy
- Destinations Career Academy of Wisconsin
- Utah Virtual Academy
- Nevada Virtual Academy
- Florida Cyber Academy @ Duval
- Ohio Digital Learning School
- Insight School of Wisconsin
- Insight School of Arizona
- Insight School of Michigan
- Passport Academy Charter School

In addition to these ten charter schools, K12 also provided performance data for Destinations Career Academy of Colorado. Although it is not a charter school, but rather an online program through a school district in Colorado, it is a similar model of a CRE school that LNCA can become.

The information provided in response to this question is included in **Attachment 56 – 60 – TPP.**

iii. **A listing and explanation of any management contract terminations, charter revocations, non-renewals, or withdrawals or non-openings that the proposed service provider has experienced in the past ten years. The explanation must reference the other jurisdictions where the Service Provider operates or services other charter schools and provide, as a list of all the charter schools operated or managed by the Service Provider, the respective authorizer for each of those charter schools, and contact information for each authorizer.**

Public charter schools are governed by non-profit independent boards. However, below is a list of the actions the proposed ESP is aware of:

- The charter of the Insight School of Ohio was allowed to expire on June 30, 2018, by the authorizer, the Buckeye Community Hope Foundation. The authorizer cited academic concerns as the reason for not renewing the charter for the school which was effectively functioning as a dropout prevention school for at-risk students.

The list of all charter schools which receive services from K12, their respective authorizers, and authorizer contact information is in **Attachment 56 – 60 – TPP**.

iv. **A list of all subsidiaries or related entities that are affiliated or owned in whole or in part by the Service Provider, a description of the nature of those entities' business activities, an explanation as to whether the proposed school has or will have any relationship with or receive any services from any of those entities, and a reasonable justification for any such relationship.**

Stride, Inc. Is the parent company of K12 Virtual Schools LLC. All other Stride subsidiaries are provided in **Attachment 56 – 60 – TPP**. The affiliates related to K12 Virtual Schools LLC that are expected to provide any products or services to the school are:

- K12 Virtual Schools LLC – Entity responsible for all products and services to the school.
- Stride, Inc. – Parent company of K12 Virtual Schools LLC; owns patents, copyrights and other intellectual property rights to software and products.
- K12 Services Inc. – Affiliate; employer of record.
- Tallo LLC – Affiliate; provides employment agency, scholarship and internship-related services.

v. **If your proposed school governing board intends to enter into any type of lease or any other facility financing relationship with the service provider, provide a complete copy of the proposed lease or facility financing agreement that would be executed if the applicant were approved as a charter school.**

The governing board does not intend to enter into any type of lease or any other facility financing relationship with the proposed ESP. This question is not applicable to this application.

vi. **A description of any loans, grants, or investments made between the service provider and your proposed school's associated nonprofit organization, including a legally sound explanation of how any such loans, grants, or investments may be initiated, repaid, and refused by the proposed school's associated nonprofit, as applicable;**

LNCA does not have an associated nonprofit organization. This question is not applicable to our application.

vii. **Full disclosure of any existing or potential conflicts of interest between your proposed school governing board, proposed school's employees, proposed service provider, and any affiliated business entities and a satisfactory explanation as to how such existing or potential conflicts of interest will be addressed;**

There are no existing or potential conflicts of interest between our proposed governing board, proposed school's employees, proposed service provider, and any affiliated business entities.

viii. **A detailed description of the roles and responsibilities of the Service Provider that adequately and accurately describes how the Service Provider fits into the proposed school's organizational structure and how the organizational structure ensures the proposed school governing board is independent from the Service Provider and self-governing.**

Section 10 of the draft services agreement describes the relationship of LNCA's Governing Board and K12 as "parties" to the contract but not a division or part of each other's organization, and the organization chart for **Attachment 25-ORG** further illustrates the roles and responsibilities of both the LNCA Board and K12, as vendor. The draft services agreement states:

PARTIES' RELATIONSHIP.
K12 is not a division or any part of the Board. The Board is a body corporate authorized under State law, governed independently by its Board and is not a division or a part of K12. The relationship between the Parties was developed and entered into through arms-length negotiations and is based solely on the terms of this Agreement. The Parties are independent contractors. Nothing herein will be construed to create a partnership or joint venture by or between the Board and K12. Neither Party will be the agent of another except to the extent otherwise specifically provided by this Agreement where K12 is authorized to take action on behalf of the Board and the School. The Board and its employees will in no case represent to third parties, and will whenever needed disclaim to such parties, any ability to bind K12 to any duty imposed by contract, other than this Agreement or as otherwise agreed in writing by K12.

As evidence of independent legal representation, the Board is represented by Trevor R. Ozawa as its legal counsel. Attorney Ozawa does not and has not represented K12 Virtual Schools LLC or any affiliate.

ix. **An effective and comprehensive oversight and evaluation plan for overseeing the Service Provider. The oversight and evaluation plan must include the school-wide and student achievement results that the management organization is responsible for achieving, the methods the proposed school governing board will use to review and evaluate the Service Provider's progress toward achieving agreed-upon goals, the frequency of such reviews andevaluations, an explanation whether there will be an external evaluator to assess the Service Provider's performance, and the conditions, standards, and procedures for the proposed school governing board intervention, if the Service Provider's performance is deemed unsatisfactory.**

The interdependent relationship between LNCA's governing board and K12 is the foundation to this school and both parties are critical to LNCA's success. The educational program, especially in the first 5 years of the school's development, is a products and wrap-around services K12 model and stemmed from thousands of parents inquiring about enrolling in a K12 school in Hawai'i.

Hawai'i charter school law requires school employees to be state employees. The School Director and all other staff are ultimately answerable to the school's governing board. There are many benefits to this requirement, however, we must consider that K12 will not have the authority to change or control personnel at LNCA, a critical factor to consider when measuring the effectiveness of K12 in delivering increased student achievement.

LNCA's governing board is the client and K12 is the vendor. The success of the program will heavily depend upon people, practices, actions and decisions of LNCA Board and staff, as well as the leadership, staff, services, and products from K12. Strong communication, well thought out project plans, and clear expectations between both LNCA and K12 will be needed. A fair and meaningful evaluation system will be developed during the negotiation process of the Educational Products and Services Agreement (EPSA) following the receipt of a conditional approval of LNCA from the Commission.

A solidly built and clearly understood evaluation system of K12 should aim to assess the effectiveness of the services and products provided and identify areas for improvement. The following are key components that could be included in such an evaluation system:

Goals and objectives: The first step is to define the goals and objectives of the LNCA and the specific areas where K12 responsibilities lie. These should be specific, measurable, achievable, relevant, and time-bound. The goals and objectives will provide a basis for evaluating the effectiveness of the products and services provided.

Data collection: To evaluate the effectiveness of K12, data should be collected from various sources. This could include governing board, school leadership, and student feedback; teacher evaluations; academic performance data; and any other relevant data that is available.

Analysis: Once the data is collected, it should be analyzed to identify trends and patterns. This could involve statistical analysis or qualitative analysis depending on the type of data collected.

Performance indicators: Performance indicators should be established to measure the effectiveness of K12. These could be informed by student retention rates, graduation rates, academic performance, student satisfaction rates, and teacher satisfaction rates.

Benchmarking: Benchmarking involves comparing the performance of K12 with other similar providers in the same industry. This will help to identify areas where K12 is excelling and areas where improvement is needed.

Action planning: Based on the analysis and benchmarking, action plans should be developed to address areas where improvement is needed. The action plans should be specific, measurable, achievable, relevant, and time-bound.

Monitoring and evaluation: The final step is to monitor the implementation of the action plans and evaluate their effectiveness. This will provide feedback on whether K12 has successfully addressed the identified areas for improvement.

By following these key components, an evaluation system can be developed that will provide valuable insights into the effectiveness of K12's products and services and help to identify areas for improvement.

x. **A comprehensive description of the respective financial responsibilities of your proposed school governing board and the Service Provider that allows for reasonable financial controls from the proposed school governing board. The description must include details about the types of spending decisions the Service Provider can make without obtaining board approval, the reports the Service Provider must submit to your proposed school governing board on financial performance and the schedule for reporting, and how your proposed school governing board will provide financial oversight.**

Please see **Attachment 16 – FIN**.

DAVID Y. IGE
GOVERNOR

SHAN S. TSUTSUI
LT. GOVERNOR

MARIA E. ZIELINSKI
DIRECTOR OF TAXATION

DAMIEN A. ELEFANTE
DEPUTY DIRECTOR

STATE OF HAWAI'I
DEPARTMENT OF TAXATION

K12 VIRTUAL SCHOOLS LLC
2300 CORPORATE PARK DR STE 200
HERNDON VA 20171-4843

Date: August 15, 2016
Letter ID: L1538707456
Customer ID: T-212-500-0704

Re: License Letter

Dear Taxpayer:

This letter contains your General Excise Tax License for Hawaii Tax ID Number: GE-212-500-0704-01. Please display this license conspicuously at K12 VIRTUAL SCHOOLS LLC's place of business.

If you require further information, please contact us at the address and phone number listed below. Reference the letter ID found at the top of the page on any correspondences or phone calls to expedite the process.

Sincerely,

Department of Taxation
Taxpayer Services Branch
PO Box 259
Honolulu, HI 96809-0259
Phone: (808) 587-4242
Neighbor Islands / Continental U.S.
Toll Free: 1 (800) 222-3229

BUSINESS START DATE: 08/01/2008

L1538707456
FORM G-44A
(REV. 2016)

STATE OF HAWAII
DEPARTMENT OF TAXATION

LICENSE ISSUED FOR THE PRIVILEGE OF ENGAGING IN BUSINESS AND OTHER ACTIVITIES UPON THE CONDITION THAT THE LICENSEE SHALL PAY THE TAXES ACCRUING TO THE STATE OF HAWAII UNDER THE PROVISIONS OF CHAPTER 237, HRS, AS AMENDED. LICENSEE'S ACTIVITIES ARE LISTED ON THE APPLICATION ON FILE WITH THE DIRECTOR OF TAXATION.

GENERAL EXCISE TAX LICENSE

THIS LICENSE IS NOT TRANSFERABLE.
TO BE DISPLAYED CONSPICUOUSLY AT THE PLACE OF BUSINESS FOR WHICH ISSUED.

HAWAII TAX ID NUMBER: GE-212-500-0704-01
K12 VIRTUAL SCHOOLS LLC
2300 CORPORATE PARK DR
STE 200
HERNDON VA 20171-4843

STATE OF HAWAII
STATE PROCUREMENT OFFICE

CERTIFICATE OF VENDOR COMPLIANCE

This document presents the compliance status of the vendor identified below on the issue date with respect to certificates required from the Hawaii Department of Taxation (DOTAX), the Internal Revenue Service, the Hawaii Department of Labor and Industrial Relations (DLIR), and the Hawaii Department of Commerce and Consumer Affairs (DCCA).

Vendor Name: **K12 VIRTUAL SCHOOLS L.L.C.**

Issue Date: **04/18/2023**

Status: **Compliant**

Hawaii Tax#:
New Hawaii Tax#:
FEIN/SSN#: XX-XXX3180
UI#: No record
DCCA FILE#: 267771

Status of Compliance for this Vendor on issue date:

Form	Department(s)	Status	
A-6	Hawaii Department of Taxation	Compliant	
8821	Internal Revenue Service	Compliant	
COGS	Hawaii Department of Commerce & Consumer Affairs	Compliant	
LIR27	Hawaii Department of Labor & Industrial Relations	Compliant	

Status Legend:

Status	Description
Exempt	The entity is exempt from this requirement
Compliant	The entity is compliant with this requirement or the entity is in agreement with agency and actively working towards compliance
Pending	A status determination has not yet been made
Submitted	The entity has applied for the certificate but it is awaiting approval
Not Compliant	The entity is not in compliance with the requirement and should contact the issuing agency for more information

Department of Commerce and Consumer Affairs

CERTIFICATE OF GOOD STANDING

I, the undersigned Director of Commerce and Consumer Affairs of the State of Hawaii, do hereby certify that

K12 VIRTUAL SCHOOLS L.L.C.

organized under the laws of Delaware

was duly registered to do business in Hawaii as a foreign limited liability company on 12/20/2021 , and that, as far as the records of this Department reveal, has complied with all of the provisions of Chapter 428, Hawaii Revised Statutes, regulating foreign limited liability companies.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed the seal of the Department of Commerce and Consumer Affairs, at Honolulu, Hawaii.

Dated: April 17, 2023

[redacted]

Director of Commerce and Consumer Affairs

To check the authenticity of this certificate, please visit: http://hbe.ehawaii.gov/documents/authenticate.html
Authentication Code: 461117-COGS_PDF-267771C6

EDUCATIONAL PRODUCTS AND SERVICES AGREEMENT

Between

LEADERS FOR HAWAII'S FUTURE

And

K12 VIRTUAL SCHOOLS L.L.C.

FOR THE LIMA NO'EAU CAREER ACADEMY SPONSORED BY THE HAWAII STATE PUBLIC CHARTER SCHOOL COMMISSION FOR GRADES K THROUGH 12

EDUCATIONAL PRODUCTS AND SERVICES AGREEMENT

Between the
LEADERS FOR HAWAII'S FUTURE
And
K12 VIRTUAL SCHOOLS L.L.C.

This EDUCATIONAL PRODUCTS AND SERVICES AGREEMENT ("**Agreement**") is made and entered into between the Governing Body (the "**Board**") of the Leaders for Hawaii's Future, a Hawaii nonprofit entity and K12 Virtual Schools L.L.C., a Delaware limited liability company (hereinafter "**K12**"), each a "**Party**" together the "**Parties**", and includes the following exhibits:

a. Exhibit A (Products and Services)
b. Exhibit B (K12 Proprietary Marks)
c. Exhibit C (Form Notice of Intent)

BACKGROUND

A. The Board was authorized by the Hawaii State Public Charter School Commission (the "**Authorizer**") pursuant to a charter contract (the "**Charter**") to operate and govern the Lima No'eau Career Academy, a virtual public charter school, also to be referred to as LNCA in short form (the "School") throughout the State of Hawaii ("State").

B. The School's mission is to provide a world class, adaptive, synchronous and asynchronous learning environment powered to meet the needs and interests of students across Hawai'i wherever they are academically and/or physically.

C. The Board and Authorizer entered into the Charter dated _____ [CHARTER DATE], pursuant to Chapter §302D of the Hawaii Revised Statutes, to operate the School which will utilize K12 products and services in accordance with this Agreement.

D. K12 and its Affiliates (defined below) will provide the Board with a variety of educational products and services which may include curriculum, online school and learning management systems, teacher training, school administration and technology services specified in this Agreement.

NOW THEREFORE, the Parties agree as follows:

1. DEFINITIONS. For the purposes of this Agreement, capitalized terms used herein, but not otherwise defined, shall have the meaning ascribed to them in this Section 1 as follows:

1.1 Affiliates. An Affiliate of K12 is an entity that controls, is controlled by, or under common control with K12, where "control" means the possession, directly or indirectly, of the power to direct or cause the direction of the management policies of an entity, whether through the ownership of securities, by contract or otherwise.

1.2 Applicable Law. Applicable Law is the Constitution of the State and federal, state or local statutes and regulations applicable to public charter schools in the State, and any amendments to, or recodification of, the aforementioned laws. Without limitation, Applicable Law includes all requirements, terms and conditions established by any federal or state funding source.

1.3 Change in Net Assets. A Change in Net Assets is the difference in a given Fiscal Year between the School Revenues and School Expenses as certified by an independent audit in accordance with Generally Accepted Accounting Principles (GAAP).

1.3.1 A "Positive Change in Net Assets" means School Revenues exceeded School Expenses in a

given Fiscal Year.

1.3.2 A "Negative Change in Net Assets" means School Expenses exceeded School Revenues in a given Fiscal Year.

1.4 Facility. Facility is the real property leased for the School's administrative offices located at _____[TO BE DETERMINED].

1.5 Fiscal Year. The Fiscal Year is the period from July 1 through June 30.

1.6 Net Asset Position. Net Asset Position means the difference between total assets and liabilities of the School at the end of a given Fiscal Year as certified by an independent audit in accordance with GAAP.

1.6.1 A "Positive Net Asset Position" means that total assets of the School exceed total liabilities of the School.

1.6.2 A "Negative Net Asset Position" means that total liabilities of the School exceed total assets of the School.

1.7 School Revenue. School Revenue is all funding received by or on behalf of the Board as attributed to any Student or the School which includes, but is not limited to, the following sources as applicable: state and local per-pupil basic education funds and other public school state and local funding; federal funds for the School and/or its Students; other funding including, but not limited to, Title I funding; State provided facility funding and other revenue sources provided by law and obtained by or on behalf of the School and its Board (which are not specifically excluded herein) and all contributions and grants received by or on behalf of the School or its Board. School Revenues shall not include: (i) income generated by Students individually or collectively via student fundraisers (whether such fund raiser is School-sponsored), and (ii) private charitable donations made to the School's general fund; all to the extent K12 is not required to manage, track, report on or otherwise assist with the generation, disbursement or collection of such income or donations.

1.8 Special Education Student. A Special Education Student is any Student who has, will have or requires an Individualized Education Program ("**IEP**").

1.9 Student. A Student is any pupil enrolled and/or otherwise taking course(s) in the School or previously enrolled, including those pupils who have withdrawn.

1.10 Student Support Staff. Student Support Staff means any position, other than Teachers, that provides direct services to the Students, other than a counselor.

1.11 Teachers. Teachers are staff providing direct instruction to the Students, including master and lead teachers, if any.

2. K12 RESPONSIBILITIES, EDUCATIONAL PRODUCTS AND SERVICES.

2.1 Educational Products. During the Term, K12 and Affiliates shall license to the Board solely for use in the School, on a non-exclusive, non-assignable, non-sublicensable basis the products and product related services, as described in Section I of Exhibit A, to include curriculum, access to an online school and learning management system(s), instructional tools and other products and product related services as set forth in Section I of Exhibit A (collectively the "**Educational Products**"). Notwithstanding the forgoing, no Educational Products shall be provided for the purpose of benefiting the Board, the School or any staff or students for any School year beyond the expiration or termination of this Agreement.

2.2 Administrative and Technology Services. During the Term, K12 and Affiliates shall provide to the Board solely for the School "**Administrative Services**", including financial and school administration services, Teacher training and management, and "**Technology Services**" to include a student information system, hosting of an online platform, a student account management system and related technical support and other educational services as described in Exhibit A. The Administrative Services and Technology Services shall collectively be referred to as the "**Services**". Notwithstanding the forgoing, no Services shall be provided for the purpose of benefiting the Board, the School or any staff or students for any School year beyond the expiration or termination of this Agreement.

2.3 Place of Performance. Performance of any services is not required to be rendered at the Facility and may be performed at K12's corporate offices or elsewhere in K12's discretion, unless specifically stated in Exhibit A or for compliance with Applicable Law or the Charter.

2.4 K12 Compliance. K12 will provide the Educational Products and Services and shall maintain the confidentiality of School staff, Student data and other records in material compliance with Applicable Law, the Charter (the terms of which are incorporated into this Agreement as if fully set forth herein), and School policies made known to K12 in writing and relating to the School. Subject to Section 3.2 and Section 12, K12 shall also comply with changes in School policies within thirty (30) days of receipt of written notice and a copy thereof.

2.5 Non-Discrimination. K12 prohibits discrimination in all its programs and activities on the basis of race, color, religion, sex, national origin, age, disability, and where applicable, marital, veteran or familial status, and sexual orientation, and on all other bases required by Applicable Law.

3. BOARD RESPONSIBILITIES AND GOVERNANCE.

3.1 School Oversight and Compliance. The Board shall be responsible for overseeing the School's quality, operational and financial performance, budget and curriculum in accordance with the Charter and Applicable Law, and working with the Authorizer and other authorities as required by law. K12 shall reasonably cooperate with such monitoring and oversight. The Board shall also be responsible for monitoring K12's performance to ensure compliance with the Charter and the terms of this Agreement.

3.2 Adoption of Policies. K12 shall recommend various School policies. The Board, however, retains ultimate responsibility for adopting policies and for overseeing K12's implementation. K12 will cooperate with the implementation of School policies and adopt procedures consistent with such policies, subject to Section 12. The Parties will work collaboratively in a timely manner on the creation of School policies. Until collaborative policies are in effect, the Parties agree that K12's standard policies and practices applicable to similarly situated schools shall be used to avoid a lack of any policy. The Board shall promptly provide K12 written copies of all School policies adopted and must promptly notify K12 in writing of any changes to such policies. The Parties agree that no School policies shall revise, amend or create additional rights or obligations to either Party of this Agreement, except as may be agreed to by both Parties as a written amendment hereto.

3.3 Confidentiality of Records/FERPA. The Board shall ensure that K12 has the right to access staff, Student and School financial data. For purposes of the Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g; 34 CFR Part 99 ("**FERPA**") and the State Uniform Information Practices Act, the Board acknowledges and agrees that K12 has a legitimate educational interest for purposes of the School representatives disclosing a student's educational records to K12. The Board shall define "school officials" and "legitimate educational interest" as permitted by FERPA, broadly enough to permit the provision of the Educational Products and Services hereunder.

3.4 School Related Documents. The Board shall promptly provide K12 with reports, documents and other findings that are related to, or may have an impact on, the School and/or K12's obligations herein. Such School related correspondence includes, but is not limited to, Board resolutions and reports, minutes of

Board meetings, State audit preliminary and final reports, and Authorizer reports, findings and correspondence, and any reports, financial or otherwise, submitted to a State regulatory body. The Board shall not withhold information and shall cooperate with K12 to ensure K12 has the needed data and information within the Board's control in a timely manner.

3.5 Board Governance. The Board will perform its obligations under this Agreement and shall materially comply with, and govern itself in a manner consistent with, the requirements of Applicable Law, the Charter and the Authorizer's policies.

3.6 Performance Framework. The Board will annually review K12's performance of its obligations under this Agreement against those sections of the Performance Frameworks (as set forth in Exhibit A of the Charter) that are applicable to such performance. Promptly after completion of each such review, the Board shall share the results of its review with K12, including providing K12 with sufficient information by which K12 can determine that the Board reached its conclusions. The Board and K12 will discuss the Board's review in a constructive and collaborative fashion with a goal of improving the results in a subsequent review. Within sixty days of such discussions, K12 will provide the Board with written feedback on the Board's review regarding how K12 and the Board can contribute to improving the results of the next review.

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4. SPECIAL EDUCATION, 504 AND ENGLISH LANGUAGE LEARNERS.

4.1 Special Education. Pursuant to Applicable Law including the Individuals with Disabilities Education Act ("**IDEA**", 20 U.S.C. 1400), the School as the Local Education Agency is ultimately responsible for appropriately communicating and implementing any policies, required special education and related services to Special Education Students. K12 shall assist the School with the provision of services for Special Education Students. K12's assistance will include, approving enrollments in accordance with related policies and Applicable Law, providing general education curriculum, recruiting teachers and providing procurement support for related service providers. Where a School-based K12 employee is the representative attending meetings related to Special Education Students, including IEP meetings, at a minimum K12 will complete an annual IDEA audit. All policies defining the services and support to Special Education Students must be approved by the School's Board.

4.2 EL and 504. Pursuant to Applicable Law including Title VI of the Civil Rights Act of 1964 (42 U.S.C. 2000d *et. seq*.), the Equal Educational Opportunities Act (20 U.S.C. 39) and Title III of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act (20 U.S.C. 28 and 70), the School as the LEA is ultimately responsible for providing any policies, required educational and related services to English Learners ("**EL**") and Students under Section 504 of the Rehabilitation Act of 1973 ("**504**"), as amended. K12 shall assist with its obligations by providing translation assistance during enrollment for EL Students (and their guardians), recruiting EL-licensed teachers, providing general education curriculum and providing procurement support for services to EL and 504 Students consistent with this Agreement. K12 shall conduct an annual review of the School's 504 and EL services. All policies defining the services and support to EL Students and for the 504 population of Students must be approved by the School's Board.

5. FINANCIAL MATTERS.

5.1 Net Asset Position and Assumption of Financial Risk. Except as otherwise set forth in this Agreement, K12 assumes the risk that its fees may not allow it to operate profitably and/or fully recover the amounts invoiced. Each Party, however, shall take all reasonable steps necessary to avoid a Negative Change in Net Assets and to avoid concluding a Fiscal Year in a Negative Net Asset Position during the Term.

5.2 Financial Risk Mitigation. As a material inducement for entering into this Agreement and issuing Advances, the Board and K12 agree that K12 is willing to assume the financial risks set forth herein, subject to the risk mitigation efforts set forth below, each of which are material terms of this Agreement.

5.2.1 Third Party Provider(s). K12 shall be the sole provider of the Educational Products and Services for the School unless otherwise waived in writing by an authorized officer of K12. The Board shall be permitted to procure goods and services from a third party ("**Third Party Provider**") to the extent required by Applicable Law, solely provided such goods and services are not otherwise included in the Educational Products and Services. Prior to any procurement from a Third Party Provider, the Board shall give K12 a thirty (30) day right of first refusal to provide such services or goods not enumerated herein, and if K12 is able and willing to provide such services or goods the Board shall procure them from K12; provided, however, that this does not preclude or restrict the Board in its exercise of fiduciary duties.

5.2.2 School Budget. The Board will adopt an annual School budget for each Fiscal Year during the Term. To the extent the Agreement is effective for the upcoming Fiscal Year, K12 will present to the Board (or its authorized delegees or subcommittee) a proposed School budget for such upcoming year. The proposed budget will include forecasting assumptions and will be present by May 1. The Board shall consider the budget proposed by K12 and will act to approve a final School budget not later than thirty (30) days prior to the start of such Fiscal Year. The Board shall not unreasonably withhold approval on any budget or modification proposed by K12.

5.2.3 Budget Modifications. K12 may submit to the Board proposed modifications to the School budget to account for actual School student enrollment for such school year, changes in key assumptions or other changes deemed reasonably necessary or appropriate. The Parties will work in good faith to agree in writing on modifications to the final School budget but, in any event, the Board shall act on any modifications proposed by K12 within thirty (30) days of the proposal thereof.

5.2.4 Financial Risk Remedies. In the event the Board, its employees or designees act in a manner that will have the effect of materially increasing K12's obligations or materially decreasing its rights herein, for example by changing the name of the School, amending the Charter, adopting adverse policies and the Agreement is not terminated by K12 as permitted herein, then to the extent K12 has not otherwise expressly agreed to such material change in writing, K12 reserves the right to reasonably modify the level and depth of Services to the extent such modification does not violate the Charter or Applicable Law, in addition to invoking any other rights and remedies available.

5.3 Advances Made by K12. If the available cash receipts of the School are insufficient to cover payment of Start Up Costs (defined in Section 4) or School Expenses on a timely basis, and the Board is unable to obtain funding from other sources to cover such cash flow deficiency, including through fundraising, then K12, while performing its services under this Agreement, may provide advances to the Board in an amount to allow payment of such expenses on a timely basis on mutually agreed-upon terms (collectively hereinafter referred to as "**Advances**"). The Advances will be due and owing to K12 in accordance with Section 9.2.

5.4 Start Up Costs. "**Start Up Costs**" are those School-related project management, insurance, legal, recruiting and hiring fees, equipment expenses and other administrative costs incurred by or on behalf of the Board as reasonably necessary (which may be incurred prior to the execution of this Agreement) to obtain School approval, to meet pre-opening requirements of the Commission, or to open the School. The Board agrees to work with K12 to provide to K12 a detailed breakdown with the appropriate receipts for all such costs which will be subject to audit by K12. Start Up Costs advanced by K12, if any, by or on behalf of the Board shall be invoiced and paid in accordance with Section 9.2. In no event shall K12 be obligated to advance Start Up Costs that exceed twenty-five thousand dollars ($25,000) without K12's prior written approval.

5.5 School Audit and Financial Data. The Board retains responsibility for selecting and hiring the auditor for the independent annual audit required by Applicable Law and the Charter. The cost of such audit shall be a School Expense.

5.6 School Expenses. The Board will be responsible for all debts, liabilities, and obligations incurred by or on behalf of the Parties for the School (collectively "**School Expenses**") during the Term of the Agreement. School Expenses shall be expenses for the benefit of School years during the Term and shall be determined in accordance with the budget process set forth herein. School Expenses will be paid out of the School Revenues and shall include, but are not limited to, the following School-related costs:

5.6.1 Oversight fees to the Authorizer, if any;
5.6.2 Board staff salaries and benefits including related third party provider services such as payroll and benefit services;
5.6.3 Board staff related expenses, including, without limitation, professional development, training related costs and other expenses;
5.6.4 Offices for administrative staff and related expenses;
5.6.5 Related services expenses for Special Education Students and for 504 and EL Students (as applicable);
5.6.6 Proctored examinations, student test preparation and related costs of exam administration to include facilities, equipment and proctors;
5.6.7 School community relationship building;
5.6.8 Direct mail, printing and related expenses for enrolled Students;
5.6.9 Amounts due to K12 and its Affiliates, including interest on Advances and past due amounts;
5.6.10 Supplemental curriculum and other academic services as agreed to by K12 in a written amendment to this Agreement;
5.6.11 Reasonable legal fees for representation of the Board as it pertains directly to the School and not for legal representation or related expenses adverse to K12;
5.6.12 If applicable, insurance including educators' legal liability insurance (also known as school leaders'/errors and omissions ("**E&O**") insurance), employment practices liability insurance, general liability insurance and other School/Board insurance coverage, as appropriate;
5.6.13 Accounting and reporting not included in K12's Services including without limitation, payroll processing, audit, and/or tax preparation fees directly associated with the School;
5.6.14 Use, sales, income, property or other taxes, if any;
5.6.15 Fees for required background investigations of Board employees;
5.6.16 Facility and infrastructure related expenses; and
5.6.17 All other School related expenses approved in the budget per Section 5.2 (and its subsections), however, if any total School Expenses are, as reasonably known, going to be incurred at a variance of two percent (2%) or more above the budgeted amount, they must be pre-approved in writing by K12.

6. TERM OF AGREEMENT.

6.1 Term. The Agreement will become effective upon the date of full execution for the benefit of the Fiscal Year commencing on July 1, 2024 ("**Effective Date**") and will expire on [END DATE OF CHARTER TERM] ("**Initial Term**") unless sooner terminated under Section 12. In the event the Authorizer and/or the Charter changes, this Agreement shall automatically survive and be performed in accordance with the new Charter, these terms and conditions and Applicable Law, unless this Agreement is otherwise terminated in accordance with Section 12.

6.2 Renewal. Following the Initial Term and each Renewal Term, if the Charter has been renewed or extended beyond the then-applicable Initial Term or Renewal Term expiration date, this Agreement will automatically extend for an additional period of the lesser of three (3) year(s) or until the newly renewed or extended Charter expires, unless: (a) either Party provides the other with written notice of intent not to automatically renew at least one (1) year before the expiration of the then-current Initial Term or Renewal Term (as applicable); or (b) the Agreement is sooner terminated under Section 12. A "Renewal Term" is any term following the Initial Term. The Initial Term and any Renewal Terms will collectively mean the "**Term"**.

7. FEES AND PAYMENT PRIORITY.

7.1 Educational Product Prices. As provided in Appendix 1 to Exhibit A, the Board shall pay K12 and its Affiliates for the Educational Products and Services.

7.2 Priority of Payments. School Expenses shall be paid in the following order of priority: (1) Teacher and Board staff salaries and benefits, including applicable payroll taxes, (2) all other remaining non-K12 related School Expenses with the exception of any Third Party Provider fees which shall be subordinate to K12's fees, (3) Advances made by K12, (4) fees for Educational Products, (5) any fees for administrative or technology products and services purchased for the School in addition to those enumerated in Exhibit A, and (6) Third Party Provider(s).

7.3 Business Judgment. In its business judgment, the Board agrees that the economic arrangement including the Advances and fees payable to K12 hereunder are reasonable, necessary, and fair compensation for the Educational Products and Services.

8. HUMAN RESOURCES MATTERS.

8.1 K12 Staff Assigned to the School. K12 will employ and determine the employment terms for a Director of K12 Partner Relations ("**DPR**") or equivalent administrative staff position; a staff position to manage school operations; a staff position to manage registrar, compliance, and assessment duties; and a staff position to manage delivery of academic and career readiness education services. Such staff may be assigned to the School on a full- or part-time basis. K12 will have the sole authority to select, supervise, compensate and determine compensation, evaluate, transfer, promote, discipline and dismiss its staff members.

8.2 Complaints About K12 Staff. If the Board is dissatisfied or concerned about the job performance of a K12 staff member assigned to the School, the Board shall discuss the matter first with the DPR or its equivalent. In the event the Board has a concern or is not satisfied with the DPR's job performance, the Board will provide K12's Regional Vice President with detail setting forth the specific issues and requested action with supporting documentation. K12 shall review such request and respond in a timely manner.

8.3 Teachers, Counselors, and Student Support Staff. The Board shall employ and be ultimately responsible the Teachers, counselors, and Student Support Staff (collectively, the "Board Staff"). To the extent not prohibited by any applicable Collective Bargaining Agreement ("**CBA**"), K12 will assist with recruiting, supervising and disciplining the Board Staff and making recommendations regarding their terms of employment, hiring and firing. The terms of employment and the number of individuals employed in such positions will be set by the Board in consultation with K12. The Board Staff shall be State certified or possess the necessary credentials, qualifications, background and conduct checks all to the extent required by Applicable Law and/or the Charter.

8.4 Complaints About Board Staff. If K12 is dissatisfied or concerned about the job performance of any of the Board's staff assigned to the School, to the extent not prohibited by any applicable Collective Bargaining Agreement, K12 will recommend disciplinary actions (up to and including termination) for prompt action by the Board, approval of which will not be unreasonably withheld.

8.5 Background Investigations on K12 Employees. As part of its Administrative Services, K12 will be responsible for criminal background checks to be conducted on its employees assigned to the School to the extent required under Applicable Law and Section 15.2 of the Charter and will maintain documentary evidence that it has done so. Upon the Board's request, K12 will provide the Board with documentary evidence of its compliance of this Section 8.5, subject to any privacy restrictions or confidentiality requirements imposed by Applicable Law.

8.6 Background Investigations on Board Employees. The Board shall conduct criminal background checks and ensure all Teachers and counselors hold and maintain the necessary licensures to comply with Applicable Law and to facilitate compliance with CBA staffing requirements and Section 8.3. To accomplish the foregoing, the Board may use a professional employment organization or equivalent payroll and benefits services provider ("**PEO**"). The Board shall maintain (or ensure its PEO maintains) evidence that it has performed the foregoing actions. K12 shall assist the Board as necessary and appropriate to support the obligations stated in this paragraph and in Exhibit A II(B) below, and will rely on the Board (or its PEO) to provide certification rules and requirements of its employees and to ensure they provide and maintain current certifications in an easily accessible and verifiable manner.

9. PAYMENT OF EDUCATIONAL PRODUCT AND SERVICE FEES.

9.1 Invoicing and Payment of Fees. K12 will submit to the Board, a detailed invoice for the Educational Products and Services delivered for each calendar month. Any fees calculated as a percentage of School Revenue will be calculated based upon the approved budget (or subsequent updates) in effect for the applicable calendar month. These fees will be billed monthly for services rendered during the Term and shall be due and payable in accordance with Section 9.2.

9.2 Payment Date and Interest. All invoices payable to K12 and its Affiliates are due within thirty (30) days from the later of the receipt of the invoice or if applicable, when the Board receives the funding applicable to the product(s) or service(s) invoiced (regardless of whether funding is received after the Term). To the extent the Board is invoiced for an Advance, payment of each Advance is due per mutually-agreed terms pursuant to Section 5.3. Except solely for amounts disputed in good faith pursuant to Section 9.5, if the Board fails to pay an invoice when due, then in addition to any other remedies, K12 reserves the right to charge and the Board agrees to pay interest on the past due amount at the lesser of one and one-quarter percent (1¼%) per month or the maximum rate allowed by Applicable Law. All payments made hereunder will be made to K12 (or its designated Affiliate) by wire transfer to the account provided by K12 in writing, unless an alternative payment method is provided for in the K12 invoice.

9.3 Taxes. Except as otherwise stated herein, K12 is not responsible for any taxes or third-party charges related to the activities, or the ownership or operation of the School. Without limiting the foregoing, the Board agrees to pay all sales, use, property, excise, value-added, or other similar taxes, if any, imposed by Applicable Law, except for taxes based on K12's income. For the avoidance of doubt, all fees for the Educational Products and Services set forth herein are exclusive of any taxes.

9.4 Year-End Adjustments. Within ninety (90) days after completion of the School's audited financial statements for each Fiscal Year, K12 will prepare and submit to the Board a statement and calculation of the total amounts of the Administrative Services and Technology Services Fees or other Service fees set forth in this Agreement (collectively "**Service Fees**") payable with respect to, and based on, the School's audited financial statements for such Fiscal Year. If the total amount of the Service Fees calculated in accordance with the foregoing sentence exceeds the total amount invoiced by K12 for such fees, K12 will submit an invoice for payment in accordance with Section 9.2. Overpayment of Service Fees, if any, will be applied to or against the next payment(s) or payment(s) otherwise due to K12 or any Affiliate, or if no payments are due, K12 shall refund the excess amount to the Board.

9.5 Disputed Amounts. The Board shall notify K12 in writing prior to an invoice due date of any amount it disputes in good faith ("**Dispute Notice**"). The Dispute Notice shall detail the reasons for such dispute and the Board agrees to pay all undisputed amounts in accordance with Section 9.2. The Parties shall seek to resolve these disputed amounts in accordance with the dispute resolution provisions set forth in Section 22. Notwithstanding anything to the contrary in this Agreement, K12 may file suit in a court of competent jurisdiction to recover all past due amount.

9.6 Non-Payment Remedies. If the Board fails to pay any amount for which a timely Dispute Notice is not received, then notwithstanding anything in this Agreement to the contrary, in addition to invoking any

other legal or equitable rights available to K12, upon ten (10) days written notice to the Board, K12 reserves the right to: (i) suspend the provision of any or all of its Educational Products and Services offered hereunder; (ii) cease processing enrollments for any new School students; and/or (iii) terminate this Agreement at the end of the then-current school year or for the coming school year if such notice is provided to the Board no later than June 30. The Board shall be liable for costs incurred by K12 to collect any undisputed amounts due hereunder, including reasonable attorneys' fees.

10. PARTIES' RELATIONSHIP. K12 is not a division or any part of the Board. The Board is a body corporate authorized under State law, governed independently by its Board and is not a division or a part of K12. The relationship between the Parties was developed and entered into through arms-length negotiations and is based solely on the terms of this Agreement. The Parties are independent contractors. Nothing herein will be construed to create a partnership or joint venture by or between the Board and K12. Neither Party will be the agent of another except to the extent otherwise specifically provided by this Agreement where K12 is authorized to take action on behalf of the Board and the School. The Board and its employees will in no case represent to third parties, and will whenever needed disclaim to such parties, any ability to bind K12 to any duty imposed by contract, other than this Agreement or as otherwise agreed in writing by K12.

11. OTHER SCHOOLS. The Parties acknowledge that K12 and its Affiliates will have the right to render similar services to other persons or entities including other public or private schools, institutions or districts within and outside of the State.

12. TERMINATION. Events of termination are as follows:

12.1 Termination for Cause. The Parties shall use good faith efforts to resolve all disputes relating to this Agreement as set forth in Section 22.1. Either Party, however, may terminate this Agreement upon a thirty (30) day prior written notice if the other Party materially breaches any provision of this Agreement (which, as to K12, includes any act or omission by it that causes a default under the Charter or causes the School to be in material violation of any Applicable Law) and such material breach has not been cured within ninety (90) days after receipt of a written notice from the aggrieved Party, except that either Party may invoke the dispute resolution process in Section 22.2. to prevent such termination upon the ground that a material breach has been sufficiently cured and such termination shall be stayed. The intent of this provision is to allow termination for an uncured material breach and not merely based on a disputed claim to that effect. Upon termination of this Agreement, the non-breaching Party shall be entitled to seek any remedies for which it would be entitled at law or in equity.

12.2 Termination for Material Reduction in School Revenue. K12 may terminate this Agreement in the event there is a material reduction in School Revenue and such reduction will materially increase the financial risk to K12 in fulfilling its obligations under the Agreement. K12 shall notify the Board of its intent to terminate under this provision and provide the Board thirty (30) days' notice so that the Parties may work together to find alternative funding or other means to offset the reduction in School Revenue. If the Parties are unable to find additional revenue or other means in the thirty (30) day time-frame, K12 may terminate this Agreement and such termination shall be effective: (i) immediately upon written notice by K12 to the Board, if notice or publication of such reduction is given at least ninety days (90) prior to the commencement of the school year to which such reduction is applicable; or (ii) at the end of the school year upon written notice to the Board if notice or publication of such reduction is given during the school year to which such reduction is applicable. In the event K12 elects not to terminate this Agreement in accordance with this provision, K12 may reasonably revise and determine the level of products and services to be provided in accordance with Applicable Law, considering any such funding reduction.

12.3 Termination Upon Loss of School Approval, Charter or Non-Profit Status. This Agreement may be terminated by either Party upon written notice to the other Party: (i) if the Authorizer provides written notice that it has terminated, revoked, or not renewed the Charter or if the Charter has not been authorized, or (ii) upon a final determination by the Internal Revenue Service that the Board is not eligible for 501(c)(3) status, or (iii) upon a final adverse determination by the highest court in the State that the

School is no longer valid under law or its ruling has the effect of terminating the School. Such termination will be effective upon the date of the termination, revocation or non-renewal.

12.4 Termination for Failure to Approve Budget. In the event that the Board does not approve a budget or reasonable modifications to a budget within thirty (30) days following the submission of a proposal by K12, K12 may terminate this Agreement effective at the end of the then-current school year in which the budget or reasonable modification is not approved, or if the lack of approval is for an upcoming school year that has not commenced, K12 may terminate this Agreement upon written notice prior to the commencement of the upcoming school year.

12.5 Termination in the Event of Certain Changes in the Charter or School Policies. K12 may terminate this Agreement effective immediately upon written notice to the Board in the event that the Charter is amended or the Board or the Authorizer adopts or amends a policy, in each case without the prior written approval of K12, and the effect of such amendment or policy could reasonably be determined to require K12 to increase materially the level of services required to be provided hereunder or to increase materially the financial risk to K12 arising from its performance of its obligations hereunder, thus rendering K12's performance economically unviable as determined by K12. In the event the Board or Authorizer adopts such an adverse policy in the middle of a school year, K12 agrees to use its best efforts to complete the then current school year without waiving any rights and remedies hereunder.

12.6 Change in Applicable Law. If any change in Applicable Law (other than those changes encompassed within Section 12.2) enacted after the date hereof could reasonably be expected to have a material adverse effect on the ability of any Party to carry out its obligations under this Agreement, such Party, upon written notice to the other Party (which notice may be given at any time following enactment of such change in Applicable Law, whether or not such change is effective on the date of such enactment or is effective at a later date), may request renegotiation of this Agreement. Such renegotiation will be undertaken in good faith. If the Parties are unable to renegotiate and agree upon revised terms within one hundred twenty (120) days after such notice of renegotiation, then this Agreement will be terminated effective at the end of the school year in which such notice was given, unless earlier termination is necessary to protect the health, welfare, or safety of students.

13. TERMINATION EFFECTS. Effects of termination are as follows:

13.1 Outstanding Payments Due. Except as otherwise agreed by the Parties in writing, termination does not relieve the Board of any obligations for payments outstanding to K12 as of the date of termination or other obligations that continue upon termination as provided in this Agreement.

13.2 Return of Equipment. Return of K12-provided equipment is mandatory. All K12 assets including, but not limited to, computers, printers, related equipment and non-consumable materials that may be provided by or on behalf of K12 are to be returned upon the expiration or termination of this Agreement, in accordance with the policies governing the use and reclamation of such materials. Nonetheless, any damages to such equipment and materials or unreturned equipment and materials will be invoiced to the Board at the Replacement Value. The Replacement Value is the cost to replace the equipment anew.

13.3 Fees Payable. In the event this Agreement terminates as provided for herein, or it expires pursuant to its terms, and unless otherwise agreed by the Parties in writing, the Board shall owe for all products and services rendered to include the Administrative and Technology Services Fees, Educational Products and Services in accordance with this Agreement for the period up to and including then current Fiscal Year of the termination or expiration. All such fees will be determined on an accrual basis per the School's audited financial statement up to and including the year in which this Agreement terminates or expires.

13.4 Loss of Value. The subject matter of this Agreement is unique and that it would not be possible for K12 to resell the Educational Products or the Services that are the subject of this Agreement. In view of the difficulty in estimating K12's damages incurred, the Parties agree to the extent not precluded by

Applicable Law, for the purposes hereof that K12's damages (in addition to those entitled under law or equity) shall be fifteen percent (15%) of the School Revenues in the Fiscal Year in which the Agreement is being terminated, due within thirty (30) days following date of such termination, if the Agreement is terminated because of the Board's actions or omissions unless said action or omission is in response to Applicable Law or direction which is not caused by the negligent action or omission or the willful misconduct of the Board, and except as action is taken by the Board to terminate this Agreement in accordance with Section 12.1.

14. INTELLECTUAL PROPERTY RIGHTS/PUBLICITY.

14.1 Established Rights. To the extent the Board or its staff have established any rights, title or interest in the School name, trademark or domain name (see Exhibit B), the Board hereby assigns and transfers to K12, its successors and assigns, all of its right, title and interest in and to such intellectual property, together with the goodwill of the business symbolized thereof.

14.2 Proprietary Materials. K12 (and its Affiliates and respective licensors) own all rights, including but not limited to, copyright title, and interest in and to any educational materials, curriculum, learning management systems, instructional content, trade secrets, know-how, artwork, graphics, software, marketing materials and any documents or derivative works related thereto, made available by K12 or its Affiliates to the Board or for the School (collectively, "**K12 Proprietary Materials**").

14.2.1 To the extent that any curricular or educational materials are to be both directly developed by the School and directly paid by the School or are to be developed by K12 at the express direction of the Board with program Revenue dedicated for the specific purpose of developing such curriculum or educational materials, the Parties shall enter into a Statement of Work for the creation of such curricular or educational material which shall, among other provisions typical for such agreements, provide that Stride owns all intellectual property rights to such curricular or educational materials and that they shall be used for Students enrolled in the School.

14.3 Rights in K12 Proprietary Marks. K12 and its Affiliates own all rights, title and interest, including any goodwill, in and to their respective trademarks, service marks, logos, trade dress, school names, trade names and domain names, including but not limited to the School name(s) and School logo(s) and those trademarks and names identified in Exhibit B hereto (collectively, "**K12 Proprietary Marks**").

14.4 Limited License of Intellectual Property. K12 hereby grants the Board a royalty-free, non-exclusive, non-transferable license to use the K12 Proprietary Materials and the K12 Proprietary Marks during the Term and solely in connection with the operations of the School as contemplated in this Agreement. To the extent that the Board, the school, or their respective employees create any original works for use in connection with, or for incorporation into any K12 Proprietary Materials, K12 is hereby granted a perpetual, royalty-free, worldwide right and license to exploit, use distribute, modify and create derivative works from such works in any medium and for any purpose.

14.5 Limitations On Use of Intellectual Property.

14.5.1 The Board shall not modify, adapt, alter or translate the K12 Proprietary Marks. The Board shall only use the K12 Proprietary Marks in the form set forth in Exhibit B, or as otherwise required or approved of in writing by K12.

14.5.2 The Board shall not disassemble, reverse engineer, modify, alter, or create derivative works from the K12 Proprietary Materials without the prior written consent of K12. In addition, the Board shall frame or embed, or cause to be framed or embedded, any website owned by K12.

14.5.3 In connection with use of the K12 Proprietary Marks and the K12 Proprietary Materials by the Board and the School staff, the Board shall include any trademark notice, copyright notice, and other legal

notice required by K12 at its sole discretion and the Board shall abide by the trademark quality control provisions herein and set forth in Exhibit B.

14.5.4 The Board shall not sublicense any rights under this Agreement without the advance written approval of K12, which may be withheld in K12's sole discretion.

14.5.5 The Board shall ensure its School staff are aware of and abide by the license rights and restrictions granted herein.

14.6 Trademark Quality Control; Notice. At all times during the Term, the Board shall ensure that any educational services rendered by the Board for the School under the K12 Proprietary Marks maintain a level of quality that meets or exceeds (i) the generally accepted standards for service organizations in the education fields; and (ii) K12's additional quality standards that may be established, set and implemented by K12 over time, as K12 deems applicable. K12 shall have, at reasonable times and on reasonable notice, the right to inspect and/or monitor any educational services rendered by or for the Board under the K12 Proprietary Marks in order to ensure compliance with this Section. The Board shall give prompt notice to K12 of any written and/or formal complaint by any student, governmental body, regulatory agency, consumer organization or any other third party concerning the quality or safety of any of the Board's services offered under the K12 Proprietary Marks.

14.7 Ownership of Intellectual Property. The Board agrees that (a) nothing herein shall give to the Board any right, title or interest in the K12 Proprietary Materials or the K12 Proprietary Marks, or any other intellectual property of K12 (including K12 patents), except the right to use the K12 Proprietary Materials and the K12 Proprietary Marks solely in accordance with the terms of this Agreement; (b) the K12 Proprietary Materials and the K12 Proprietary Marks are the sole property of K12; and (c) any and all uses by the Board or the school of the K12 Proprietary Marks, and all goodwill derived therefrom, shall inure solely to the benefit of K12. The Board agrees not to take any action inconsistent with this ownership and further agrees to notify K12 promptly in writing of any known or suspected infringement of the K12 Proprietary Materials or the K12 Proprietary Marks, and to cooperate, at K12's request and expense, in any action (including the conduct of legal proceedings) which K12 deems necessary or desirable to establish, protect, or preserve K12's exclusive rights in and to the K12 Proprietary Materials and the K12 Proprietary Marks.

14.8 Effect of Termination on Licenses. In the event of expiration or termination of this Agreement, the Board will immediately discontinue all use of the K12 Proprietary Materials and the K12 Proprietary Marks, and will, within thirty (30) days after termination, destroy all materials using, embodying, displaying, or otherwise containing the K12 Proprietary Materials or the K12 Proprietary Marks, including those in the possession of the Board, the School employees, Students, and sublicensees of the Board.

14.9 Publicity/Press Release. K12 may refer to and identify the School in a listing of new, representative or continuing or prior customers in press releases, on its website, or in other marketing materials or dissemination of information. The Parties may agree to cooperate in joint marketing activities or in issuing a joint press release at the request of either of them, subject to prior written consent and approval of the form and substance of both the School and K12.

14.10 License Audit. To the extent reasonably necessary and upon prior written notice, K12 may audit the use of the Educational Products and the Board agrees to cooperate and provide reasonable assistance with such audit. The Board agrees to pay within thirty (30) days of written notification, any fees applicable to the Board's or its School staff's use of the Educational Products in excess of the license rights granted herein and/or K12 may revoke the related technical support and license(s).

15. LIMITS ON LIABILITY AND DAMAGES.

15.1 LIMIT OF LIABILITY. K12'S MAXIMUM LIABILITY AND OBLIGATION TO THE BOARD AND THE BOARD'S EXCLUSIVE REMEDY FOR ANY CAUSE WHATSOEVER, REGARDLESS OF THE FORM OF ACTION, WHETHER IN CONTRACT OR IN TORT, INCLUDING NEGLIGENCE, RELATING TO THIS AGREEMENT SHALL BE LIMITED TO THE RECOVERY OF ACTUAL DIRECT DAMAGES UP TO THE AMOUNT OF FEES PAID UNDER THIS AGREEMENT IN THE PRIOR SIX (6) MONTHS.

15.2 CONSEQUENTIAL DAMAGES. EXCEPT IN CONNECTION WITH A PARTY'S INDEMNITY OBLIGATIONS EXPRESSLY SET FORTH HEREIN, NEITHER PARTY SHALL BE LIABLE FOR ANY INDIRECT, EXEMPLARY, PUNITIVE, SPECIAL, INCIDENTAL OR CONSEQUENTIAL DAMAGES, INCLUDING, WITHOUT LIMITATION, ANY LOST SAVINGS, LOST PROFITS, LOST SALES, BUSINESS INTERRUPTIONS, DELAY DAMAGES, DAMAGES FOR THIRD PARTY CLAIMS, LOST OR DESTROYED DATA, EVEN IF THAT PARTY HAS BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGES. NEITHER OCCASIONAL SHORT-TERM INTERRUPTIONS OF SERVICE OR PRODUCTS, WHICH ARE NOT UNREASONABLE UNDER COMPARABLE INDUSTRY STANDARDS NOR INTERRUPTIONS OF SERVICE OR PRODUCTS RESULTING FROM EVENTS OR CIRCUMSTANCES BEYOND K12'S REASONABLE CONTROL SHALL BE CAUSE FOR ANY LIABILITY OR CLAIM AGAINST K12 HEREUNDER, NOR SHALL ANY SUCH OCCASION RENDER K12 IN BREACH OF THIS AGREEMENT.

16. INDEMNITY.

16.1 Indemnification of the Board. K12 will indemnify, defend, and hold harmless the State of Hawaii, the Authorizer and the Board and all of their employees, officers and agents (collectively ("**Board Indemnitees**") from against all liability, loss, damage, cost, expenses, claims, demands, and suits including costs and reasonable attorneys' fees (each a "**Claim**") that may arise out of, or by reason of, any act or omission of K12 or its employees, officers, agents or subcontractors under this Agreement.

16.2 Indemnification Procedures:

16.2.1 Notice Requirement. The party seeking indemnification hereunder ("**Indemnified Party**") must give written notice to the other Party charged with indemnifying hereunder ("**Indemnifying Party**") of the existence of a Claim promptly after the Indemnified Party first receives notice of the existence of the potential Claim.

16.2.2 Defense and Settlement of Claims. The Indemnified Party will permit the Indemnifying Party (at the expense of the Indemnifying Party) to assume the defense of any Claim, provided that counsel for the Indemnifying Party who will conduct the defense must be reasonably satisfactory to the Indemnified Party. The Indemnified Party shall cooperate in the defense. At its own expense, the Indemnified Party may also assist in the defense and may assert other defenses or counterclaims, to the extent a conflict of interest between the Parties is not created, provided the Indemnified Party does not settle any Claims without the prior written consent of the Indemnifying Party. Any settlement that would admit any liability on the part of the Indemnified Party shall require such Indemnified Party's prior written consent.

17. ASSIGNMENT. Except as otherwise provided in this Agreement, neither Party may assign or delegate any rights or obligations under this Agreement without the prior written consent of the other Party, provided, however, K12 may assign its rights and obligations under this Agreement to any Affiliate, acquirer, or successor in interest to the extent not otherwise expressly prohibited by Applicable Law. K12 may delegate the performance of its duties hereunder to any person, contractor or entity, but K12 shall be responsible for the performance, in accordance with the terms of this Agreement, of any services performed by its delegees.

18. INSURANCE.

18.1 Liability Coverage. Each Party will initiate and maintain during the Term, at its own expense, general liability insurance for not less than $5,000,000 (combined single limit for bodily injury and property damage per occurrence and in the aggregate). The Board will initiate and maintain during the Term and for two (2) years thereafter, employment practices liability insurance, school leaders/educators' legal liability/errors and omissions (or similar) insurance , each in limits of no less than $1,000,000 per claim/aggregate. K12 will initiate and maintain during the Term and for two (2) years thereafter, employment practices liability insurance and errors and omissions insurance, each in limits of no less than $1,000,000 per claim/aggregate. All such insurance policies shall be placed with reputable and financially secure insurance carriers with A.M. Best & Co. ratings of no less than A-; provided, however, that the Board may obtain its insurance coverage through the Hawaii Risk Management Program. Within thirty (30) days after the Effective Date and annually thereafter, each Party's required insurance (excluding E&O insurance) will include the other Party (and their Affiliates and respective directors, officers, employees and contractors (each as applicable) as additional insureds. Each Party's general liability and contractual liability insurance will be written to cover claims incurred, discovered, manifested, or made during or after the Term.

18.2 Evidence of Insurance. Each Party will furnish a certificate of insurance evidencing such coverage to the other Party within seven (7) days of written request by a Party.

18.3 Insurance Coverage No Limitation on Rights. A Party's insurance will be its primary coverage and any insurance the other Party may purchase shall be excess and non-contributory for all claims directly related to actions or omissions of the said covered Party. The minimum amounts of insurance coverage required herein will not be construed to impose any limitation on a Party's indemnification obligations expressly set forth herein.

18.4 Workers' Compensation Insurance. Both Parties will initiate and maintain workers' compensation insurance for its respective employees working at or for the School, as required by Applicable Law.

18.5 Cooperation. All Parties will comply with any information or reporting requirements required by the other Party's insurer(s), to the extent reasonably practicable.

19. REPRESENTATIONS AND WARRANTIES.

19.1 Representations and Warranties of K12. K12 hereby represents and warrants to the Board:

19.1.1 Organization and Good Standing. K12 is a company duly organized, validly existing, and in good standing under the laws of the State of Delaware.

19.1.2 Power and Authority; Authorization; Binding and Enforceable Agreement. K12 has full limited liability company power and authority to execute and deliver this Agreement and to perform its obligations hereunder.

19.1.3 Professional Services. K12 warrants that the Services will be performed in a professional and workmanlike manner in accordance with commercially reasonable industry standards, and deliverables, if any, will materially comply with the agreed upon functional specification set forth as applicable in Exhibit A, if used in a manner consistent with the conditions for which it was designed. THE FOREGOING WARRANTIES MADE BY K12 IN THIS SECTION (AND ITS SUBSECTIONS) ARE IN LIEU OF ALL OTHER WARRANTIES, EXPRESS, IMPLIED, STATUTORY OR OTHERWISE, INCLUDING, BUT NOT LIMITED TO, ANY IMPLIED WARRANTIES OF MERCHANTABILITY OR FITNESS FOR A PARTICULAR PURPOSE AND K12 AND ITS AFFILIATES MAKE NO GUARANTEES AS TO THE RESULTS OR ACHIEVEMENTS OF THE STUDENTS. WITHOUT LIMITING THE FOREGOING, K12 MAKES NO GUARANTEES AND SHALL NOT BE LIABLE FOR NON-ACCESSIBILITY OF THE K12 WEBSITE, END-USER CONNECTION SPEED OR CONNECTIVITY PROBLEMS.

19.1.4 Non-Conformities. The foregoing warranties shall not apply to defects or non-conformities: (a) resulting from software, hardware or interfacing not supplied by K12, its Affiliates or authorized contractors; or (b) resulting from inadequate or improper maintenance, modification, storage or usage of the K12-provided materials by the Board, its employees or Students. In addition, the foregoing warranty shall not apply to requirements not expressly included in this Agreement.

19.2 Representations and Warranties of the School. The Board hereby represents and warrants to K12:

19.2.1 Organization and Good Standing. The Board is a non-profit corporation duly organized, validly existing, and in good standing under the laws of the State.

19.2.2 Power and Authority; Authorization; Binding and Enforceable Agreement. The Board has full power and authority to execute and deliver this Agreement and to perform its obligations hereunder.

19.2.3 Authority Under Applicable Law. The Board has the authority under Applicable Law to: (i) contract with a management company to obtain the Educational Products and Services and all other programs under this Agreement; (ii) to execute, deliver, and perform this Agreement; and (iii) to incur the obligations provided for under this Agreement.

19.2.4 Non-Contravention. The execution, delivery and performance of this Agreement by the Board will not constitute, under any other agreement, note, lease, or other instrument to which the Board is a party or by which it or any of its assets is bound, any violation, breach or event of default by the Board or any other party thereto.

19.2.5 Provision of Authority to K12. The Board has provided and will provide K12 with all authority and power necessary and proper for K12 to undertake its responsibilities, duties, and obligations provided for in this Agreement.

19.2.6 Charter Enforceability and Renewal. The Charter is in full force and effect and constitutes a valid and binding obligation of each party thereto, enforceable in accordance with its terms. The Board has delivered a true and complete copy of the Charter (and the Authorizer agreement(s) and MOU's, if any) to K12. The Board will use best efforts to: (a) maintain the Charter in full force and effect during the Term and, (b) to renew the Charter prior its expiration with assistance from K12 which such assistance shall only be provided if this Agreement is in full force and effect for term of the renewal period of the Charter.

19.2.7 Certain Provisions of the Charter. The Charter authorizes the Board to operate the School and receive the federal, state and local education funds identified in this Agreement, as well as other revenues, and otherwise vests the Board with all powers necessary and desirable for carrying out the School operations and other activities contemplated in this Agreement.

20. OFFICIAL NOTICES. All notices and other communications required under this Agreement will be in writing and sent to the Parties to the addresses below, which may be changed upon proper written notice. Any notice provided by a Party pursuant to Section 6.2(a) shall be presented in the form set forth in Exhibit C. Notices hereunder may be given by: (i) first class U.S. mail postage prepaid, (ii) reputable overnight carrier postage prepaid, or (iii) personal delivery (with written receipt confirming such delivery). Notice will be deemed to have been given five business days after mailing as described in clauses (i) or (ii) of the foregoing sentence or on the date of personal delivery. Electronic mail does not constitute official notice under this Agreement. The addresses of the Parties are as follows:

For the Board:	With a Copy To:
ADDRESS/PHONE	ADDRESS/PHONE

For K12:	With a Copy To:
K12 Virtual Schools L.L.C. ATTN: President of Schools 11720 Plaza America Drive 9th Floor Reston, Virginia 20190	Stride, Inc. ATTN: General Counsel 11720 Plaza America Drive 9th Floor Reston, Virginia 20190

21. NON-SOLICITATION/NON-HIRING.

21.1 Non-Solicitation. Each Party agrees that during the Term of this Agreement and for a period ending twelve (12) months after the expiration or termination of this Agreement for any reason, unless mutually agreed by the Parties in writing, a Party will not directly solicit, recruit for employment, offer employment to, offer subcontracting opportunities to, or otherwise employ or use the services of any employees of the other Party or their related companies if that employee or former employee had been assigned to or worked under this Agreement.

21.2 Unpermitted Solicitation/Hiring Remedies. In the event of such unpermitted use or engagement by a Party or its related company of such consultant or employee whether directly or indirectly, in contravention of the clause immediately above, the other Party, at its option, may seek receipt of a sum equivalent to one hundred percent (100%) of that employee's base starting salary with the new employer, or seek any legal or equitable relief against such actions including, but not be limited to, immediate injunctive relief in any court of competent jurisdiction. The Board acknowledges and agrees that no Advances shall be issued by K12 to cover any penalty, damages or other relief owed by the Board upon a violation of this provision.

21.3 Solicitation Exceptions. For the avoidance of doubt, newspaper, periodical or Internet-based listings of employment opportunities by a Party shall not be considered direct or indirect solicitation of an employee of the other Party; however, such Party shall continue to be precluded from engaging or otherwise using a Party's employee, former employee or consultant as provided for in Section 21.2.

22. DISPUTE RESOLUTION, VENUE AND GOVERNING LAW.

22.1 Dispute Resolution Procedure. The Parties agree that they will, within a period not to exceed ten (10) days, attempt in good faith to settle all disputes arising in connection with this Agreement amicably in the ordinary course of business escalating up to the Board Chairman and the Executive Vice President (or their designee) for K12. If a dispute is not resolved in such timeframe, the aggrieved Party may proceed to arbitration and/or invoke any other remedies in accordance with this Agreement.

22.2 Arbitration. Subject to Section 22.1, if an aggrieved Party elects to arbitrate an unresolved dispute, the Parties shall proceed to mandatory binding arbitration in San Francisco, California, pursuant to the then existing rules of the American Arbitration Association. Except as may be required by law, neither a Party nor an arbitrator may disclose the existence, content, or results of any arbitration hereunder without the prior written consent of both Parties. Judgment upon the award rendered shall be final and binding and may be enforced by any state or federal court with competent jurisdiction over the arbitrated matter. Each Party will bear its own costs and expenses associated with the dispute resolution procedures set forth in this Section except that the Parties will share equally any fees payable to a professional arbitrator.

22.3 Injunctive Relief. Notwithstanding the foregoing dispute resolution procedures, the Board acknowledges that in the event it breaches any of K12's intellectual property rights, K12 may suffer irreparable harm in which the full extent of damages may be impossible to ascertain and monetary damages may not be an adequate remedy. In its sole discretion, K12 may seek immediate judicial relief as available in law or equity. K12 will be entitled to enforce its intellectual property rights under this Agreement by an injunction or other equitable relief without the necessity of posting bond or security, in addition to its right to seek monetary damages or any other remedy. The decision by K12 not to seek judicial relief

during the agreed dispute resolution procedure, will not create any inference regarding the presence or absence of irreparable harm.

22.4 Governing Law. The laws of the State of Hawaii without regard to its conflict of laws provisions will govern this Agreement, its construction, and the determination of any rights, duties, and remedies of the Parties arising out of or relating to this Agreement.

23. FORCE MAJEURE. Notwithstanding any other provisions of this Agreement, no Party will be liable for any delay in performance or inability to perform (except for payments due hereunder) due to acts of God or due to war, riot, terrorism, civil war, embargo, fire, flood, explosion, sabotage, accident, labor strike, Internet outage or other acts beyond a Party's reasonable control and unrelated to its fault or negligence.

24. COORDINATION, EXERCISE OF APPROVAL OR CONSENT RIGHTS.

24.1 Coordination and Consultation. The Parties will coordinate the performance of their respective activities hereunder and will establish such procedures as they shall mutually agree to be effective for achieving the purposes of this Agreement and allowing each of them to perform its obligations and exercise its rights under this Agreement. Without limiting the generality of the foregoing, K12's legal counsel and the Board's legal counsel will consult from time to time with respect to the requirements of Applicable Law, the Charter, and the Board's and the Authorizer's policies as they relate to the Board's operations, provided, however, no such consultation shall be construed as providing legal advice to the other Party.

24.2 Approval or Consent Rights. In performing services and its other obligations under this Agreement, or in exercising its rights under this Agreement, including granting or withholding any consents or approvals or making any requests of the other Party, each Party must act reasonably (including as to the timing of its actions) except to the extent that this Agreement provides that it may act as it determines "in its sole judgment" or "its sole discretion," or words to that effect, in the applicable provision. Whenever it is provided in this Agreement that the Parties will or may agree as to a certain matter, each Party will have the right to agree or disagree in its sole discretion following good faith discussion.

25. MISCELLANEOUS.

25.1 Entire Agreement. This Agreement including its attachments hereto constitutes the entire agreement of the Parties with respect to the subject matter hereof, and supersedes all previous and contemporaneous oral and written negotiations, commitments, agreements, warranties, representations and understandings. This Agreement will not be altered, amended, modified, or supplemented except in a written document executed by the Parties.

25.2 Counterparts or PDF Transmissions. This Agreement may be executed in counterparts, each of which will be deemed an original, but both of which will constitute one and the same instrument.

25.3 Amendment. This Agreement will not be altered, amended, modified, or supplemented except in a written document executed by the Parties.

25.4 Waiver. No waiver of any provision of this Agreement will be effective unless in writing, nor will such waiver constitute a waiver of any other provision of this Agreement, nor will such waiver constitute a continuing waiver unless otherwise expressly stated.

25.5 Interpretation. The Parties hereto acknowledge and agree that the terms and provisions of this Agreement, will be construed fairly as to all Parties hereto and not in favor of or against a Party, regardless of which Party was generally responsible for the preparation of this Agreement.

25.6 Severability. In the event any term, provision or restriction is held to be illegal, invalid or unenforceable in any respect, such finding shall in no way affect the legality, validity or enforceability of all other

provisions of this Agreement. To the extent that any of the services to be provided by K12 are found to be overbroad or an invalid delegation of authority by the Board, such services will be construed to be limited to the extent necessary to make the services valid and binding.

25.7 Successors and Assigns. This Agreement will be binding upon, and inure to the benefit of, the Parties and their respective successors and permitted assigns.

25.8 No Third-Party Rights. This Agreement is made for the sole benefit of the Board and K12 and their respective successors and permitted assigns. Except as set forth in Sections 14 and 16 and except for each Affiliate of K12, which shall be a third party beneficiary of this Agreement, nothing in this Agreement will create or be deemed to create a relationship between the Parties to this Agreement, or any of them, and any third person, including a relationship in the nature of a third-party beneficiary or fiduciary.

25.9 Survival of Termination. All representations, warranties, and indemnities expressly made in this Agreement will survive termination of this Agreement.

25.10 Headings and Captions. The headings and captions appearing in this Agreement have been included only for convenience and shall not affect or be taken into account in the interpretation of this Agreement.

IN WITNESS WHEREOF the Parties authorized representatives have been duly authorized to execute this Agreement which constitutes a valid and legally binding obligation of the Parties entered into as of the date set forth below.

For and on behalf of **LEADERS FOR HAWAII'S FUTURE**	**For and on behalf of** **K12 VIRTUAL SCHOOLS L.L.C.**
Signed: _____	**Signed:** _____
Name: _____	**Name:** _____
Position: _____	**Position:** _____
Date: _____	**Date:** _____

DRAFT

EXHIBIT A
Educational Products and Services

I. Educational Products and Product-Related Services. During the Term, K12 and its Affiliates will provide or cause to be provided to the Board for the School and its Students and its staff the Educational Products and product-related services in accordance with the Agreement. The Educational Products to be provided in accordance with the terms of the Agreement, as K12 determines in its reasonable discretion are as follows:

A. Online School. For each school year during the Term, K12 will provide a license for and access to proprietary and licensed: (i) curriculum (in English) and a learning management system for grades K through 8 for those core subject areas required by the State (Language Arts, Math, Science, History) as well as other courses offered or required for these grades which may include Art, Music and foreign language; (ii) curriculum (in English) and a learning management system for grades 9 through 12, in each case in Language Arts, Math, Science and History in addition to electives per the K12 course catalogue; and (iii) third party curricula K12 generally offers its managed virtual schools, in each case for such courses required by Applicable Law.

B. Instructional Tools and Materials. Instructional tools and supplies, including without limitation textbooks and multi-media teaching tools. K12 shall identify which materials are durable and must be reclaimed and such materials must be returned as set forth in Section 13.2. K12 will provide instructions and pre-paid shipping materials and labels to facilitate the return of these materials.

C. Instructional Support. K12 will make available the necessary instructional support as mutually agreed upon as may be required/requested by the Board for the Educational Products and School-related offerings.

D. Student Computers. K12 may provide or cause to be provided computers, monitors, software and other hardware as K12 determines in its discretion to be necessary to deliver the curriculum and as agreed to in writing by K12 during the budgeting process. All such equipment shall be promptly returned to K12 upon a Student's withdrawal or upon expiration or termination of this Agreement as set forth in Section 13.2. K12 will provide instructions and pre-paid shipping materials and labels to facilitate the return of these materials.

1. Testing Laptops/Computers: are priced separately as mutually agreed during the annual budgeting process. To be clear, testing laptops/computers are required to be dedicated testing laptops and Students' leased laptops cannot be used for testing.

E. Testing Support. During the Term and subject to Applicable Law, K12 shall provide or cause to be provided for the School, equipment, logistics and technical support and related services to assist with State required online testing of Students ("**State Testing**"). State Testing support shall include via separate pricing:

1. Site Surveys: K12 will physically validate facilities for testing sites and will notify the Board (or its designated School staff) if proposed facilities are found unsuitable. In all rooms where assessments will be administered mobile lab technology will be simulated and tested to include ISP signal quality measurements; optimal placement of network devices will be documented and primary and secondary networks will be identified and deployed as needed.
2. Technical Point of Contact: K12 will provide a technical point of contact to support School staff with the State Testing.

3. Onsite Support: Onsite support including set up and tear down of equipment provided as reasonably required by technicians (with national criminal records background check), however, School teachers must be present when onsite tech is in proximity of Students.

4. Troubleshooting. Site monitoring and PC troubleshooting to be provided onsite and/or remote as reasonably required.

II. Administrative Services. During the Term, K12 and its Affiliates will provide or cause to be provided to the Board the Administrative Services. Notwithstanding the forgoing, no Services shall be provided for the purpose of benefiting the Board, the School or any staff or students for any School year beyond the Term. The Administrative Services to be provided in accordance with the Agreement, as K12 determines in its reasonable discretion are as follows:

A. Educational School Consulting. Propose and implement educational goals, methods of pupil assessment, school policies, school calendar, school day schedule, and age and grade range of pupils to be enrolled in the School. K12's recommendations for the School will be consistent with the Agreement, Applicable Law and the Charter.

B. Human Resources: Staff and Support Services. Supervision of all staff providing Educational Products and Services. Provide support services to include collaboration with Board Staff including recruiting assistance and hiring recommendations; provided, however Board shall be responsible for performing all reference, certification and background checks and other related services regarding its staff, including but not limited to performing payroll functions; and negotiation, securing and management of health, retirement and other benefits, all subject to the CBA. K12 will work with the Board's staff and its PEO, if applicable, to deliver recruiting assistance and hiring recommendations and to recommend human resources policies, bonus plans, and strategic plans for staffing, development, and growth. K12 will also provide teacher performance evaluation models to the Board for its employees and recommend and, if approved, carry out effective ways to measure teacher performance in a virtual setting. Notwithstanding the foregoing, K12 will only provide the above services to the extent not prohibited by any applicable CBA.

C. Pupil Recruitment-Related Services:

1. Pupil Recruitment. Recruitment of students in K12's and its Affiliates discretion, including creation, design and preparation of recruitment materials and advertisements; assist with information sessions and other events via mail, e-mail, print, radio, television, and outdoor advertising. Other recruitment activities include designing school recruitment materials, letterhead, business cards, and logos to create school identity and developing, designing, and maintaining the School website. Recruiting campaigns undertaken may vary in nature, but shall be designed to inform potential students about the School and/or K12 and its Affiliate's programs (including K12 partner schools and programs) in the local area. Information that K12 obtains with respect to leads generated including, but not limited to, statistics, trends and contact information shall be owned by K12 (and its Affiliates).

2. Admissions. Implementation of the School's admissions policies in accordance with this Agreement, including management of the application and the Student enrollment process. Communicating with potential students and their families and conducting a random lottery if required.

3. Family Services. Plan and arrange school orientation sessions. Assist with the design and implementation of parent orientation sessions. Field and respond to incoming calls, letters, faxes, and e-mails received by K12 about the School, its curriculum, the application/enrollment process, instructional materials, etc. Conduct exit interviews with

select Students and their parents who withdraw in order to learn more about how to improve the program for Students.

4. School Feedback. Obtain feedback on how to improve the School and curriculum, as appropriate. Create methods for Students, their parents, and teachers to submit comments and suggestions; implement improvements where K12 deems them to be valuable.

5. Student Clubs and Contests. Access to virtual social clubs for Students. Clubs are formed based on Student feedback and interests. K12 also provides access to participation opportunities in nationwide contests which may focus on such areas as art, poetry and craft contests. Access to both Student clubs and contests is voluntary and is open to all School Students.

6. High School Services: As requested and as available, K12 may offer counseling tools for high school Students.

D. Insurance. Assist the Board with obtaining general liability insurance or other insurance required with a reputable carrier in accordance with this Agreement, the Charter, (the Lease if applicable) and Applicable Law.

E. Facility Management. As may be applicable, help identify location of the Board's initial or supplemental office Facility(ies) for the School. Together with Board's attorney and designees, assist with negotiating and approving leases, leasehold improvements and lease amendments in accordance with the School budget, provided leases and related documents require Board approval.

F. Business Administration. Administration of business aspects and day-to-day management of School functions to include the following:

1. Consultation, and services as liaison for the Board with the Authorizer, and other governmental offices and agencies.

2. Consultation and recommendations regarding special programs, processes, support services and reimbursements.

3. Consistent with other provisions of the Agreement, provide school administrative staff as appropriate.

4. Work with Board's counsel, if any, on legal matters affecting the School, provided, however, K12 shall not provide legal advice and any such collaboration shall not be deemed as K12 providing legal advice.

5. Preparation of forms, operations manuals or guides, and policies and procedures as necessary or required by the Charter or Authorizer for the Board's review and approval.

6. Consultation with respect to, and monitoring and oversight of, State reporting systems.

7. Assist School staff in identifying and applying for grants and other funding opportunities.

8. Assist as requested and as appropriate with the administration of federal entitlement programs, including Title I, and I.D.E.A.

9. Arrange contracts with school districts, education services centers, and professional service providers for special education and testing on Students' behalf, where such contracts shall be subject to Board review and approval if the Board is contracting directly with these providers.

10. Establish and implement policies and procedures to maintain proper internal controls for K12.

11. Provision of operational regulatory compliance services to assist schools in understanding and complying with applicable regulatory and legal requirements as well as preparing for and responding to audits.

12. To the extent that any equipment, materials and supplies are purchased using public funds on behalf of or as the agent of the School, such equipment, materials and supplies shall be included in the School's inventory and remain the property of the School.

G. Budgeting and Financial Reporting. Assistance with finance-related administrative duties to include the following:

1. Preparation of a proposed annual budget for the School, including projected revenues, expenses and capital expenditures. The School budget and subsequent modifications shall be adopted in accordance with the process set forth in the Agreement.
2. Upon the Board's request as frequently as monthly, K12 will prepare and submit reports on the School's finances, including detailed statements of all revenues received by the Board for the School (from whatever source) and direct expenditures for Services rendered to the School, in addition to those financial reports required by Applicable Law or the Charter as well as provide the Board with such other information as reasonably necessary and appropriate to enable the Board to monitor performance under the Charter and related agreements, including the effectiveness and efficiency of the School's operations. Requests must be made in writing and the foregoing information will be delivered solely provided that the Board or its employees or other third parties have given K12 all necessary and current data needed for such reports (as reasonably requested by K12), including, but not limited to, relevant audit findings, Board expenditures and funding detail.
3. Subject to any confidentiality obligations imposed on K12 by third parties, provide to the Board for the School or the Authorizer such other information either required by the Authorizer or the Board within a reasonable time following a written request thereof.
4. To the extent applicable, assist in the preparation of required non-profit filings, including form 990 tax returns. Notwithstanding the foregoing, K12 will not be responsible for filing School's Form 1023, but will work with Board's counsel and/or accountant to prepare the application for tax-exempt status, as necessary.

H. Financial Management. Assistance with financial management to include the following:

1. In accordance with School-expenditure authorization policy, K12 will, within commercially reasonable periods of time or as required by any agreement governing same, make payment for all School Expenses, out of the School funds managed by K12.
2. All School Revenues will be maintained in an account(s) belonging to the Board over which designated representatives of K12 will have signature authority as approved by the Board in writing. The Board will immediately transfer to such account(s) all School Revenue received for the School from any source, as well as any contributions received by the Board for the School.
3. Perform necessary planning, forecasting, accounting and reporting functions as appropriate.
4. Assist with and help coordinate third-party audit(s) of the School's financials.

I. Maintenance of Financial and Student Records

1. K12 will maintain and keep School records and books at the Facility. K12 may maintain electronic or paper copies of records and provide other services elsewhere, unless prohibited by Applicable Law. The Board recognizes and agrees that for purposes of the Family Educational Rights and Privacy Act and the State open records act, K12 has a legitimate educational interest for purposes of the Board and its staff disclosing to K12 the School student's educational records.
2. K12 will maintain financial records pertaining to the operation of the School and will retain all such records for a period of seven (7) years (or longer if required by Applicable Law or archival or litigation purposes) from the close of the Fiscal Year to which such books, accounts, and records relate.

3. K12 will maintain student educational records pertaining to students enrolled in the School in the manner required by Applicable Law, and retain such records on behalf of Board at the Facility until this Agreement is terminated, at which time such records will be retained by and become the sole responsibility of Board.

4. Ensure accessibility of School educational records to the Board, its independent auditor and the State for completion of audits required by Applicable Law. The Parties understand that all School-related financial and Student educational records are the property of Board and, as such, are subject to the provisions of the Hawaii Uniform Information Practices Act.

5. Upon written request, K12 will provide the School with the information deemed necessary by the School or the Authorizer for the proper completion of the budget, quarterly reports, or financial audits required under the Charter.

6. All financial reports provided or prepared by K12 shall be presented in the format required by the Authorizer.

J. Student Discipline. Provide necessary information and cooperate with Board (or its designated School staff) on the handling of student disciplinary matters, including without limitation attendance and truancy matters. K12 will recommend policy and procedures for Board adoption consistent with Applicable Law and the body of this Agreement.

K. Teacher Training and Development. Develop and offer new Teacher training and professional development for Teachers consistent with what K12 offers similarly situated schools. Host Teacher professional development sessions throughout the school year for new and returning Teachers. Recommend enhancements to the Board's Teacher Handbook for review and approval by the Board and its applicable PEO.

L. Authorizer Policies and Charter Renewal. Assist the Board in complying with applicable Authorizer policies as reasonably interpreted to apply to the School. Assist the Board with drafting the School's Charter renewal application, including working with the Board to develop any necessary budgetary and curriculum information. Support Board members in their preparation to present and defend the School's Charter renewal application before the Authorizer.

M. Instructional Property Management. Prepare and submit to the Board (or its designees) proposed policies and procedures regarding the responsible use of equipment and other instructional property. Arrange for the distribution and re-shipment or return (as necessary) of equipment for families, administrators, and teachers, to the extent provided by or on behalf of K12 as agreed in writing during the budget process.

N. Grants and Donations. On behalf of the Board, K12 may solicit and receive grants and donations for the School from public funds through competitive or non-competitive processes, and private sources consistent with the School's objectives; provided, however, that any solicitation of such grants and donations by K12 will be subject to the approval of the Board and such fund shall be used as designated.

O. Additional Administrative Services. Any other services as agreed to in writing by the Parties from time to time.

III. Technology Services. During the Term, K12 and its Affiliates will provide or cause to be provided to the Board for the School the technology services (the "**Technology Services**") described below. Notwithstanding the forgoing, none of the Technology Services shall be provided for the purpose of benefiting the School or any staff or students for any school year beyond the expiration or earlier termination of this Agreement.

A. 24-7 monitoring of production services, i.e., SAMS and the on-line learning management system;
B. Monitor and analyze system data to fix production issues as they may arise;
C. Generate reports on pupil academic performance, attendance and progress;
D. Seek and secure competitive pricing and centralized purchase discounts for computers, monitors, printers, software and other peripherals for the School;
E. Train school staff, as deemed appropriate and necessary, on technology systems;
F. Develop, design, publish, and maintain the School's interactive website;
G. Install and maintain the School's computer network;
H. Generate reports;
I. Develop community tools on the school's website and K12 platform (including password protected threaded discussion and message boards, moderation functionality, directories, etc.);
J. Determine hardware configurations (including software and operating systems) for the school's technology needs;
K. Provide onsite and telephone support for the School administration in troubleshooting system errors, and telephone support for students;
L. Propose for the School adoption policies and procedures regarding the responsible use of computer equipment and other school property;
M. Support teachers and School care associates in answering technology-related questions from students, parents, teachers, and administrators;
N. Install software to generate master image of computer configurations for teachers, administrators, and students in order to standardize the user experience and lower costs and turn-around time for implementation and troubleshooting;
O. Ensure electronic security of student records (through the use of encryption, firewalls, etc.);
P. Provide a Web-filtering device to ensure that students do not have access to inappropriate materials on the Internet;
Q. Prepare for, supervise, and implement system roll-overs at the end of the academic year;
R. Design and implement inventory management systems with the school's distribution and hardware vendors, as well as reclamation programs, as needed;
S. Provide online enrollment, registration and placement services;
T. Provide school email accounts for school employees;
U. Provide School care and technology support services on the learning management system, computer and software issues;
V. Oversee changes to the School website to maintain quality assurance and make sure that there are not "version control" problems;
W. Along with the K12 Marketing department, coordinate security, creative, and content issues pertaining to the website;
X. Coordinate Web hosting contracts and relationships with vendors across the State as needed;
Y. Handle troubleshooting issues for the school's website and send issues to the appropriate person or division for resolution; and
Z. Additional Technology Services in K12's discretion and any other services as agreed to in writing by the Parties from time to time.

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APPENDIX 1 TO EXHIBIT A

The table provided below is an estimate of the Educational Product and Service fees under this Agreement as of May 15, 2023. Fees listed below are subject to adjustment per mutual agreement to facilitate a balanced budget and shall be subject to change as part of the annual budget process.

Product or Service	**Fee**
Learning Management System Course Access and Content	$1,300 per student for up to 7 courses, billed monthly
Student and Enrollment Services	$600 per student per year
Student Devices, Logistics and Support	$450 per student per year
Testing Products and Services	Fee to be mutually agreed annually
Support Services and Technology Services	6% of School Revenue
Other Product and Services	Fee to be mutually agreed annually on a product/services case-by-case basis

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EXHIBIT B
K12 Proprietary Marks

All trademarks, trade names, service marks as set forth at https://www.stridelearning.com/ip-policy.html, as may be revised from time to time, and each of their logos.

Trademark Quality Control – Restricted Content: The School shall not use the K12 Proprietary Marks in connection with harmful, threatening, unlawful, defamatory, infringing, abusive, inflammatory, harassing, vulgar, obscene, fraudulent, hateful or otherwise offensive material, or in any manner that would be likely to tarnish or adversely impact the reputation, quality, value and goodwill associated with K12 and/or the K12 Proprietary Marks.

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EXHIBIT C
Form Notice of Intent

As set forth in Section 20, this form notice (or a substantially similar version) is required if a Party desires to invoke its rights under Section 6.2(a).

* * * * * * *

Date: _____

To: *[Party's addressee in Section 20]*

Re: Educational Products and Services Agreement ("Agreement") - Notice of Intent

To Whom It May Concern:

The _____ [governing Board of Directors/Trustees (the "Board") of _____ School ("School") – *or* – K12 Virtual Schools L.L.C. ("K12")] is providing this notice in accordance with Section 20 of the Agreement between the Board and K12. This notice is provided solely to preserve our right to discuss renewal terms in consideration of a contract extension, before the Agreement automatically renews as set forth in Section 6.2(a).

Until any amendment to the Agreement is fully executed by the Parties' authorized signatories, the terms of the Agreement shall remain unchanged. If we desire to memorialize proposed edits to the Agreement, if any, we will contact your authorized designee within two (2) weeks from the date of this notice. At such time we agree to undertake good faith discussions to renew the Agreement under similar or substantially similar terms to avoid disruption to the School's staff, families and Teachers.

Sincerely,

[Applicable Party's Representative]

cc: *[As applicable]*

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ii. If the Service Provider is providing academic services, provide academic performance data for at least ten (10) charter schools operated by the service provider for the past five years (or over the life of the charter school, if the school has been open for fewer than five years). The academic performance data should include at least three of the service provider's highest performing schools and at least three of the service provider's lowest performing schools. If the service provider operates less than ten charter schools, provide the academic data for all schools

When asking Stride to provide academic service data for its charter schools, the board requested a wide range of outcomes to highlight how the company's ability to configure it services and technology to fit many different types of charters. Stride answered with the list below, placing them from highest to lowest performing based not on overall ratings, but in improvement in key areas that highlight their success over time.

- Maine Virtual Academy
- Destinations Career Academy of Wisconsin
- Utah Virtual Academy
- Nevada Virtual Academy
- Florida Cyber Academy @ Duval
- Ohio Digital Learning School
- Insight School of Wisconsin
- Insight School of Arizona
- Insight School of Michigan
- Passport Academy Charter School

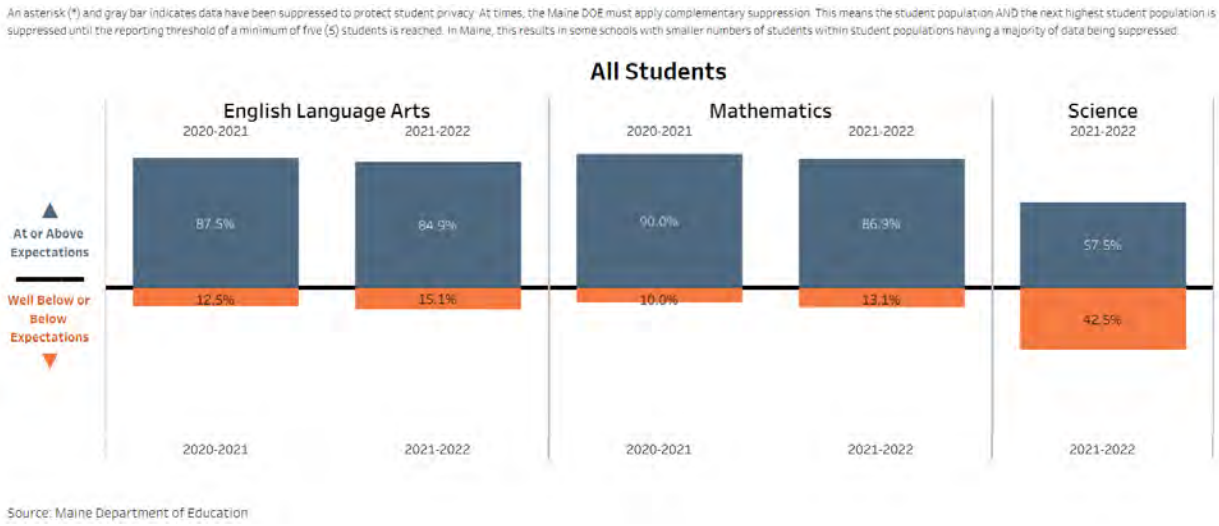
In addition to these ten charter schools, Stride also asked to provide performance data for Destinations Career Academy of Colorado. Although it is not a charter, but rather an online program through a district in Colorado, it is a similar model of a CRE school that LNCA can become.

Attachment 56-60 - TPP

Maine Virtual Academy

Maine Virtual Academy has grown to become one of the highest performing schools in the state. Some highlights from its 2022 report include:

- Outperforming the state average on assessments proficiency over the last two years (graph below not included in performance reports)



Source: Maine Department of Education

- Exceeding that state average in graduation rate in 2022 (96% vs. statewide average of 86.3%)
- Exceeding expectations in students who will have participated in at least one post-secondary activity
- Exceeding expectations in Attendance rate in all grade levels
- Exceeding expectations in enrollment and reenrollment rates

VISION

MAINE CHARTER SCHOOL COMMISSION

All of Maine's children will have access to a **vibrant ecosystem** of diverse schools so that all of them can become **happy, healthy and thriving citizens**

ANNUAL MONITORING REPORT 2021-22
November 2022

MAINE VIRTUAL ACADEMY

6 East Chestnut Street, Suite 230, Augusta, ME 04330

MISSION

Maine Virtual Academy's (MeVA) mission is to develop each student's full potential with learner-centered instruction, research-based curriculum and educational tools and resources to provide a high-quality learning experience for grade 7-12 students who are in need of alternative educational options. MeVA will develop an Individualized Learning Plan (ILP) with specific learning goals to meet each student's needs.

VISION

MeVA will be a leading 21st century public charter school in Maine and will improve student learning outcomes through individualized instruction, as evidenced by student academic proficiency, student academic growth, post-secondary readiness, and the demonstration of 21st century skills such as critical thinking, problem solving, and self-direction. MeVA will empower students to acquire the academic and life skills needed to succeed in post-secondary education and career opportunities. Our graduates will be prepared for college or other postsecondary career training opportunities.

GOVERNING BOARD

Donna Pelletier, Board President
Peter Mills, Board Secretary
Nicholas Gannon, Treasurer
Amy Carlisle
Tina Meserve
Stacey Blanchard

LEADERSHIP TEAM

Dr. Melinda Browne, CEO/Head of School
Stephanie Emery, Program Manager of Operations
Jillian Dearborn, HR/Business Manager
Donald Fournier, Academic Administrator
Christina O'Grady, Curriculum Coordinator
Lena Vitagliano, Special Education Administrator

SCHOOL PROFILE

School Year Opened	Years in Operation	Grades served
2015-16	8	7 – 12
Number of Sending Districts*	**Current Enrollment***	**Students on Waiting List***
*(as of October 2022, Certified Student Enrollment Date)	*(as of October 2022, Certified Student Enrollment Date)	57 (as of October 2022, Certified Student Enrollment Date)

School Year 2021 – 2022 Demographic Table		
Grade Level Enrollment		
7	38	8.7%
8	44	10.1%
9	67	15.3%
10	94	21.5%
11	98	22.4%
12	96	22%
Gender		
Female	231	52.9%
Male	206	47.1%
Race/Ethnicity		
White	380	87%
American Indian/Alaska Native	6	1.4%
Black or African American	4	0.9%
Latino/Hispanic	24	5.5%
Two or more races	21	4.8%
Asian/Pacific Islander	2	0.4%
Special Education		
Students with IEPs	75	17.2%
General education students	362	82.8%
Economically Disadvantaged		
Yes	238	54.5%
No	199	45.5%

The Maine Charter School Commission is the Authorizer of 10 charter districts. Each charter district holds a contract with the Commission containing a Performance Framework of indicators and targets the district shall meet. The charter districts are evaluated and reported on annually as required by law.

District data are gathered through the Maine Department of Education, Charter Districts, and Site Visits, as applicable.

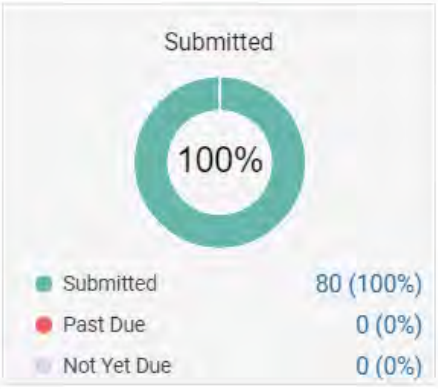
The Maine Charter School Commission has established a monitoring visit table for visit frequency and intensity. A copy of the Site Visit Manual can be found here. Maine Virtual Academy was not on cycle to have a Site Visit at the end of the 2021-22 school year. Charter districts that are scheduled for "Document Review Only" are required to submit the same documentation as schools that will receive an in-person visit.

Key documents and other information reviewed to determine progress on the charter district's performance framework and alignment with its mission are as follows:

- School calendar
- Current enrollment and demographics
- Staff roster
- Current organizational chart
- Board meeting minutes
- Board member meeting attendance
- School's strategic plan [as applicable]
- Current Education Service Provider contract [as applicable]
- Professional Development calendar and agendas [as applicable]
- Staff evaluation tool
- Administrator evaluation tool used by governing board
- Panorama school climate survey results
- School's self-assessment
- Previous year's monitoring report [as applicable]
- School's performance framework
- Copies of current recruitment materials
- Student enrollment application

In 2021-2022, Maine Virtual Academy continued to have success with student attendance, student enrollment throughout the school year, student re-enrollment from one year to the next, and student participation in post-secondary readiness activities.

As mentioned above, document review is a major component of the Maine Charter School Commission's monitoring process, which happens throughout the year. Charter districts are required to submit reports and data for review. The table below summarizes the charter district's report and data submission completion throughout the 2021-2022 school year.



As a result of the 2020-2021 monitoring process, the charter district is encouraged to consider the following:

ACADEMIC ACHIEVEMENT AND GROWTH

- Given the impact of the pandemic on academic growth, Maine Virtual Academy should develop clear and specific strategies for closing learning gaps to ensure students are prepared for rigorous academic work.

Exceeded Expectation	Met Expectation	Partially Met Expectation	Did Not Meet Expectation

PERFORMANCE INDICATOR SUMMARY TABLE		
INDICATOR	DETAILS	PERFORMANCE
Academic Proficiency		
Proficiency on state assessment in reading	The school will collect baseline data on the NWEA MAP test for ELA and will provide school wide results as well as results at each grade level assessed.	Met Expectation *Reported as required*
Proficiency on state assessment in math	The school will collect baseline data on the NWEA MAP test for math and will provide school wide results as well as results at each grade level assessed.	Met Expectation *Reported as required*
Academic Growth		
ELA MAP Growth	Students will show growth on ELA MAP RIT scores from fall to spring of each school year	Did Not Meet Expectation 49%
Math MAP Growth	Students will show growth on Math MAP RIT scores from fall to spring of each school year	Did Not Meet Expectation 65%
Growth on MAP[1] ELA assessment	70% of eligible[2] students meet projected growth on MAP ELA reading.	Partially Met Expectation 42%
Growth on MAP Math assessment	70% of eligible[3] students meet projected growth on MAP math.	Partially Met Expectation 57%
Growth on MAP[4] ELA assessment	70% of eligible[5] students meet projected growth on MAP ELA language.	Partially Met Expectation 49%
Achievement Gaps		
Achievement gaps in proficiency between major subgroups on the Maine State Assessments.	School provides evidence of closing identified achievement gaps on major subgroups (English learner, special education, gender, economically disadvantaged, 504, ethnic and racial minorities).	Partially Met Expectation *Some subgroups are not performing similarly to comparison groups: students with a 504 plan met projected RIT at a rate lower than the comparison group in both ELA and math.*

[1] MAP® Growth™ measures what students know and informs what they're ready to learn next. By dynamically adjusting to each student's responses, MAP (measures of academic progress) Growth creates a personalized assessment experience that accurately measures performance.
[2] Eligible is defined as having both a fall and spring score for students in grades K-11.
[3] Eligible is defined as having both a fall and spring score for students in grades K-10.
[*] Subgroups must have at least 10 students to be reported. Subgroups may not be combined to create a "super-subgroup."
[4] MAP® Growth™ measures what students know and informs what they're ready to learn next. By dynamically adjusting to each student's responses, MAP (measures of academic progress) Growth creates a personalized assessment experience that accurately measures performance.
[5] Eligible is defined as having both a fall and spring score for students in grades K-11.

Achievement gaps in growth between major subgroups on MAP	School provides evidence of closing identified achievement gaps of major subgroups (English learner, special education, gender, economically disadvantaged, 504, ethnic and racial minorities).	Partially Met Expectation *Some subgroups are not performing similarly to comparison groups: students with a 504 plan met projected RIT at a rate lower than the comparison group in both ELA and math*
Student Attendance		
Chronic absenteeism rate	10% or fewer students classified as chronically absent on the last day of school[6]	Pending MDOE
Average Daily Attendance Rate	Average daily attendance rate in grades PreK-8 of 93% or higher	Exceeded Expectation 97%
Average Daily Attendance Rate	Average daily attendance rate in grades 9-12 of 91% or higher	Exceeded Expectation 96%
Student Enrollment		
Enrollment throughout the school year	85% or more of eligible students enrolled on the last day of school will be the same students who were enrolled on State Student Count Day[7].	Exceeded Expectation 90%
Recurrent enrollment from one year to the next	85% or more of eligible students enrolled on the last day of school will have completed an Intent to Reenroll form for the next year.	Exceeded Expectation 90%
Post-Secondary Readiness		
4-year high school graduation rate (current cohort)	Meet Maine DOE annual goals: 2020 – 87.74%	Pending MDOE
5 and 6-year average high school graduation rate (previous 2 years' cohorts averaged)	Meet Maine DOE annual goals: 2020 – 89.74%	Pending MDOE
Of students in their graduating year, percent participation in post-secondary readiness opportunities	At the end of their graduating year, 70% of each school's eligible[8] students will have participated in at least one post-secondary activity such as (and not limited to) college course, Advanced Placement course, certificate program, or internship.	Exceeded Expectation 100%
Success rate of students participating in post-secondary readiness	70% of the school's students who participated in at least one post-secondary activity such as (and not limited to) college course, Advanced Placement course, certification program, or internship will complete it successfully[9].	Exceeded Expectation 100%
Financial Performance and Stability		
Near Term Measures a) Current Ratio b) Unrestricted Days Cash on Hand	School evaluates its Near-Term Financial Health using the Financial Performance and Stability outline provided by the Commission.	Pending Audit
Sustainability Measures a) Total Margin b) Debt to asset ratio	School evaluates its Financial Sustainability using the Financial Performance and Stability outline provided by the Commission.	Pending Audit

[6] Chronically absent is defined as missing 10% or more of school days.
[7] State Student Count Day is October 1.
[8] Students not excluded via IEP or other individual plan
[9] Successfully is defined as a passing grade, meeting appropriate standards, or other clearly defined measure of success.

The school has an annual financial audit conducted. Audit and management letters are submitted to the Commission. Audit has no material findings or misstatements.	Unmodified opinion on [consolidated] financial statements; no material weaknesses, significant deficiencies or reportable instances of noncompliance and other matters identified in the other information accompanying the auditor's report on financial statements or in the auditor's report on internal control over financial reporting and on compliance and other matters.	Pending Audit
Board Governance and Stewardship		
Public Accountability: Transparent, responsive, and legally compliant Board operation.	The Governing Board will hold a minimum of 6 meetings per school year[10].	Exceeded Expectation *12 meetings Held*
	Timely[11] publication of Board meeting agenda and minutes upon approval.	Met Expectation *All minutes and agendas posted timely*
Facilities Management		
Meet Local and State requirements	The school certifies that its facility (or facilities) meets all local and state requirements for public school facilities.	Met Expectation *Certified as required*
Capital Improvement Plan	The school has a current Capital Improvement Plan approved by its governing board.	Met Expectation *Current Capital Improvement Plan approved by board*
School culture and climate		
Reporting of behavior incidents	The school will follow the Maine DOE required reporting for incidents of behavior.	Met Expectation *Reported as required*
Panorama Survey-Family Participation	40% of families will participate in the Panorama survey.	Met Expectation 41%
Panorama Survey-Student Participation	65% of eligible students will participate in the Panorama survey[12].	Met Expectation 70%
Panorama Survey-Teacher/Staff Participation	70% of teachers/staff will participate in the Panorama survey.	Exceeded Expectation 100%
Panorama Survey	Annually, the school will review its Panorama Education results and develop an action plan to address areas for continued improvement. Plan and outcome will be submitted to the Commission.	Even though not required for the 2021-22 school year, the school developed an action plan.

Reports will be updated once pending data is received.

[10] A school year is July 1 – June 30
[11] Timely is defined as posting agenda a minimum of 5 days before the meeting and for minutes, posting within 5 days of approval.
[12] Students in grades 3 and up are eligible to participate in the Panorama Education surveys.

Maine Virtual Academy was not on cycle for a site visit at the end of the 2021-22 school year; therefore, no report was generated.

MCSC
MAINE CHARTER SCHOOL COMMISSION

Maine Virtual Academy

6 East Chestnut Street, Suite 230, Augusta, ME 04330

MAINE VIRTUAL ACADEMY

ANNUAL MONITORING REPORT 2020-21
October 2021

Mission

Maine Virtual Academy's (MeVA) mission is to develop each student's full potential with learner-centered instruction, research-based curriculum and educational tools and resources to provide a high-quality learning experience for grade 7-12 students who are in need of alternative educational options. MeVA will develop an Individualized Learning Plan (ILP) with specific learning goals to meet each student's needs.

Vision

MeVA will be a leading 21st century public charter school in Maine and will improve student learning outcomes through individualized instruction, as evidenced by student academic proficiency, student academic growth, post-secondary readiness, and the demonstration of 21st century skills such as critical thinking, problem solving, and self-direction. MeVA will empower students to acquire the academic and life skills needed to succeed in post-secondary education and career opportunities. Our graduates will be prepared for college or other postsecondary career training opportunities.

Governing Board

Donna Pelletier, Board President
Peter Mills, Board Secretary
Ed LeBlanc, Board Treasurer
Amy Carlisle, Board Member
Nicholas Gannon, Board Member

Leadership Team

Dr. Melinda Browne, Head of School & Special Education Administrator
Stephanie Emery, Program Manager of Operations
Donald Fournier, Academic Administrator

School Profile

Year Opened	Years in Operation	Grades served
2015	7	7 – 12
Number of Sending Districts*	**Current Enrollment***	**Students on Waiting List***
*(as of October 2021, Certified Student Enrollment Date)	*(as of October 2021, Certified Student Enrollment Date)	*(as of October 20201, Certified Student Enrollment Date)

School Year 2020 – 2021 Demographic Table		
Grade Level Enrollment		
7	53	12%
8	77	18%
9	73	17%
10	82	19%
11	74	17%
12	71	17%
Gender		
Female	231	54%
Male	199	46%
Race/Ethnicity		
White	383	89%
AI/Alaska Native	6	1%
BAA	10	2%
Latino/Hispanic	12	3%
Two or more races	17	4%
Asian/Pacific Islander	2	>1%
Special Education		
Students with IEPs	68	16%
General education students	362	84%
Economically Disadvantaged		

Yes	242	56%
No	188	44%

Executive Summary

The Maine Charter School Commission is the Authorizer of 10 charter districts. Each charter district holds a contract with the Commission containing a Performance Framework of indicators and targets the district shall meet. The charter districts are evaluated and reported on annually as required by law.

District data are gathered through the Maine Department of Education, Charter Districts, and Site Visits, as applicable.

The Maine Charter School Commission has established a monitoring visit table for visit frequency and intensity. A copy of the Site Visit Manual can be found here. Maine Virtual Academy was on cycle to have a Site Visit at the end of the 2020-21 school year and the Site Visit Report can be found on page 14.

Key documents and other information reviewed to determine progress on the charter district's performance framework and alignment with its mission are as follows:

- School calendar
- Current enrollment and demographics
- Staff roster
- Current organizational chart
- Board meeting minutes
- Board member meeting attendance
- School's strategic plan [as applicable]
- Current Education Service Provider contract [as applicable]
- Professional Development calendar and agendas [as applicable]
- Staff evaluation tool
- Administrator evaluation tool used by governing board
- Panorama school climate survey results
- School's self-assessment
- Previous year's monitoring report [as applicable]
- School's performance framework
- Copies of current recruitment materials
- Student enrollment application

Maine Virtual Academy had success with student enrollment throughout the school year, student re-enrollment from one year to the next, facilities management, and school climate survey participation.
As mentioned above, document review is a major component of the Maine Charter School Commission's monitoring process, which happens throughout the year. Charter districts are required to submit reports and data for review. The table below summarizes the charter district's report and data submission completion throughout the 2020-2021 school year.

As a result of the 2020-2021 monitoring process, the charter district is encouraged to consider the following:

FINANCIAL PLANNING AND SUSTAINABILITY

- The governing board needs to develop a process for long-term strategic and financial planning so that it is a consistent agenda item at board meetings and focuses the board's attention to long-term sustainability and excellence.
- School and Board should review how FY21 COVID relief funding was spent and be sure that FY22 budgets do not rely on a repeat of this funding.

ACADEMIC ACHIEVEMENT AND GROWTH

- Given the impact of the pandemic and lower academic growth than in previous years, the charter organization should develop clear and specific strategies for closing learning gaps to ensure students are prepared for rigorous academic work.

School performance should be considered in the context of a global health crisis, which schools were battling throughout the 2020 - 2021 school year. Students and families grappled with job loss, health concerns and insecurities, and anxiety related to the pandemic. Schools continued to serve students and families despite the COVID-19 crisis. That service often meant that schools focused on the basic needs of students like social-emotional well-being and psychological health while also managing a rigorous academic program. Because of the operational challenges that the pandemic caused, the school likely saw less growth in student achievement than they otherwise might in a pandemic-free environment. All schools faced similar challenges which is why there is a broad focus on learning loss in the educational ecosystem and media. The Charter Commission is closely monitoring academic progress throughout the school year. The Charter Commission applauds the effort of the school to ensure a safe environment for students in which their basic needs were met during the 2020 - 2021 school year.

In the 2020-2021 school year, the Maine Department of Education adopted the NWEA MAP test as the "state assessment." The MDOE did not assign targets or expectations related to assessment results. The Maine Charter School Commission amended the Performance Framework to require schools to submit results along with analysis. The MDOE has not released MAP data for traditional schools, which precludes the ability of the public to compare performance between charter schools and their traditional counterparts. Given the trajectory of the school's performance over the last several years, the Charter Commission remains confident in the ability of the school to serve its students and families in accordance with the contract between the parties.

PERFORMANCE INDICATORS SUMMARY TABLE		
Indicator	Details	Performance
Academic Proficiency		
Proficiency on state assessment in reading	The school will collect baseline data on the NWEA MAP test for ELA and will provide school wide results as well as results at each grade level assessed.	School collected baseline data on the NWEA MAP test for ELA and provided school wide results as well as results at each grade level
Proficiency on state assessment in math	The school will collect baseline data on the NWEA MAP test for math and will provide school wide results as well as results at each grade level assessed.	School collected baseline data on the NWEA MAP test for ELA and provided school wide results as well as results at each grade level
Academic Growth		
ELA MAP Growth	Students will show growth on ELA MAP RIT scores from fall to spring of each school year	**47%**
Math MAP Growth	Students will show growth on Math MAP RIT scores from fall to spring of each school year	**67%**

Growth on MAP[1] ELA assessment	70% of eligible[2] students meet projected growth on MAP ELA by the end of school year 2020-2021.	**39%**
Growth on MAP Math assessment	70% of eligible[3] students meet projected growth on MAP math by the end of school year 2020-2021.	**54%**
Achievement Gaps		
Achievement gaps in proficiency between major subgroups on the Maine State Assessments.	School provides evidence of closing identified achievement gaps on major subgroups (English learner, special education, gender, economically disadvantaged, 504, ethnic and racial minorities).	Partially Meets Expectation: Subgroups are performing below comparison groups, some gaps have closed since the previous year
Achievement gaps in growth between major subgroups on MAP	School provides evidence of closing identified achievement gaps of major subgroups (English learner, special education, gender, economically disadvantaged, 504, ethnic and racial minorities).	Partially Meets Expectation: Subgroups are performing below comparison groups; some gaps have closed since the previous year
Student Attendance		
Chronic absenteeism rate	10% or fewer students classified as chronically absent on the last day of school[4]	**10.6%** Partially Meets Expectation: 10.1%-13%
Average Daily Attendance Rate	Average daily attendance rate in grades PreK-8 of 93% or higher	**98.7%** Exceeds Expectation: 97% or higher
Average Daily Attendance Rate	Average daily attendance rate in grades 9-12 of 91% or higher	**95.3%** Exceeds Expectation: 95% or higher
Student Enrollment		
Enrollment throughout the school year	85% or more of eligible students enrolled on the last day of school will be the same students who were enrolled on State Student Count Day[5].	**90%** Exceeds Expectation: 90% or more
Recurrent enrollment from one year to the next	85% or more of eligible students enrolled on the last day of school will have completed an Intent to Reenroll form for the next year.	**94%** Exceeds Expectation: 90% or more
Post-Secondary Readiness		
4-year high school graduation rate (current cohort)	Meet Maine DOE annual goals: 2020 – 87.74%	**69.7%** Partially Meets Expectation: More than 2% increase from previous year
5 and 6-year average high school graduation rate (previous 2 years' cohorts averaged)	Meet Maine DOE annual goals: 2020 – 89.74%	**Pending MDOE**

[1] MAP® Growth™ measures what students know and informs what they're ready to learn next. By dynamically adjusting to each student's responses, MAP (measures of academic progress) Growth creates a personalized assessment experience that accurately measures performance.

[2] Eligible is defined as having both a fall and spring score for students in grades K-11.

[3] Eligible is defined as having both a fall and spring score for students in grades K-10.

[*] Subgroups must have at least 10 students to be reported. Subgroups may not be combined to create a "super-subgroup."

[4] Chronically absent is defined as missing 10% or more of school days.

[5] State Student Count Day is October 1.

Of students in their graduating year, percent participation in post-secondary readiness opportunities	At the end of their graduating year, 70% of each school's eligible[6] students will have participated in at least one post-secondary activity such as (and not limited to) college course, Advanced Placement course, certificate program, or internship.	**100%** Exceeds Expectation: 80% or more
Success rate of students participating in post-secondary readiness	70% of the school's students who participated in at least one post-secondary activity such as (and not limited to) college course, Advanced Placement course, certification program, or internship will complete it successfully[7].	**100%** Exceeds Expectation: 80% or more
Financial Performance and Stability		
Near Term Measures a) Current Ratio b) Unrestricted Days Cash on Hand	School evaluates its Near-Term Financial Health using the Financial Performance and Stability outline provided by the Commission.	**Pending Audit**
Sustainability Measures a) Total Margin b) Debt to asset ratio	School evaluates its Financial Sustainability using the Financial Performance and Stability outline provided by the Commission.	**Pending Audit**
The school has an annual financial audit conducted. Audit and management letter are submitted to the Commission. Audit has no material findings or misstatements.	Unmodified opinion on [consolidated] financial statements; no material weaknesses, significant deficiencies or reportable instances of noncompliance and other matters identified in the other information accompanying the auditor's report on financial statements or in the auditor's report on internal control over financial reporting and on compliance and other matters.	**Pending Audit**
Board Governance and Stewardship		
Public Accountability: Transparent, responsive, and legally compliant Board operation.	The Governing Board will hold a minimum of 6 meetings per school year[8].	**12 meetings held** Exceeds Expectation: 11 or more meetings
	Timely[9] publication of Board meeting agenda and minutes upon approval.	Meets Expectation: All minutes and agendas posted timely
Facilities Management		
Meet Local and State requirements	The school certifies that its facility (or facilities) meets all local and state requirements for public school facilities.	Meets Expectation: Certified as required
Capital Improvement Plan	The school has a current Capital Improvement Plan approved by its governing board.	Meets Expectation: Current Capital Improvement Plan approved by board
School culture and climate		
Reporting of behavior incidents	The school will follow the Maine DOE required reporting for incidents of behavior.	Meets Expectation: Reports as required
Panorama Survey-Family Participation	40% of families will participate in the Panorama survey.	**52%** Exceeds Expectation: 50% or more

[6] Students not excluded via IEP or other individual plan

[7] Successfully is defined as a passing grade, meeting appropriate standards, or other clearly defined measure of success.

[8] A school year is July 1 – June 30

[9] Timely is defined as posting agenda a minimum of 5 days before the meeting and for minutes, posting within 5 days of approval.

Panorama Survey-Student Participation	65% of eligible students will participate in the Panorama survey[10].	**72%** Meets Expectation: 65% - 74.9%
Panorama Survey-Teacher/Staff Participation	70% of teachers/staff will participate in the Panorama survey.	**100%** Exceeds Expectation: 80% or more
Panorama Survey	Annually, the school will review its Panorama Education results and develop an action plan to address areas for continued improvement. Plan and outcome will be submitted to the Commission.	Meets Expectation Plan submitted as required

Reports will be updated once pending data is received

[10] Students in grades 3 and up are eligible to participate in the Panorama Education surveys.

Site Visit Report

Monitoring Site Visits are based on both the criteria set forth in the school's performance framework and the school's alignment with its mission. The categories in the performance framework are student achievement, school climate and family engagement, governance, and finance.

The monitoring site visit was conducted on August 9, 2021, via Zoom. Team members used the Site Visit Manual to plan for and conduct the visit. Prior to the site visit, team members reviewed documents and other information related to the school's mission and performance framework.
The following participants from the Maine Charter School Commission conducted the monitoring site visit:

- Jeremy Jones, Executive Director, Maine Charter School Commission
- Gina Post, Chief Program Officer, Maine Charter School Commission
- Amy Allen, Operations Director, Maine Charter School Commission
- Mackenzie Wagner, Chief of Staff, Maine Charter School Commission
- Colette Sullivan, Maine Department of Education, Special Services

Focus group interviews were held with groups at the school. Groups were asked a standard set of questions as well as school specific questions created for this visit.

Focus group interviews held by the team:

- Governing Board: Donna Pelletier, Board Chair and Peter Mills, Board Member
- School leaders/administrators: Dr. Melinda Browne, Executive Director, Donald Fournier, Academic Administrator, and Lena Vitagliano, Special Education Director

Mission Alignment
Overall, Maine Virtual Academy demonstrated the school is upholding the mission outlined in its charter.

Administrators

Maine Virtual Academy (MeVA) was founded to provide an alternative to students who need flexibility provided by virtual education. To increase this flexibility and student outcomes, MeVA recently created enhanced learning opportunities, such as free summer school and credit recovery opportunities.

Student Achievement
Maine Virtual Academy is working toward improving student outcomes, particularly in mathematics, using MAP assessment data and providing opportunities for students in summer school and credit recovery courses.

Governing Board

The Governing Board representatives reported receiving frequent updates on student academic achievement from the Executive Director.

The board is pleased to use the NWEA MAP assessment three times per year and an emphasis has been placed on measuring student academic growth. The board is particularly interested in seeing increased growth in high school math. MeVA's schedule now includes math and ELA every day for students.

Administrators

The school administrative team has been pleased with staff retention and the hiring of new personnel. A hiring committee conducts interviews with candidates. The Executive Director works closely with the Governing Board on recruitment goals and provides regular updates to the board.

A recent change at MeVA is the addition of a lab science course at each grade level. Lab science will also be a graduation requirement.

Beginning this school year, MeVA is moving away from *Stride* curriculum and learning management system (LMS). The MeVA team engaged in a collaborative process to select curricula, which included a demonstration and review period by teachers who made recommendations based on standards alignment and differentiated elements. The teachers selected, and the Board approved, Accelerate for science and SAVVAS for math and English. The administration believes the new curriculum will provide for better labs, which will be both virtual and hands-on. To supervise MeVA's course development and implementation, MeVA hired a Curriculum Coordinator to work in conjunction with our Academic Administrator. MeVA plans to monitor students' progress/experience within the new courses in conjunction with their performance on the NWEAs and other state assessments.

MeVA's math Department put together a template during the last school year that will be used as an exemplar for other departments. It includes student level details that are indicators of academic performance such as:

- Grades
- Attendance
- Assignments (on time or late)

MeVA has intervention programs and processes in place for its students. Student grades, attendance, and engagement are monitored and discussed at grade level meetings. Individual meetings with teachers are held when needed. If there is concern for a student, the parent is notified. Students are provided supports and are referred for a 504 plan or for special education evaluation when appropriate.

Students who are being supported before referral for an Individual Education Plan (IEP) are monitored closely and a meeting is held every 2 weeks to discuss progress. Students who are not identified for an IEP may be provided a "Back on Track Plan," help session(s), or the support of a Family Academic Support Liaison (FASL).

The Intervention Process is published in both the Student Handbook and the Employee Handbook. There are also Section 504 and Special Education manuals.

Beginning with the 2021-2022 school year, MeVA has moved to Brightspace for its LMS. It has also chosen other options for the provision of financial management, technology support and hardware, and course curricula, as noted above. In addition to cost savings, this shift was made to accommodate more opportunities for a varied source of curricula, which the administration believes is a way to improve student academic outcomes.

School Climate and Family Engagement

The site visit showed evidence that MeVA is prioritizing a collaborative and supportive school climate where staff feel heard and encouraged.

Administrators

MeVA's administrative team described the school as teacher-led. Staff are involved in a weekly meeting (Process Improvement). They also indicated the work being done to eliminate Stride, Inc. as sole source for curriculum was teacher driven.

Teacher coaching, evaluation and support for teachers and staff at MeVA include weekly meetings between the teacher and the Academic Administrator or the Director of Special Education (for special education staff). These meetings were described as a place to bring up any problems a teacher may be having. Formal observations with write ups are conducted in both fall and spring.

Teachers are given an opportunity to provide feedback through surveys throughout the year and at the end of the school year with the MCSC sponsored Panorama Surveys.

Governing Board

One board member resigned from the MeVA Board at the end of the 2020-2021 school year. A new board member with high school technical and vocational training has been recently appointed to the board. There have been discussions about appointing a parent representative to the board.

Annually, the board evaluates the Executive Director. The board discusses the evaluation with the Executive Director in executive session and sets goals for the coming year.

Governing Board members complete a survey annually as part of a board self-evaluation, which is followed by analysis to develop board goals.

Finance

MeVA now has more control over its finances, having amended its contract with Stride, Inc. and hired local personnel for financial management and services.

Governing Board and Executive Director

One benefit of Maine Virtual Academy's new learning platform, finances, curricula, and technology is cost savings. With the funding not used in these areas, there are plans to increase teaching staff to provide smaller class sizes and support for students, including one-on-one support, creating more personalized education for all students, and hiring a Technology Coordinator, hiring a Curriculum Coordinator. There will also be a review of teacher salaries which may result in increases of MeVA's salaries in order to be competitive with local schools.

Maine Charter School Commission

MAINE VIRTUAL ACADEMY

ANNUAL MONITORING REPORT 2019-2020

January 2021

(Amended May 2021 to Include data that were not available when the report was approved by the Commission in January 2021 – *Amended information is included in bold, italic font inside the report*)

The Maine State Charter School Commission will provide thoughtful stewardship in authorizing and monitoring public charter schools consistent with State statutes to create unique, high-quality learning options for Maine students.

Attachment 56-60 - TPP

January 2021

In summer 2020, after Maine Virtual Academy's new 5-year charter contract was finalized and signed, the Maine Charter School Commission Review Team reviewed additional data provided by the Maine Virtual Academy. Information gathered from documents was used to determine the extent to which the school has met its contracted performance targets. This report addresses the school's performance relative to the performance framework.

In March of 2020, due to the COVID-19 virus, the school year was abruptly interrupted by the need for schools to close their facilities and continue the remainder of the school year via remote instruction. The Maine Charter School Commission realizes that these months were stressful and difficult for students, teachers, and families, and that the learning and assessments completed during this time were likely affected by the situation. The Maine Charter School Commission will take circumstances into consideration when reviewing data and making high-stakes decisions.

Commission Liaison to the School	Nichi Farnham
MCSC Executive Director	Bob Kautz
MCSC Director of Program Management	Gina Post
Consultant	Dr. Joe Mattos
Consultant	Joe Drago, CPA
MDOE Special Services	Dr. Roberta Lucas

School's Mission	Maine Virtual Academy's (MeVA) mission is to develop each student's full potential with learner-centered instruction, research-based curriculum and educational tools and resources to provide a high-quality learning experience for grade 7-12 students who are in need of alternative educational options. MeVA will develop an Individualized Learning Plan (ILP) with specific learning goals to meet each student's needs.
School's Vision	MeVA will be a leading 21st century public charter school in Maine and will improve student learning outcomes through individualized instruction, as evidenced by student academic proficiency, student academic growth, post-secondary readiness, and the demonstration of 21st century skills such as critical thinking, problem solving, and self-direction. MeVA will empower students to acquire the academic and life skills needed to succeed in post-secondary education and career opportunities. Our graduates will be prepared for college or other postsecondary career training opportunities.

Section 1: School Information

School Name	Maine Virtual Academy
Address	6 East Chestnut Street, Suite 230, Augusta, ME 04330

Governing Board

Board President	Amy Carlisle
Board Secretary	Peter Mills
Board Treasurer	Ed LeBlanc
Board Member	Donna Pelletier
Board Member	Kim Whitman

Administrative Team

Head of School	Dr. Melinda Browne
Special Education Administrator	Dr. Melinda Browne
Program Manager of Operations	Stephanie Emery
Academic Administrator	Donald Fournier

Year Opened	2015
Years in Operation	6
Number of Sending Districts*	***110***
Grades Served	7-12
Current Enrollment*	***430***
Students on Waiting List*	254

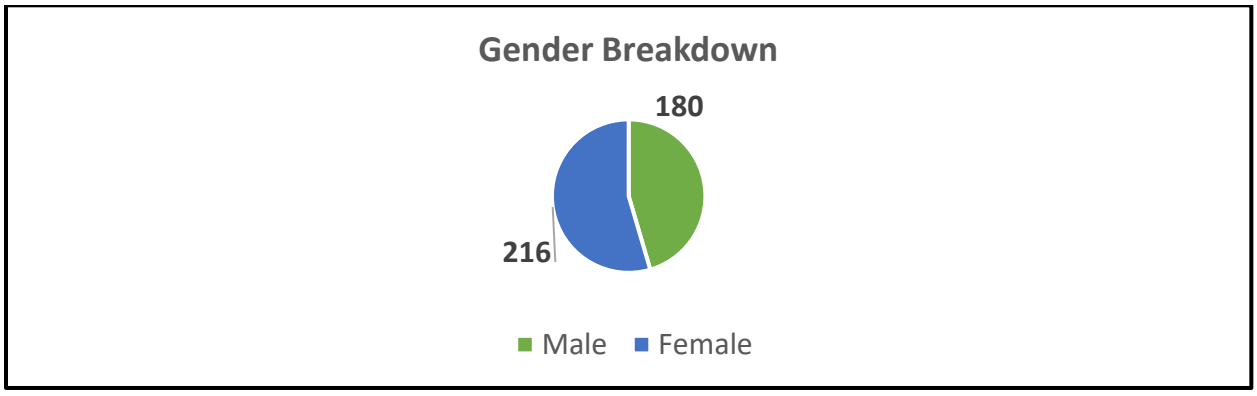
**As of October 1, 2020, certified enrollment data*

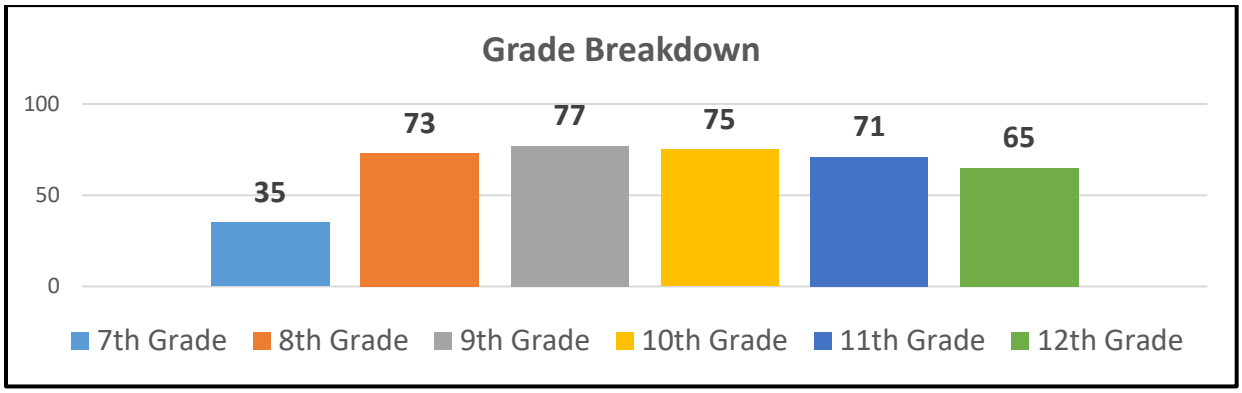
Section 2: Indicator Summary Table

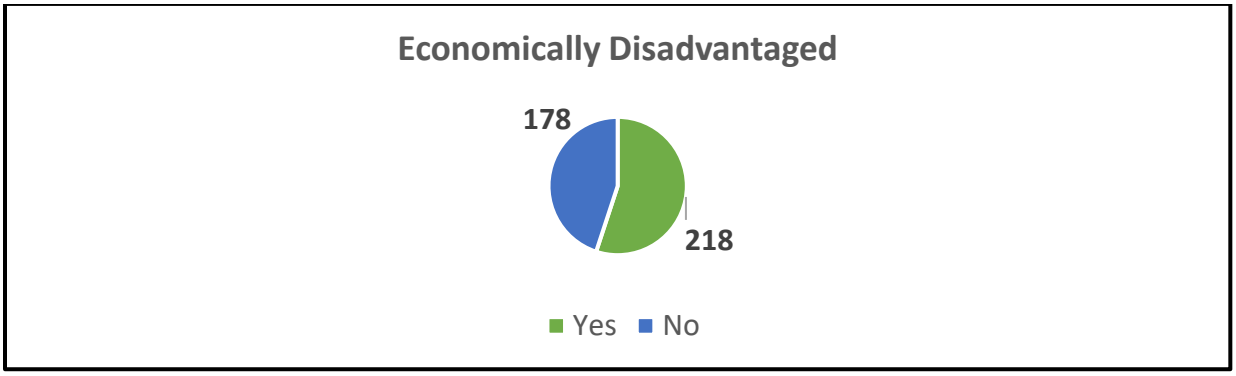
Indicator	Exceeded	Met	Partially Met	Did Not Meet	Other
Student Academic Proficiency *(See Page 6)*					
Target 1					*
Target 2					*
Target 3					*
Student Academic Growth *(See Page 6)*					
Target 1			X		
Target 2			X		
Target 3a		X			
Target 3b	X				
Target 4a		X			
Target 4b	X				
Achievement Gaps *(See Page 7)*					
Target 1					*
Target 2		X			
Student Attendance *(See Page 7)*					
Target 1		X			
Target 2		X			
Target 3	X				
Student Enrollment *(See Page 8)*					
Target 1		X			
Target 2		X			
Post-Secondary Readiness *(See Page 8)*					
Target 1			*X*		
Target 2			*X*		
Target 3	X				
Target 4	X				
Financial Performance and Stability *(See Page 9)*					
Target 1		*X*			
Target 2		*X*			
Target 3		*X*			
Governance Board Performance and Stewardship *(See Page 10)*					
Target 1	X				
Target 2		X			
Adequacy of Facilities Management *(See Page 10)*					
Target 1		X			
Target 2		X			
School Social and Academic Climate *(See Page 11)*					
Target 1		X			
Target 2	X				
Target 3		X			
Target 4	X				
Target 5		X			

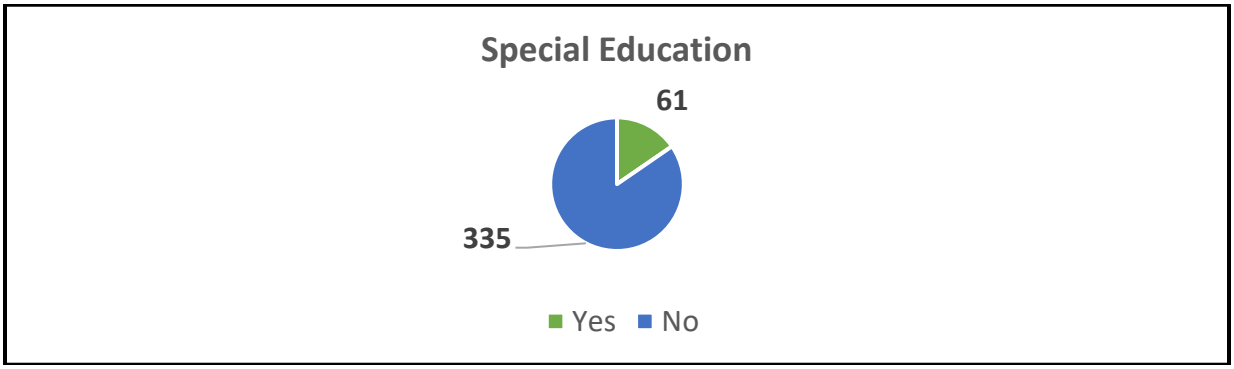
**Due to COVID-19 and school facility closures, many assessments and evaluations were not given*

Section 3: Demographics 2019-2020









Section 4: Student Academic Proficiency

Measure	Target	Results	
Percentage of students scoring in the meets and exceeds categories of the MEA in ELA	At least 50% of students will meet or exceeds state expectations on the MEA in ELA.	N/A: Due to the COVID-19 pandemic, the Maine Department of Education applied for, and received, waivers that eliminate state assessment requirements for this year.	NA
Percentage of students scoring in the meets and exceeds categories of the MEA in math	At least 40% of students will meet or exceeds state expectations on the MEA in math.		NA
Percentage of students scoring in the meets and exceeds categories of the MEA in science	At least 50% of students will meet or exceeds state expectations on the MEA in science.		NA

Section 5: Student Academic Growth

Measure	Target	Results	
Students will show progress in their learning through growth in their NWEA scores in ELA reading from fall to spring of each school year.	Students will show progress in their learning through growth in their NWEA RIT scores from fall to spring of each school year.	73% of students showed growth on NWEA scores from fall to spring.	Partially Met
Students will show progress in their learning through growth in their NWEA scores in math from fall to spring of each school year.	Students will show progress in their learning through growth in their NWEA RIT scores from fall to spring of each school year.	76% of students showed growth on NWEA scores from fall to spring.	Partially Met
Growth on NWEA as measured by projected growth on MAP assessment	School will meet goal of 70% of eligible[1] students meeting their projected growth on NWEA ELA reading by the end of the school year 2021–2022.	60.9% of eligible students met their projected growth on NWEA ELA reading from fall to spring.	Met
		83% of eligible students met their projected growth on NWEA ELA reading	Exceeded

[1] Eligible is defined as having both a fall and spring score for students in grades k-10

		from fall to spring within one standard deviation.	
Growth on NWEA as measured by projected growth on MAP assessment	School will meet goal of 70% of eligible students will meet their projected growth on NWEA math by the end of the school year 2020-2021.	63.9% of eligible students met their projected growth on NWEA math from fall to spring.	Met
		81.3% of eligible students met their projected growth on NWEA math from fall to spring within one standard deviation.	Exceeded

Section 6: Achievement Gaps

Subgroups must have at least ten students to be reportable. Subgroups may not be combined to create a super-subgroup.

Measure	Target	Results	
Achievement gaps in proficiency between major subgroups on the Maine state assessment	The school will provide evidence of closing achievement gaps between major subgroups (EL, special education, gender, ED, 504, ethnic and racial minorities).	N/A: Due to the COVID-19 pandemic, the Maine Department of Education applied for, and received, waivers that eliminate state assessment requirements for this year.	NA
Achievement gaps in growth between major subgroups on the NWEA	The school will provide evidence of closing achievement gaps between major subgroups (EL, special education, gender, ED, 504, ethnic and racial minorities).	Subgroups are performing similarly to comparison groups	Met

Section 7: Student Attendance

Measure	Target	Results	
Chronic absenteeism	Schools will have 10% or fewer students classified as chronically absent on the last day of school.	9% of students were chronically absent as of the last day of school.	Met
Average Daily Attendance	Schools will have an average daily attendance rate in grades pre-k – 8 of 93% or higher.	The average daily attendance rate was 96.53%.	Met
Average Daily Attendance	Schools will have an average daily attendance rate in grades 9–12 of 91% or higher.	The average daily attendance rate was 97.64%.	Exceeded

Section 8: Student Enrollment

Measure	Target	Results	
Enrollment throughout the school year	85% or more of eligible students enrolled on the last day of school will be the same students who were enrolled on state student count day[2]	85% of eligible students enrolled on the last day of school were the same students who were enrolled on state student count day.	Met
Recurrent enrollment from one year to the next	85% or more of eligible students enrolled on the last day of school will have completed an Intent to reenroll form for the next school year.	89% of eligible students enrolled on the last day of school completed an Intent to reenroll form for the next school year	Met

Section 9: Post-Secondary Readiness

Measure	Target	Results	
4-year high school graduation rate (current cohort)	Schools will meet MDOE annual goal: 2020 –87.74%	***64.1% 4-year graduation rate***	***Partially Met***
5 and 6-year average high school graduation rate (previous 2 years' cohorts averaged)	Schools will meet MDOE annual goal: 2020 – 89.74%	***64.1% 5 and 6-year graduation rate***	***Partially Met***

[2] State student count day is October 1.

Of students in their graduating year, percent participation in post-secondary readiness opportunities	At the end of their graduating year, 70% of each schools' eligible[3] students will have participated in at least one post-secondary activity such as (and not limited to) college course, Advanced Placement course, certificate program, or internship.	100% of students in their graduating year participated in post-secondary readiness opportunities.	Exceeded
Success rate of students participating in post-secondary readiness opportunities	70% of the school's students who participated in at least one post-secondary activity such as (and not limited to) college course, Advanced Placement course, certificate program, or internship will complete it successfully[4].	100% of students participating in post-secondary readiness opportunities were successful.	Exceeded

Section 10: Financial Performance and Stability

Measure	Target	Results	
Near Term Measures a) Current Ratio b) Unrestricted Days Cash on Hand	School evaluates its Near-Term Financial Health using the Financial Performance and Stability outline provided by the Commission.	Near-Term Financial Health was reviewed by the Commission using the Financial Performance and Stability outline.	***Healthy/Met***
Sustainability Measures a) Total Margin b) Debt to asset ratio	School evaluates its Financial Sustainability using the Financial Performance and Stability outline provided by the Commission.	The Financial Sustainability was reviewed by the Commission using the Financial Performance and Stability outline.	***Healthy/Met***
The school has an annual financial audit conducted. audit and management letter are submitted to the commission. audit has no material findings or misstatements.	Unmodified opinion on [consolidated] financial statements: no material weaknesses, significant deficiencies or reportable instances of noncompliance and other matters identified	The Board has engaged a firm to conduct the FY20 financial audit of the school. The Audit Report and Management Letter will be reviewed.	***Healthy/Met***

[3] Students not excluded via IEP or other individual plan

[4] Successfully is defined as a passing grade, meeting appropriate standards, or other clearly defined measure of success.

	in the other information accompanying the auditor's report on financial statements or in the auditor's report on internal control over financial reporting and on compliance and other matters.		

Section 11: Governance Board Performance and Stewardship

Measure	Target	Results	
Public Accountability: Transparent, responsive, and legally compliant Board operation.	The Governing Board will hold a minimum of 6 meetings per school year[5].	The Governing Board held 12 meetings during the school year.	Exceeded
Public Accountability: Transparent, responsive, and legally compliant Board operation.	Timely[6] publication of Board meeting agenda and minutes upon approval.	Board meeting agendas and minutes were timely published.	Met

Section 12: Adequacy of Facilities Management

Measure	Target	Results	
Meet Local and State requirements	The school certifies that its facility (or facilities) meet all local and state requirements for public school facilities.	The school certified that its facility (or facilities) meet all local and state requirements for public school facilities.	Met
Capital Improvement Plan	The school has a current capital improvement plan approved by its governing board.	The school has a current capital improvement plan approved by its governing board.	Met

[5] A school year is July 1 – June 30

[6] Timely is defined as posting agenda a minimum of 5 days before the meeting and for minutes, posting within 5 days of approval.

Section 13: School Social and Academic Climate

Measure	Target	Results	
Reporting of behavior incidents	The school will follow the Maine DOE required reporting for incidents of behavior.	The school reported incidents of behavior as required by Maine DOE.	Met
Panorama Survey- Family Participation	40% of families will participate in the Panorama survey.	60% of families participated in the Panorama survey.	Exceeded
Panorama Survey- Student Participation	65% of eligible students will participate in the Panorama survey.[7]	68% of eligible students participate in the Panorama survey.	Met
Panorama Survey- Teacher/Staff Participation	70% of teachers/staff will participate in the Panorama survey.	100% of teachers/staff participated in the Panorama survey.	Exceeded
Panorama Survey	Annually, the school will review its spring Panorama Education results and develop an action plan for the following school year to address areas for continued improvement. Plan and outcome will be submitted to the Commission in September.	The school reviewed its Panorama Education survey results and developed an action plan to address areas for continued improvement and submitted the plan to the Commission in September 2019 as required.	Met

Section 14: Mission and Vision Implementation Evidence and Results

(See Page 2 for School's Mission and Vision)

The 2019-20 school year provided an opportunity to demonstrate the continuity and value of (secondary) virtual education by successfully implementing its mission and vision during the public health crisis (COVID-19). MEVA operated in accordance with its school calendar, academic schedule, and grading schemes, despite the significant disruptions. Specific evidence includes the following:

- MEVA administered the spring NWEAs and achieved strong growth performance results.

[7] Students in grades 3 and up are eligible to participate in the Panorama Education surveys.

- MEVA administered the Spring 2020 Panorama Survey and achieved strong participation.
- MEVA conducted monthly governing board meetings and posted agendas and minutes as scheduled.
- MEVA improved its student attendance and retention.

Section 15: Commendations and Considerations

Commendations

- MEVA reported that 100% of students in their graduating year participated in post-secondary opportunities.
- MEVA reported that enrollment throughout the year, as well as recurrent enrollment from one year to the next, both were at 85% or higher.
- On the NWEA, 83% of eligible students met the projected RIT growth in ELA and 81.3% of eligible students met the projected RIT growth in math, which exceeded the 70% target.
- There was a high rate of participation by all groups in the Panorama education survey.

Considerations

- MEVA should continue to address and improve average daily attendance rates.
- MEVA should closely review the Plimpton Graduate Study Report to identify areas of improvement; for example: career and/or college readiness, career development curriculum and post-graduate career guidance, and mastery of high standards for graduation.
- MEVA should review and address the recommendations presented in its 2020 External Evaluation Report.

Maine Charter School Commission

MAINE VIRTUAL ACADEMY

ANNUAL MONITORING REPORT 2018-2019

The Maine State Charter School Commission will provide thoughtful stewardship in authorizing and monitoring public charter schools consistent with State statutes to create unique, high-quality learning options for Maine students.

Attachment 56-60 - TPP

February 2020

In 2019 multiple announced on-site visits were made to Maine Virtual Academy. The review team held interviews with teachers, students, parents, school leadership, and the school's Governing Board. They also reviewed data provided by the school. Documents provided by the school are available from the MCSC office. Information gathered from documents, interviews and on-site observation was used to determine the extent to which the school has met its contracted performance targets. This report addresses the school's performance relative to the performance framework. Attachment A is the site visit report, which includes observation and discussion notes from the site visit.

Consultant	Joe Drago, CPA
Consultant	Dr. Joe Mattos
MCSC Liaison	Laurie Pendleton
MCSC Executive Director	Bob Kautz
MCSC Director of Program Management	Gina Post
MDOE Special Services	Dr. Roberta Lucas

School's Mission	*Maine Virtual Academy's (MeVA) mission is to develop each student's full potential with learner-centered instruction, research-based curriculum and educational tools and resources to provide a high quality learning experience for grade 7-12 students who are in need of alternative educational options. MeVA will develop an Individualized Learning Plan (ILP) with specific learning goals to meet each student's needs.*
School's Vision	*MeVA will be a leading 21st century public charter school in Maine and will improve student learning outcomes through individualized instruction, as evidenced by student academic proficiency, student academic growth, post-secondary readiness, and the demonstration of 21st century skills such as critical thinking, problem solving, and self-direction. MeVA will empower students to acquire the academic and life skills needed to succeed in post-secondary education and career opportunities. Our graduates will be prepared for college or other postsecondary career training opportunities.*

School Information

School Name	Maine Virtual Academy
Address	6 Chestnut Street, Suite #230, Augusta, ME 04330

President	Amy Carlisle
Secretary	S. Peter Mills
Treasurer	Edward LeBlanc
Board Member	Donna Madore
Board Member	Kim Whitman

Head of School	Dr. Melinda Browne

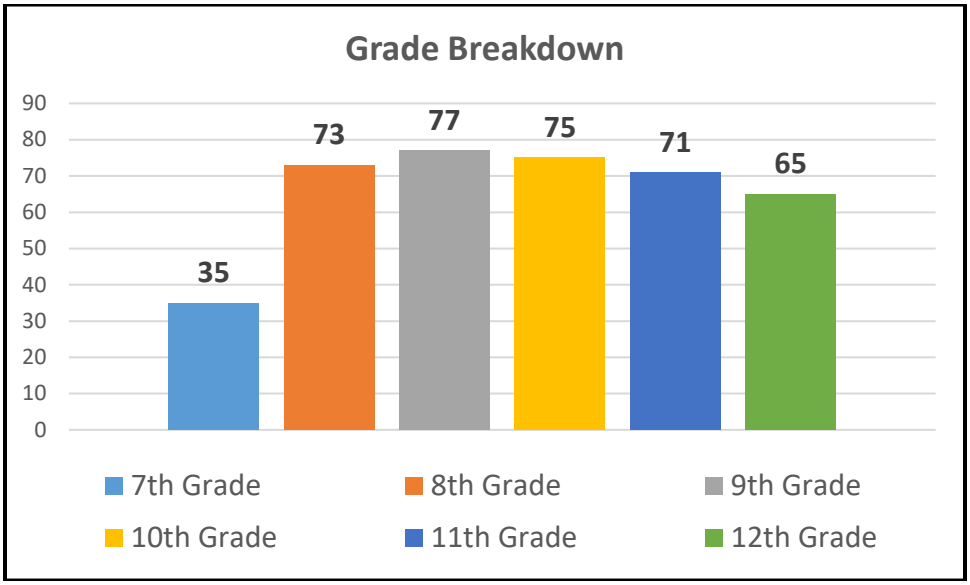
Year Opened	2015
Years in Operation	5
Number of Sending Districts	116
Grades Served	7-12
Current Enrollment	396*
Students on Waiting List	293*

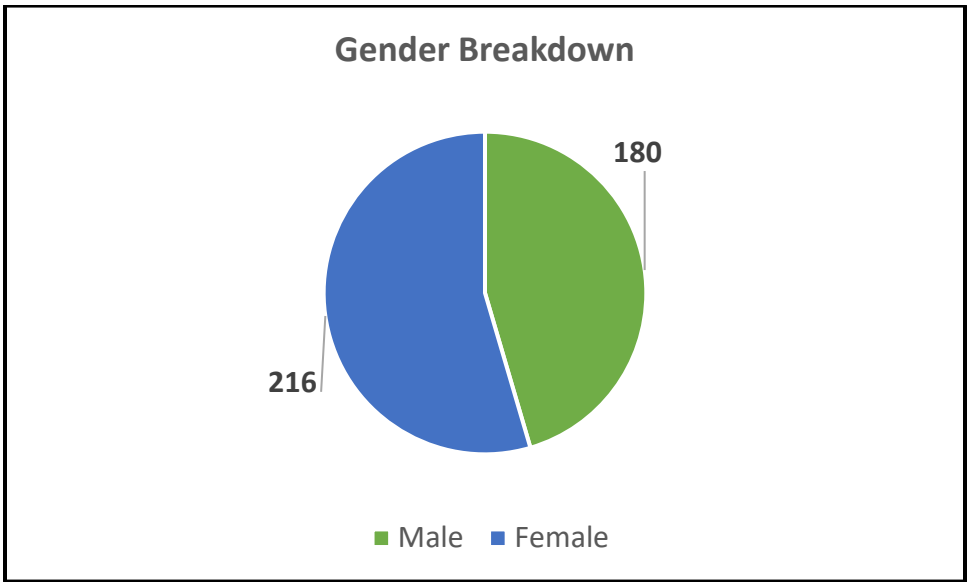
*As of October 1, 2019, certified enrollment date

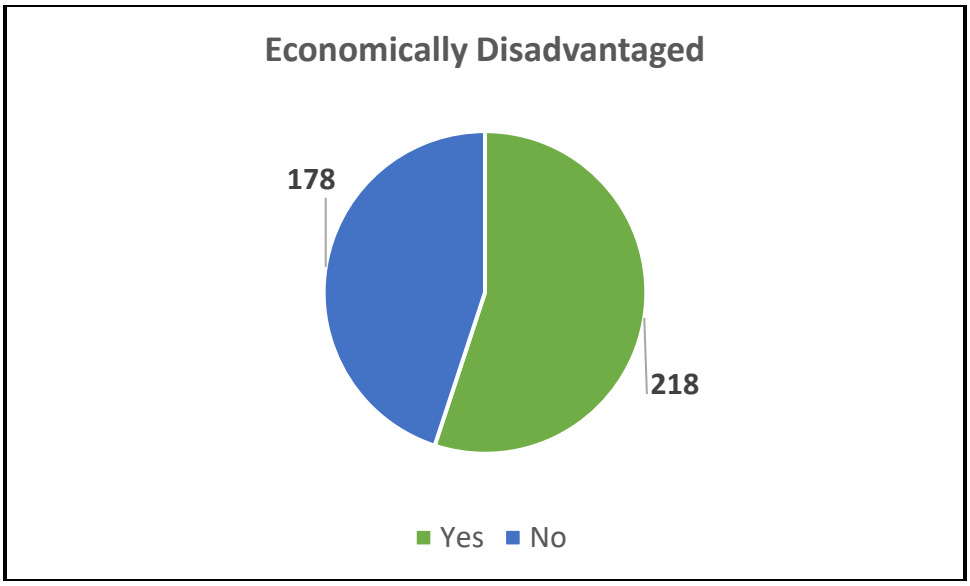
Section 1: Indicator Summary Table

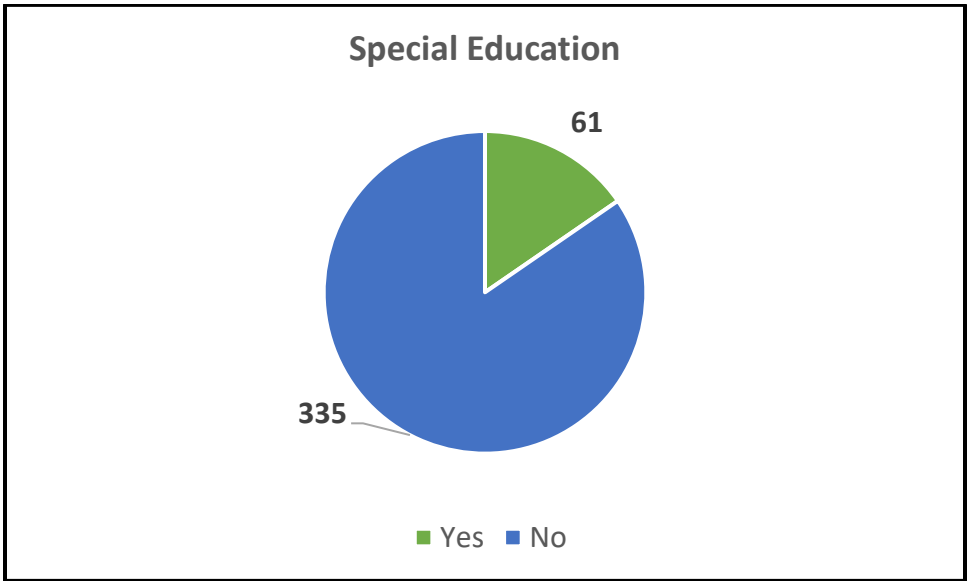
Indicator	Exceeds	Meets	Partially Meets	Does Not Meet	Other
Student Academic Proficiency					
Target 1		X			
Target 2		X			
Target 3			X		
Target 4		X			
Target 5		X			
Target 6		X			
Student Academic Growth					
Target 1		X			
Target 2		X			
Target 3	X				
Target 4	X				
Achievement Gaps					
Target 1		X			
Target 2		X			
Post Secondary Readiness					
Target 1			X		
Target 2				X	
Target 3	X				
Target 4	X				
Student Attendance					
Target 1			X		
Target 2		X			
Target 3		X			
Student Enrollment					
Target 1		X			
Target 2	X				
Financial Performance and Stability					
Target 1		**Healthy**			
Target 2		**Healthy**			
Target 3		X			
Governance Board Performance and Stewardship					
Target 1	X				
Target 2		X			
Adequacy of Facilities					
Target 1		X			
Target 2		X			
School Climate					
Target 1		X			
Target 2	X				
Target 3		X			
Target 4		X			
Target 5					**Not applicable**

Section 2: Demographics






Economically Disadvantaged
178
218
Yes
No


Special Education
61
335
Yes
No

Section 3: Academic Proficiency

Measure	Target	Results	
ELA portion of the Maine State Assessment	36% of grade 7 students will score proficient on the ELA portion of the MEA	40% of grade 7 students scored proficient on the ELA portion of the MEA	Met
ELA portion of the Maine State Assessment	43% of grade 8 students will score proficient on the ELA portion of the MEA	51% of grade 8 students scored proficient on the ELA portion of the MEA	Met
ELA portion of the Maine State Assessment	49% of grade 11 students will score proficient on the ELA portion of the MEA	42% of grade 11 students scored proficient on the ELA portion of the MEA	Partially met
Math portion of the Maine State Assessment	20% of grade 7 students will score proficient on the math portion of the MEA	20% of grade 7 students scored proficient on the math portion of the MEA	Met
Math portion of the Maine State Assessment	19% of grade 8 students will score proficient on the math portion of the MEA	20% of grade 8 students scored proficient on the math portion of the MEA	Met
Math portion of the Maine State Assessment	10% of grade 11 students will score proficient on the math portion of the MEA	10% of grade 11 students scored proficient on the math portion of the MEA	Met

Discussion

The school met five of its six academic proficiency targets. It met the targets for percentage of students meeting or exceeding state expectations in grades 7 and 8 in ELA on the MEA. It met the targets for percentage of students meeting or exceeding state expectations in grades 7, 8, and 11 on math on the MEA. It partially met the target for percentage of 11th grade students meeting or exceeding state expectations on the ELA MEA.

Section 4: Academic Growth

Measure	Target	Results	
Students will show progress in their learning through growth in their NWEA scores in ELA	Students will show progress in their learning through growth in their NWEA RIT scores from	71% of students showed progress in learning through growth on their ELA	Met

reading and language from fall to spring of each school year.	fall to spring of each school year.	NWEA RIT scores from fall to spring.	
Students will show progress in their learning through growth in their NWEA scores in math from fall to spring of each school year.	Students will show progress in their learning through growth in their NWEA RIT scores from fall to spring of each school year.	74% of students showed progress in learning through growth on their math NWEA RIT scores from fall to spring.	Met
Growth on NWEA as measured by projected growth on MAP assessment	School will meet goal of 70% of eligible[1] students will meet their projected growth on NWEA ELA reading and language.	77.7% of eligible students met their projected growth on NWEA ELA from fall to spring.	Exceeded
Growth on NWEA as measured by projected growth on MAP assessment	School will meet goal of 70% of eligible students will meet their projected growth on NWEA math.	79.9% of eligible students met their projected growth on NWEA math from fall to spring.	Exceeded

Discussion

MEVA met its NWEA growth targets, exceeding two of them. Over 70% of students had growth and nearly 80% met the projected growth target.

Section 5: Achievement Gaps

Measure	Target	Results	
Achievement gaps in proficiency between major subgroups on the Maine state assessment	The school will provide evidence of closing achievement gaps between major subgroups (EL, special education, gender, ED, 504, ethnic and racial minorities).	Gender subgroup data were analyzed. Other subgroups are too small to report publicly.	Met
Achievement gaps in growth between major subgroups on the NWEA	The school will provide evidence of closing achievement gaps between major subgroups (EL, special education, gender, ED, 504, ethnic and racial minorities).	Gender subgroup data were analyzed. Other subgroups are too small to report publicly.	Met

[1] Eligible is defined as having both a fall and spring score for students in grades k-10

Discussion

The school met both of its academic achievement gaps targets by analyzing and reporting data. For confidentiality purposes data are not publicly reportable due to small subgroup sizes.

Section 6: Post Secondary Readiness

Measure	Target	Results	
4 year high school graduation rate (current cohort)	Schools will meet Maine DOE annual goals: 2019- 87.51%	60% 4-year graduation rate for class of 2019	Partially met
5 and 6 year average high school graduation rate (previous 2 years' cohorts averaged)	Schools will meet Maine DOE annual goals: 2019- 87.51%	54%	Did not meet
Of students in their graduating year, percent participation in post- secondary readiness opportunities	At the end of their graduating year, 70% of each schools' eligible students will have participated in at least one post-secondary activity such as (and not limited to) college course, Advanced Placement course, certificate program, or internship.	81%	Exceeded
Success rate of students participating in post-secondary readiness opportunities	70% of the school's students who participated in at least one post- secondary activity such as (and not limited to) college course, Advanced Placement course, certificate program, or internship will complete it successfully.	100%	Exceeded

Discussion

Two of the Post Secondary Readiness targets were exceeded, while one was partially met, and one was not met. The school exceeded the targets for post-secondary readiness opportunities. The school partially met its 4-year graduation data with an increase from the previous year. The school did not meet the 5- and 6-year combined graduation cohort target.

Section 7: Attendance

Measure	Target	Results	
Chronic absenteeism	Schools will have 10% or fewer students classified as chronically absent on the last day of school.	11.83% chronic absenteeism rate	Partially met
Average Daily Attendance	Schools will have an average daily attendance rate in grades pre-k – 8 of 93% or higher.	96% average daily attendance rate school wide.	Met
Average Daily Attendance	Schools will have an average daily attendance rate in grades 9-12 of 91% or higher.	96% average daily attendance rate school wide	Met

Discussion

The school met the average daily attendance target and partially met the chronic absenteeism target with a chronic absenteeism rate well below the state average.

Section 8: Enrollment

Measure	Target	Results	
Enrollment throughout the school year	85% or more of eligible students enrolled on the last day of school will be the same students who were enrolled on state student count day[2].	86% of students enrolled on the last day of school were the same students who were enrolled on state student count day.	Met
Recurrent enrollment from one year to the next	85% or more of eligible students enrolled on the last day of school will have completed an Intent to reenroll form for the next school year.	90% of eligible students enrolled on the last day of school completed an Intent to reenroll form for the next school year.	Exceeded

Discussion

The school met the target for maintaining enrollment during the school year. It exceeded the target for students re-enrolling for the next year.

[2] State student count day is October 1.

Section 9: Financial Performance and Stability

Measure	Target	Results	
Near Term Measures a) Current Ratio b) Unrestricted Days Cash on Hand	School evaluates its Near-Term Financial Health using the Financial Performance and Stability outline provided by the Commission.	Near term measures are healthy.	Near term measures are healthy.
Sustainability Measures a) Total Margin b) Debt to asset ratio	School evaluates its Financial Sustainability using the Financial Performance and Stability outline provided by the Commission.	Sustainability measures are healthy.	Sustainability measures are healthy.
The school has an annual financial audit conducted. Audit and management letter are submitted to the commission. Audit has no material findings or misstatements.	Unmodified opinion on [consolidated] financial statements: no material weaknesses, significant deficiencies or reportable instances of noncompliance and other matters identified in the other information accompanying the auditor's report on financial statements or in the auditor's report on internal control over financial reporting and on compliance and other matters.	The school had a clean audit for FY 18.	Meets Expectation

Discussion

The school submitted quarterly financial reports as well as Near Term Measure and Sustainability Measure data. The data were analyzed, and the school was determined to be healthy in both the Near Term and Sustainability Measures.

Section 10: Governance Board Performance and Stewardship

Measure	Target	Results	
Public Accountability: Transparent, responsive, and legally compliant Board operation.	The Governing Board will hold a minimum of 6 meetings per school year.	The Governing Board held 12 meetings during the school year.	Exceeds Expectation

Public Accountability: Transparent, responsive, and legally compliant Board operation.	Timely publication of Board meeting minutes upon approval.	Board meeting minutes were posted within 5 days of approval.	Meets Expectation

Discussion

MEVA's governing board met regularly during the 2018-19 school year. Meeting minutes were posted to the school's website and were submitted to the MCSC after approval by the board.

Section 11: Adequacy of Facilities

Measure	Target	Results	
Meet Local and State requirements	The school certifies that its facility (or facilities) meet all local and state requirements for public school facilities.	School certifies facility meets requirements.	Meets Expectation
Capital Improvement Plan	The school has a current capital improvement plan approved by its governing board.	The school has a current capital improvement plan approved by its governing board.	Meets Expectation

Discussion

The school certified that its facility met all requirements for public school facilities. The school has a current board-approved capital improvement plan for the facility.

Section 12: School Climate

Measure	Target	Results	
Reporting of behavior incidents	The school will follow the Maine DOE required reporting for incidents of behavior.	Reported as required	Met Expectation
Panorama Survey- Family Participation	40% of families will participate in the Panorama survey.	83% of families participated in the Panorama survey.	Exceeded
Panorama Survey- Student Participation	65% of eligible students will participate in the Panorama survey.	80% of eligible students participated in the Panorama survey.	Exceeded

Panorama Survey-Teacher/Staff Participation	70% of teachers/staff will participate in the Panorama survey.	100% of teachers/staff participated in the Panorama survey.	Exceeded
Panorama Survey	Annually, the school will review its Panorama Education results and develop an action plan to address areas for continued improvement. Plan and outcome will be submitted to the Commission.	The school reports it will use the results of this survey to inform an action plan and make necessary changes for the next school year.	Not applicable—School was not required to develop a plan in 2018-2019 school year.

Discussion

MEVA completed its reporting of behavior incidents to the MDOE as required. The school administered the Panorama School Climate Survey in spring 2019. Three indicator targets were exceeded, one was met, and one was not applicable in SY 2018–19.

Section 13: Mission and Vision Implementation and Results

(See Page 2 for School's Mission and Vision)

MeVA serves students and their families who need the flexibility that virtual education affords. This flexibility may be necessary for a variety of reasons including providing time for talent development, accommodating internship schedules and other experiential learning opportunities.

MeVA is striving to improve its academic outcomes, to provide differentiated courses and lessons for diverse learners, and to create opportunities for students to collaborate by offering each other academic feedback within our virtual classrooms. MeVA is working to prepare its students for higher education and careers by facilitating/developing 21st century skills such as critical thinking, problem solving, and self-direction.

Section 14: Site Visit Report

Maine Charter School Commission

Monitoring Site Visit Report October 28, 2019

REPORT DATE:	October 28, 2019
SCHOOL NAME:	Maine Virtual Academy
ADDRESS:	6 Chestnut Street, Augusta, Maine
GRADES SERVED:	Grades 7 -12
ENROLLMENT:	395
YEAR OPENED:	September 2015

Monitoring Site Visit Purpose

The primary purpose of site visits is to inform authorizer decisions, both imminent, such as assessing a school's readiness to open, and longitudinal, when a visit is undertaken mid-term as part of routine monitoring.

The purpose of monitoring visits is to gauge the overall progress a school is making toward the goals outlined in its charter. In most cases, the authorizer will already possess some quantitative data about that progress – test scores, attendance rates, and other annual outcomes, so a monitoring visit can help explain the context behind that data and explore the school's fidelity to its approved program.

Site visits are a mechanism for collecting additional evidence regarding a school's performance against the expectations memorialized in its contract and contribute to the body of data authorizers utilize to ultimately make renewal recommendations. They also provide staff with the opportunity to review and analyze documentation that may be better understood on-site, such as factors impacting attendance, or rates of academic growth across subgroups. Site visits can also provide a basis for authorizer judgment or intervention where there is limited state assessment data yet available.

Monitoring Site Visit Process

Monitoring Site Visits are based on both the criteria set forth in the school's performance framework and the school's alignment with its mission. The categories in the performance framework are student achievement, school climate and family engagement, governance, and finance.

The following participants conducted the monitoring site visit:

- Bob Kautz, Executive Director
- Gina Post, Director of Program Management
- Lori Pendleton, Maine Charter School Commission
- Joe Drago, Consultant
- Joe Mattos, Consultant

Attachment 56-60 - TPP

The monitoring site visit was conducted on May 30, 2019 at Maine Virtual Academy in Augusta. Team members used the Site Visit Manual to plan for and conduct the visits. Prior to the site visit, team members reviewed documents and other information related to the school's mission and performance framework.

Key documents and other information reviewed by the team prior to and at the time of visiting included (as applicable):

- School calendar
- Current enrollment and demographics
- Staff roster
- Current organizational chart
- Board meeting minutes
- Board member meeting attendance
- School's strategic plan
- Current Education Service Provider contract
- Professional Development calendar and agendas
- Staff evaluation tool
- Administrator evaluation tool used by governing board
- Panorama school climate survey results
- School's self-assessment
- Previous year's monitoring report
- School's performance framework
- Copies of current recruitment materials
- Student enrollment application

Focus group interviews were held with groups at the school. Groups were asked a standard set of questions as well as school specific questions created for this visit.

Focus group interviews held by the team:

- Governing Board:
  - Ed LeBlanc
  - Peter Mills
- School Leadership Team
  - Danielle Pouzol, Special Education Teacher
  - Jennifer Hight, CFO
  - Mehry Mohammadi, Attendance Coordinator
  - Fadia Afaneh, Director of Operations
  - Jillian Dearborn, HR/Bookkeeper
  - Stephanie Emery, Administrative Assistant
  - Nicole Hart, Title 1A Teacher
  - Mike Susi, Academic Advisor
- Head of School
  - Dr. Melinda Browne, Head of School (CEO)/Special Education Director

Monitoring Site Visit Findings

A. Mission Alignment

- MEVA's Mission and Vision continues to serve as the focus of teaching and student learning at MEVA. However, evolving conditions and factors are posing significant challenges for MEVA in meeting its mission and vision. These factors include students

and parents who are not fully engaged in meeting MEVA's expectations for student learning e.g. attendance, etc.

B. Student Achievement
- There was no specific information presented in respect to indicators of students' learning outcomes as stated in the Mission and Vision Statement. These areas include "demonstration of 21st century skills such as critical thinking skills, problem solving and self-direction."
- The Head of School is currently working with teachers to develop rubrics that describe expectations for student learning on Common Core curriculum standards in ELA and Math. These expectations incorporate levels of critical thinking in rubric descriptions.

C. School Climate and Family Engagement
- This cycle of site visits did not include a spring meeting with focus groups of students, teachers, or parents, as they will be conducted in October with the school's renewal visit.
- The Panorama Survey conducted at the end of the 18/19 school year revealed the following perceptions of students, parents, teachers and staff. Favorability ratings when compared to nationally similar schools (urban, moderate free/reduced lunch percentage, middle/high schools) are in parentheses.
  - School Climate: Student favorability 77% (99%) Family favorability 77% (99%) Teacher favorability 83% (99%), and Staff favorability 77% (99%).
  - Staff and Family Relationships: Teacher favorability 66% (95%), Staff favorability 77% (99%).
  - School Safety: Student favorability 96% (99%) and Parent favorability 93% (99%).
  - Student Teacher Relationships: Student favorability 79% (99%)
- MEVA has implemented several initiatives to better engage students in their learning and for parents to help support their child's learning. These initiatives have included home visits, parent orientations, and online support for parents and students.

D. Governance
- The Board is comprised of three individuals who have been Board members since the start of MEVA in 2015, and one who joined in 2016. These individuals have varied backgrounds and are skilled in the areas of finance, business, law, and educational programming.
- The Board is aware of challenges that MEVA faces which include managing the growing operational and educational tasks that need to be performed on a daily basis. At the time of the visit, the Board was looking to add staff for the following positions: Academic Administrator, Assistant Director of Special Education, and Guidance Counselor. Newly expanded space (an increase of 53,000 sq. ft.) has addressed previous facility issues regarding a lack of work and office spaces.
- Although the Board has not conducted any strategic planning for the past year, MEVA has identified "broad actions and responses" from a third-Party evaluation (White Barn Center for Research), which aligns with MEVA's ongoing work to improve teaching and student learning at MEVA.

- Although Board members regularly communicate with each other and reflect on their decisions, there is no system or procedures in place for evaluating the performance of the Board.

E. School Leadership
- The composition of MEVA's Leadership Team provides for collaborate and thoughtful discussions related to the effective and efficient operation in meeting MEVA's mission and vision. Each member of the Leadership Team understands his/her role in helping to achieve MEVA's student learning outcomes.
- The Head of School is knowledgeable and skilled in overseeing and managing all of the operational functions at MEVA. However, as recognized by the Board, MEVA needs to provide additional administrative and educational supports for dealing with evolving challenges for improving teaching and student learning, and for effectively managing MEVA's business operations.
- Although the Board and Head of School communicate on a regular basis, no formal system has been put in place for evaluating the performance of the Head of School on an annual basis.

F. Finance
- While the financial package is substantial, MEVA should continue to try to improve communications to board members and stakeholders. A written financial summary that is briefed to the Finance Committee and provided to the Board might help increase understanding and discussion.
- MEVA is aware that it has sufficient cash and reliable financial results such that it can increase spending on initiatives in an effort to continue to improve results. In this regard, they are encouraged to continue to model variations of program and personnel spending in support of the school's efforts to improve results.

Section 15: Commendations and Considerations

Commendations

- The school has hired an Academic Administration to focus on the instruction and curriculum portion of MEVA's program.
- While student academic achievement is lower than desirable, the students have continued to make growth in both math and ELA.

Considerations

As part of MEVA's charter renewal, it was given several stipulations to satisfy prior to contracting. The following are the contract stipulations that must be met:

1. Academic Achievement
   While the school's academic achievement has improved, a few areas of student academic achievement on the MEA (grades 8 and 11 math) have not met the targets in

the school's Performance Framework. The board will develop, and submit to MCSC, a plan to increase student academic achievement across all academic areas.

2. Governance Capacity
   Members of the governing board are dedicated and have been with the school since its inception or its first operating year. However, the governing board is small in size and capacity. The board will evaluate its current skills and strengths and recruit additional members to increase in size beyond four members.

   While the board provides informal feedback to the Head of School/CEO on an ongoing basis, the board does not have a tool to formally evaluate the Head of School/CEO. The board will develop and implement a plan for formally evaluating the Head of School/CEO on an annual basis.

   The board has addressed issues when they became evident. In an effort to be proactive versus reactive, the board will create a comprehensive long-term plan for a select set of strategic educational processes and goals to be reviewed and updated annually.

   Because of the growth of the school and increased numbers of staff and responsibilities, the board will assess the overall program and review the various roles and functions of the current staffing to assure that they are coordinated, that the school is appropriately staffed, and that the school has the capacity to achieve its expectations.

3. Data Collection, Usage, and Analysis
   Though data are collected by the school and the school's ESP, the school appears to lack the capacity to carefully and effectively analyze data in a way that allows for data-driven decision-making by the leadership. The school will create a plan for the effective collection and analysis of data to allow for data driven decision making by the leadership and board.

4. Special Education
   Though the school employs a special education director certified Head of School and a conditionally certified assistant director of special education, there lacks capacity to continue to maintain compliance will all special education requirements. The school will contract with or employ a Maine certified special education director.

Maine Charter School Commission

MAINE
VIRTUAL ACADEMY

ANNUAL MONITORING REPORT 2017-2018

Attachment 56-60 - TPP

September 2018

On June 4th and June 19th announced on-site visits were made to Maine Virtual Academy. The Maine Charter School Commission (MCSC) Review Team of 2 members was accompanied by the MCSC Executive Director, and MCSC Director of Program Management. The visiting team held interviews with school leadership, and the school's Governing Board. They also reviewed data provided by the school. Information gathered from documents, interviews and on-site observation was used to determine the extent to which the school has met its contracted performance targets.

Commission Member, Review Team Chair	Dr. J. Michael Wilhelm
Commission	Laurie Pendleton
MCSC Executive Director	Bob Kautz
MCSC Director of Program Management	Gina Post

School's Mission	*Maine Virtual Academy's (MeVA) mission is to develop each student's full potential with learner-centered instruction, research-based curriculum and educational tools and resources to provide a high quality learning experience for grade 7-12 students who are in need of alternative educational options. MeVA will develop an Individualized Learning Plan (ILP) with specific learning goals to meet each student's needs.*
School's Vision	*MeVA will be a leading 21st century public charter school in Maine and will improve student learning outcomes through individualized instruction, as evidenced by student academic proficiency, student academic growth, post-secondary readiness, and the demonstration of 21st century skills such as critical thinking, problem solving, and self-direction. MeVA will empower students to acquire the academic and life skills needed to succeed in post-secondary education and career opportunities. Our graduates will be prepared for college or other postsecondary career training opportunities.*

The Maine State Charter School Commission will provide thoughtful stewardship in authorizing and monitoring public charter schools consistent with State statutes to create unique, high-quality learning options for Maine students.

Attachment 56-60 - TPP

2018-2019 School Information

School Name	Maine Virtual Academy
Address	Ballard Center, 6 East Chestnut Street, Augusta, ME 04330

Governing Board

Board President	Amy E. Carlisle
Board Secretary	S. Peter Mills
Board Treasurer	Edward S. LeBlanc
Board Member	Donna Madore

Chief Executive Officer	Dr. Melinda Browne
Manager of School Programs and Operations	Fadia Afaneh
Special Education Director	Dr. Melinda Browne

Year Opened	2015
Years in Operation	3
Number of Sending Districts	105
Grades Served	7 - 12
Current Enrollment	390*
Students on Waiting List	202*

*As of October 1, 2017 certified enrollment count.

Attachment 56-60 - TPP

Section 1: Overview

Maine Virtual Academy (MeVA) brings learning alive for students with a personalized program of engaging courses, caring teachers, and a vibrant school community.

- Individualized Learning Plans target each student's strengths and weaknesses.
- Maine-certified teachers guide progress and tailor teaching to student needs.
- Rigorous, highly interactive curriculum enriches and inspires.
- An Instructional Service Team teaches classes in IT.
- Dedicated school support system helps students grow academically and personally.
- Field trips, open house gatherings, social events, and clubs help students connect.

MeVA is a tuition-free public school that uses the K12 curriculum. Lessons are delivered through a platform called the Online School, as well as through more traditional methods. Materials like books, CDs, and even science lab supplies are delivered right to your doorstep. As a public charter school authorized by the Maine Charter School Commission, MeVA is part of the public school system and is available tuition free. The K12 curriculum is provided free of charge, as well as a loaner computer system, printer, and Internet stipend for families who qualify.

The MeVA 7-8 program serves students in grades 7-8 who reside within the state of Maine.

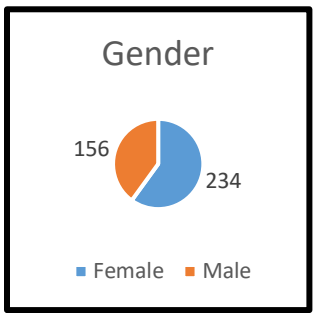
The K12 online high school environment blends the best features of the company's K-8 learning environment – the elegant and research-driven design, the compelling interactivity, the ease of use of both online and offline content – with key features designed to make the high school experience successful, given the far more complex high school world of content, skills, and time management.

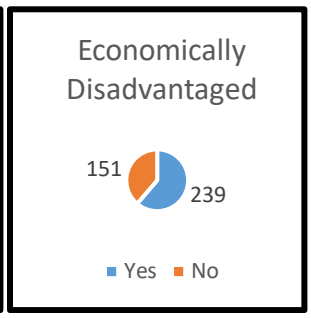
The course catalog offers more than 150 core, elective, and Advanced Placement (AP) courses. Math, English, science, and history courses are offered in multiple versions to meet the needs of diverse learners with diverse goals. Up to four levels of World Languages are offered as well. Students can chart their own course, choosing from among the four levels of courses to match their aptitude and goals.

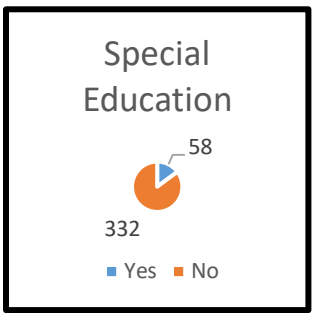
Section 2: Indicator Summary Table

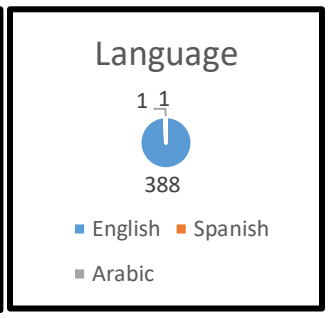
Indicator	Meets Contract Agreement	Partially Meets	Does Not Meet
Student Academic Proficiency		X	
Student Academic Growth		X	
Achievement Gaps in Proficiency and Growth Between Major Student Subgroups		X	
Student Attendance			X
Enrollment	X		
Post-Secondary Readiness		X	
Financial Performance and Sustainability	X		
Governance Board Performance and Stewardship	X		
School Social and Academic Climate	X		
Parent and Community Engagement	X		

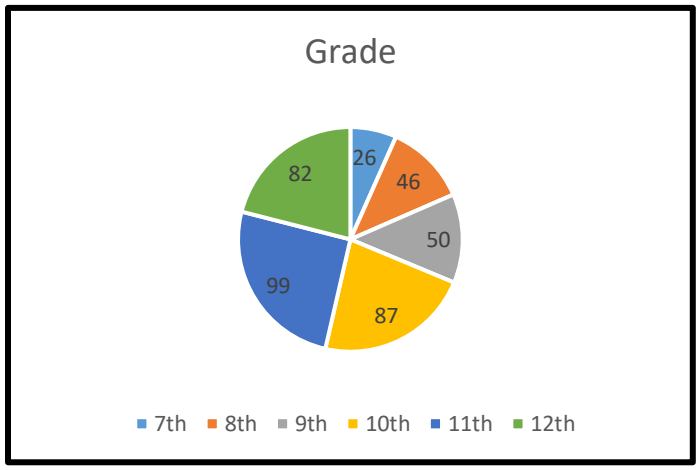
Section 3: Demographics

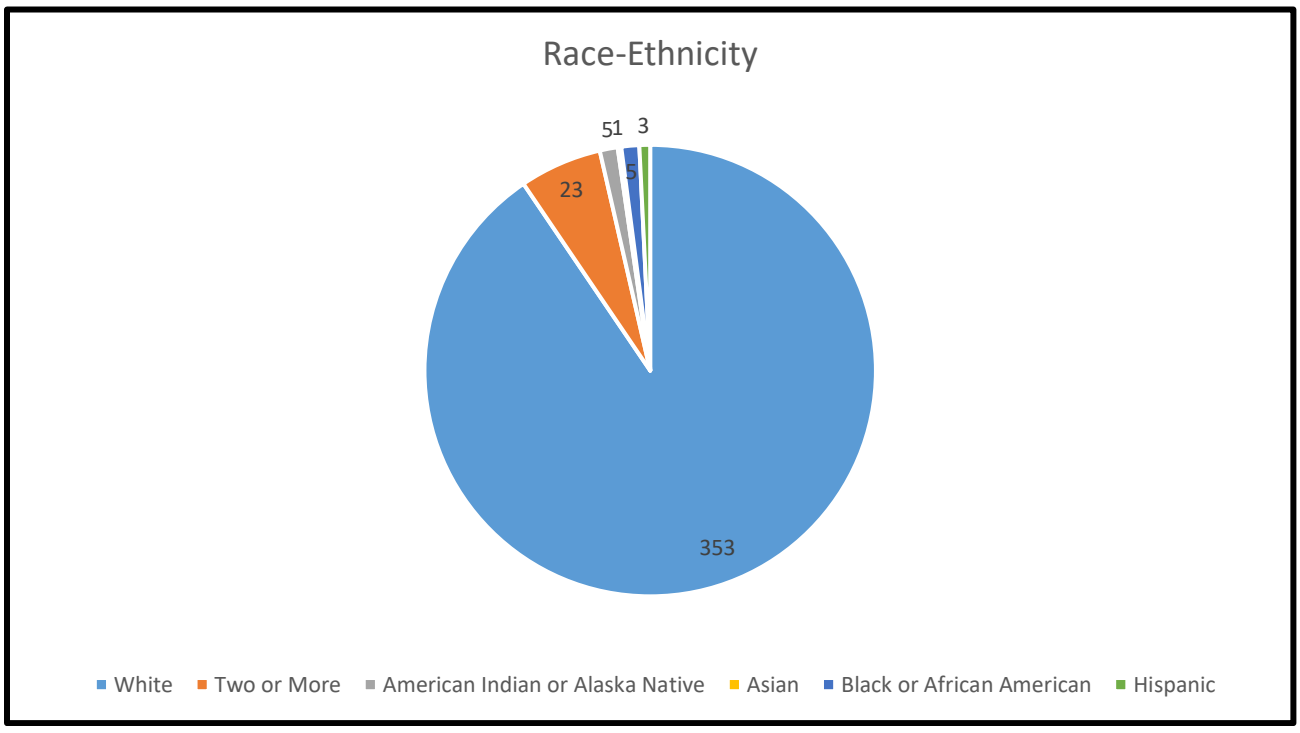












Section 4: Academics

Student Academic Proficiency

Measure	Target	Results	Met/Did Not Meet/Partially met
ELA portion of the Maine State Assessment	46% of grade 7 students will score proficient on the ELA portion of the MEA	33%	Did not meet
ELA portion of the Maine State Assessment	49% of grade 8 students will score proficient on the ELA portion of the MEA	42%	Did not meet
ELA portion of the Maine State Assessment	59% of grade 11 students will score proficient on the ELA portion of the MEA	46%	Did not meet
Math portion of the Maine State Assessment	23% of grade 7 students will score proficient on the math portion of the MEA	19%	Did not meet
Math portion of the Maine State Assessment	14% of grade 8 students will score proficient on the math portion of the MEA	16%	Met
Math portion of the Maine State Assessment.	28% of grade 11 students will score proficient on the math portion of the MEA	8%	Did not meet
Science portion of the Maine State Assessment	69% of grade 8 students will score proficient on the science portion of the MEA	50%	Did not meet
Science portion of the Maine State Assessment	45% of grade 11 students will score proficient on the science portion of the MEA	31%	Did not meet

Discussion

Maine Virtual Academy met its target in one of the 8 areas. The target for 7th grade math was met. MEVA missed its targets by an average of 13%.

Student Academic Growth

Measure	Target	Results	Met/Did Not Meet/Partially met
NWEA Reading	Percent of students who meet their individual growth targets +/- 0.5 Conditional Growth Index, with the fall administration of the Reading NWEA establishing the baseline, and the spring		Did not meet

	administration establishing the end point on a yearly basis Grade 7 – 80% Grade 8 – 69% Grade 9 – 80% Grade 10 – 80%	 Grade 7 – 32% Grade 8 – 60% Grade 9 – 75% Grade 10 – 77%	
NWEA Math	Percent of students who meet their individual growth targets +/- 0.5 Conditional Growth Index, with the fall administration of the Math NWEA establishing the baseline, and the spring administration establishing the end point on a yearly basis. Grade 7 – 60% Grade 8 – 60% Grade 9 – 75% Grade 10 – 80%	 Grade 7 – 25% Grade 8 – 57% Grade 9 – 84% Grade 10 – 71%	Partially met

Discussion

On the NWEA reading assessment the percent of students who met their individual growth targets +/- 0.5 Conditional Growth Index, with the fall administration of the Reading NWEA establishing the baseline, and the spring administration did not meet the targets. Targets for grades eight through ten were based on the previous year's same cohort scores. Grade 7 targets were based on historical data from previous cohorts.

	Targets	Results	Difference
Grade 7	80%	32%	-48%
Grade 8	69%	60%	-9%
Grade 9	80%	75%	-5%
Grade 10	80%	77%	-3%

On the NWEA math assessment the percent of students who met their individual growth targets +/- 0.5 Conditional Growth Index, with the fall administration of the Reading NWEA establishing the baseline, and the spring administration partially met the targets. Targets for grades eight through ten were based on the previous year's same cohort scores. Grade 7 targets were based on historical data from previous cohorts.

	Targets	Results	Difference
Grade 7	60%	25%	-35%
Grade 8	60%	57%	-3%
Grade 9	75%	84%	+9%
Grade 10	80%	71%	-9%

Attachment 56-60 - TPP

Achievement Gaps in Proficiency and Growth Between Major Student Subgroups

Measure	Target	Results	Met/Did Not Meet/Partially met
Gaps in proficiency between major student subgroups on Maine State Assessment in reading	Percent of students in identified subgroups reaching proficiency as measured by the state assessment in grades 7, 8, and 11 in reading Sex Grade 7 & 8 (Female) – 58% Grade 7 & 8 (Male) – 37% Grade 11 (Female) – 65% Grade 11 (Male) – 54% Special Education Status Grade 7 & 8 (SE) – 10% Grade 7 & 8 (Non-SE) – 62% Grade 11 (SE) – 46% Grade 11 (Non-SE) – 61% Minority Status Grade 7 & 8 (Minorities) – 50% Grade 7 & 8 (White) – 57% Grade 11 (Minorities) – 67% Grade 11 (White) – 58%	Sex Grade 7 & 8 (Female) – 46% Grade 7 & 8 (Male) – 30% Grade 11 (Female) – 56% Grade 11 (Male) – 23% Special education status Grade 7 & 8 (SE) – 0% Grade 7 & 8 (Non-SE) – 45% Grade 11 (SE) – 14% Grade 11 (Non-SE) – 50% Minority Status Grade 7 & 8 (Minorities) – 38% Grade 7 & 8 (White) – 38% Grade 11 (Minorities) – 40% Grade 11 (White) – 46%	Did Not Meet
Gaps in proficiency between major student subgroups on Maine State Assessment in math	Percent of students in identified subgroups reaching proficiency as measured by the state assessment in grades 7, 8, and 11 in math Sex Grade 7 & 8 (Female) – 39% Grade 7 & 8 (Male) – 38% Grade 11 (Female) – 33% Grade 11 (Male) – 44% Special Education Status: Grade 7 & 8 (SE) – 10% Grade 7 & 8 (Non-SE) – 17% Grade 11 (SE) – 25% Grade 11 (Non-SE) – 28%	Sex Grade 7 & 8 (Female) – 18% Grade 7 & 8 (Male) – 16% Grade 11 (Female) – 7% Grade 11 (Male) – 11% Special Education Status Grade 7 & 8 (SE) – 0% Grade 7 & 8 (Non-SE) – 20% Grade 11 (SE) – 0% Grade 11 (Non-SE) – 10%	Partially Met

	Minority Status Grade 7 & 8 (Minorities) – 17% Grade 7 & 8 (White) – 15% Grade 11 (Minorities) – 10% Grade 11 (White) – 30%	Minority Status Grade 7 & 8 (Minorities) – 13% Grade 7 & 8 (White) – 18% Grade 11 (Minorities) – 20% Grade 11 (White) – 7%	

Discussion

Maine Virtual's subgroup gap targets were not met in reading and were partially met in math. The achievement of subgroups mirrored overall achievement, in that the school set ambitious academic targets that were difficult to achieve in only one academic year.

Section 5: Attendance and Enrollment

Student Attendance

Measure	Target	Results	Met/Did Not Meet/Partially met
Average Daily Attendance Rate	The Average attendance rate will be at or above 89%.	87.9%	Did not meet

Discussion

Maine Virtual Academy's average daily attendance rate was 87.9%, about 1.1% shy of meeting its target. The school has plans to increase student engagement and improve student attendance in 2018-19.

Enrollment

Measure	Target	Results	Met/Did Not Meet/Partially met
Maintaining student enrollment throughout the year	75 Percent of students enrolled on state "count day" will still be enrolled on last day of school	80% retention during the school year	Met
Student re-enrollment from one year to the next	90 percent of students enrolled on last day of school will indicate an intent to return the following school year	91% reenrollment	Met

Discussion

Maine Virtual Academy met its targets in enrollment. 80% of students who were enrolled on state count day were still enrolled on the last day of school. 91% of students who were enrolled on the last day of school indicated an intent to return the following year.

Section 6: Post-Secondary Readiness

Post-Secondary Readiness

Measure	Target	Results	Met/Did Not Meet/Partially met
Federal Graduation 4-year Adjusted Cohort Graduation Rate (ACGR)	62% ACGR	48.98	Did not meet
Post-Secondary plans	Accepted to Postsecondary schools – 37% Continuing Education -76% Entering Work – 22% Enlisting in Military – 2%	Accepted to Postsecondary schools – 40% Continuing Education -80% Entering Work – 15% Enlisting in Military – 5%	Met

Discussion

Students in MEVA's graduating class planned to attend post-secondary school, enter the work force, and enlist in the military. The June 2018 graduating class planned to attend colleges and universities across the country, including: Eckerd College, Hartwick College, Ithaca College, Pace University, Quinnipiac University, University of Plymouth and campuses across the University of Maine system. Two graduates joined the U.S. Air Force, another joined the U.S. Army. Several students planned to pursue career technical programs that include butcher training, cosmetology and veterinary technician preparation.

Section 7: Finances

Financial Performance and Sustainability

Measure	Target	Results	Met/Did Not Meet/Partially met
Quarterly Financials	School reports quarterly financials	Reported quarterly	Met
Annual Audit	School provides copy of annual external financial audit to MDOE	Audit completed and provided to MDOE	Met

Discussion

Maine Virtual Academy reported its financials to the Maine Charter School Commission quarterly. An external financial audit was completed for FY18 and was submitted to the Maine Department of Education and the Maine Charter School Commission.

Section 8: Governance Board Performance and Stewardship

Governance Board Performance and Stewardship

Measure	Target	Results	Met/Did Not Meet/Partially met
Public accountability – Transparent, responsive, and legally compliant Board operation	Board will meet one time per month at a minimum. Evidence of required bylaws and policies are in place and are regularly reviewed as indicated in minutes.	Board met monthly, bylaws in place.	Met
	100% of Governing Board agendas and minutes are made available to the public.	Meeting agendas and minutes were posted to website.	Met

Discussion

The school's governing board met on a monthly basis. Meeting agendas and minutes were posted to the school's website.

MEVA's governing board members have experience in education, business, and law.

Section 9: School Climate

School Social and Academic Climate

Measure	Target	Results	Met/Did Not Meet/Partially met
Instances of bullying, harassment, or other abusive practices	School will report the number of behavioral incidents using the state and federal reporting requirements.	Reporting guidelines followed. MDOE Reporting complete.	Met
Instances of bullying, harassment, or other abusive practices	2 or fewer reportable incidents	0 incidents	Met
Confidential survey of parents, staff, and students	Participation on Commission sponsored surveys Students – 74% Parents – 74% Teachers – 92%	Participation rates: Students – 76% Parents – 87% Teachers – 94% Staff – 100%	Met

Discussion

MEVA met all of its social and academic climate targets. The school completed its incident report as required by MDOE. No incidents were reportable during the 2017-18 school year.

The school participated in the Commission-sponsored Panorama Education school climate surveys and met all participation targets.

Section 10: Parent and Community Engagement

Parent and Community Engagement

Measure	Target	Results	Met/Did Not Meet/Partially met
Percentage of learning-coaches logging students' weekly learning time	2018 – set baseline	Data gathered	Met

Discussion

The percentage of learning-coaches logging students' weekly learning time for the 2017-18 school year was 90% This established the baseline for target setting for future years.

Section 11: Administration

MEVA is led by a Director/Principal who also serves as the school's special education director. The director has been with the school since mid-way through the school's first year.

The director is working with the faculty to improve its parent involvement by increasing awareness of the importance of learning coach responsibilities. The school reports it is working to further engage parents and learning coaches.

Additionally, MEVA is focusing on addressing teachers' experience with the virtual learning platform and courses. MEVA is working to increase teacher satisfaction and opportunities for professional growth. The director conducts evaluations of the faculty and provides feedback according to the school's Performance Evaluation and Professional Growth (PEPG) Plan.

Section 12: Evidence of Mission and Vision Implementation

(See Page 2 for School's Mission and Vision)

MEVA is striving to improve its academic outcomes, to provide differentiated courses and lessons for diverse learners, and to create opportunities for students to collaborate by offering each other academic feedback within our virtual classrooms. MEVA is working to prepare its students for higher education and careers by facilitating/developing 21st century skills such as critical thinking, problem solving, and self-direction.

Section 13: Commendations and Concerns

Commendations

- 50% decrease in student unenrollment during the school year from previous school year
- Dedication to increasing student attendance and engagement

Concerns

- Chronic absenteeism
- Student retention

Attachment 56-60 - TPP

Destination Career Academy of Wisconsin

Destinations Career Academy of Wisconsin is a career focus online virtual school that has seen its performance grow in key areas over the years.

- Increasing Graduation Rates year over year.
- Exceeding expectations in Attendance and Chronic Absenteeism rates

OVERVIEW

School Details

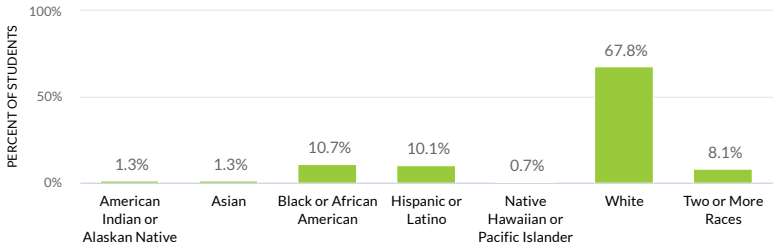
Grades : 9-12
Enrollment : 149
Percent open enrollment : 98.7%

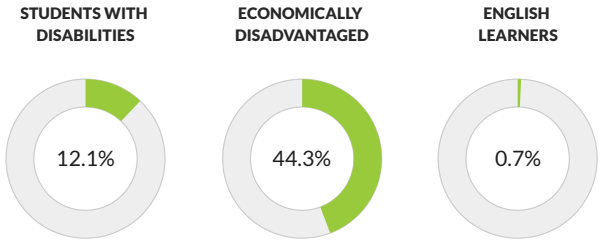
Attachment 56-60 - TPP

DCA is an online virtual high school, authorized as a non-instrumentality charter by the McFarland School District and operated by Four Lakes Education Board, along with K12 Stride Inc. DCA combines academics with industry-relevant, career focused electives giving students a head start on their goals. https://dcawi.k12.com/

The statement above is provided by the school. It is not an evaluation by the Wisconsin DPI.

Student Groups





Score Summary

Due to the COVID-19 pandemic, please use caution when interpreting scores and ratings. Careful review of the detailed data on all pages is encouraged. Also, see https://dpi.wi.gov/accountability/resources.

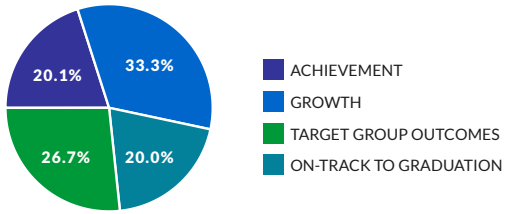
Overall Score

60.0

Meets Expectations

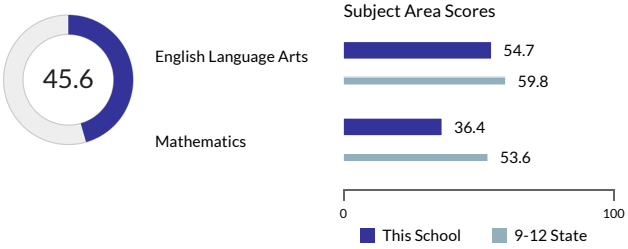
★★★

PRIORITY AREA WEIGHTS

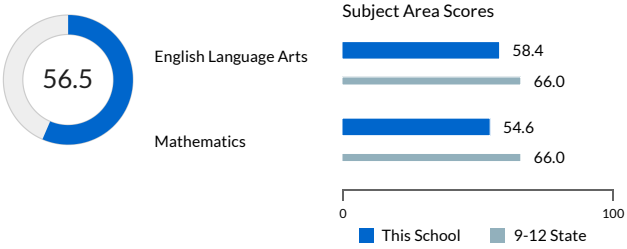


Priority Area Scores

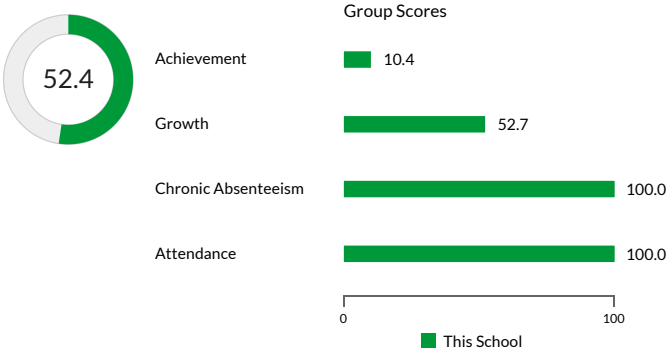
ACHIEVEMENT



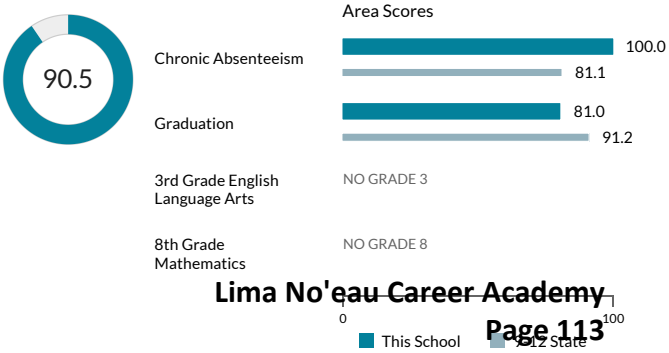
GROWTH



TARGET GROUP OUTCOMES



ON-TRACK TO GRADUATION

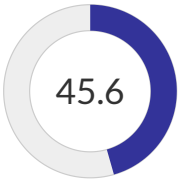


Attachment 56-60 - TPP

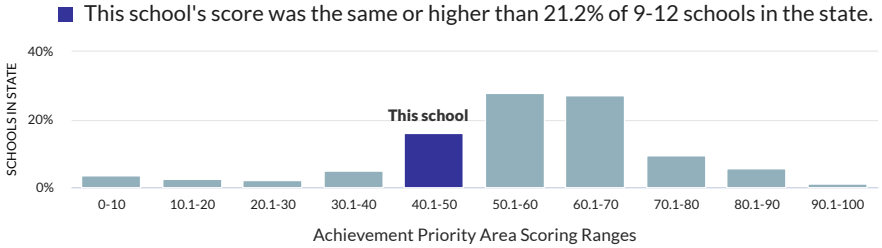
ACHIEVEMENT

This priority area summarizes how this school's students performed on state assessments using a points-based proficiency system that gives partial credit for Basic test performance and extra credit for Advanced performance. The score is a multi-year average of English language arts and mathematics subscores.

Priority Area Score



English Language Arts Score: 54.7
Mathematics Score: 36.4

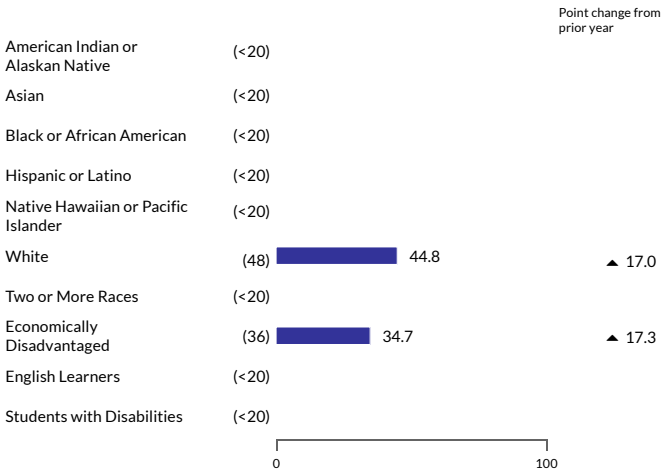


Student Group Achievement, 2021-22 (for information only)

Group size is given in parentheses. Groups with fewer than 20 students do not have a score displayed.

ENGLISH LANGUAGE ARTS

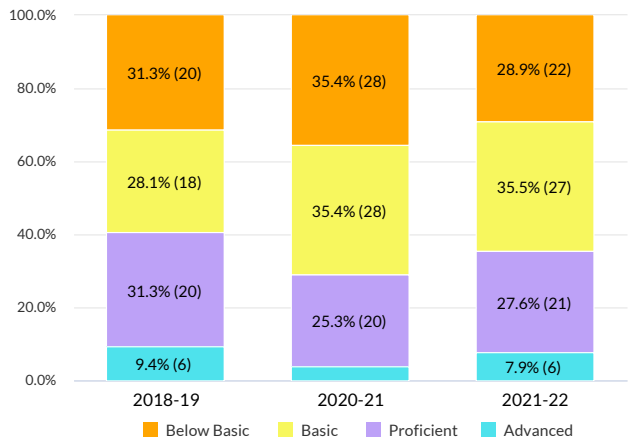
MATHEMATICS



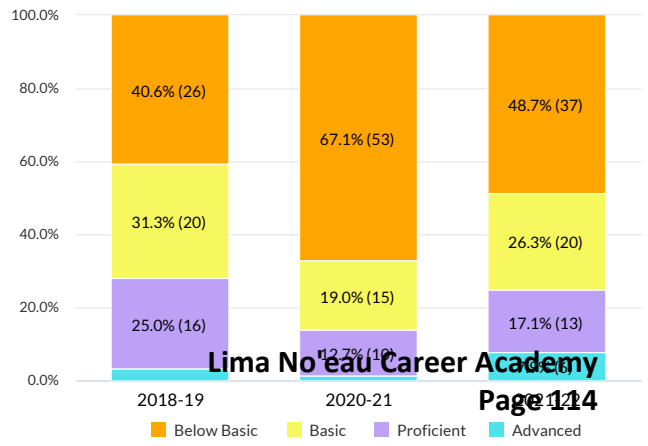
Performance Levels by Year

These graphs show school-wide percentages and group sizes of students performing at each level.

ENGLISH LANGUAGE ARTS



MATHEMATICS



Lima No'eau Career Academy
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ACHIEVEMENT - ADDITIONAL INFORMATION

Attachment 56-60 - TPP

The data on this page is for information only.

Test Participation Rates, 2021-22

ENGLISH LANGUAGE ARTS

All students	Lowest-participating group: Economically Disadvantaged
73.2%	68.7%

MATHEMATICS

All students	Lowest-participating group: Economically Disadvantaged
73.2%	68.7%

Student Group Performance Levels by Year

All student groups are shown. Student data is shown for full academic year students in tested grades.

ENGLISH LANGUAGE ARTS

	2018-19					2020-21					2021-22				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: 9-12 State	190,978	8.3%	32.5%	32.2%	26.9%	167,123	6.8%	32.4%	34.5%	26.4%	183,681	7.6%	31.2%	32.4%	28.8%
All Students	64	9.4%	31.3%	28.1%	31.3%	79	3.8%	25.3%	35.4%	35.4%	76	7.9%	27.6%	35.5%	28.9%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Black or African American	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Hispanic or Latino	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	49	8.2%	28.6%	32.7%	30.6%	45	4.4%	26.7%	33.3%	35.6%	48	10.4%	29.2%	29.2%	31.3%
Two or More Races	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Economically Disadvantaged	23	8.7%	34.8%	26.1%	30.4%	43	2.3%	20.9%	37.2%	39.5%	36	11.1%	16.7%	36.1%	36.1%
English Learners	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Students with Disabilities	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*

MATHEMATICS

	2018-19					2020-21					2021-22				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: 9-12 State	191,248	9.7%	27.8%	28.6%	33.9%	167,297	6.2%	27.7%	29.8%	36.4%	184,002	10.9%	23.1%	26.4%	39.6%
All Students	64	3.1%	25.0%	31.3%	40.6%	79	1.3%	12.7%	19.0%	67.1%	76	7.9%	17.1%	26.3%	48.7%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Black or African American	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Hispanic or Latino	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	49	2.0%	28.6%	30.6%	38.8%	45	2.2%	11.1%	26.7%	60.0%	48	6.3%	20.8%	29.2%	43.8%
Two or More Races	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Economically Disadvantaged	23	0.0%	39.1%	39.1%	21.7%	43	2.3%	7.0%	14.0%	76.7%	36	8.3%	11.1%	22.2%	58.3%
English Learners	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Students with Disabilities	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*

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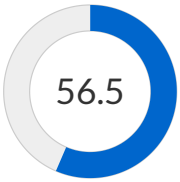
GROWTH

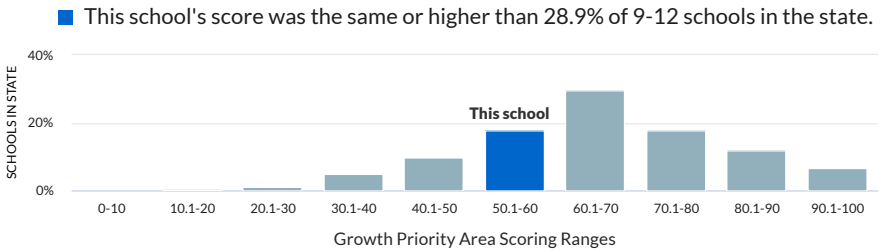
Attachment 56-60 - TPP

This priority area measures year-to-year student progress on statewide tests. It uses a value-added model that seeks to control for circumstances beyond the influence of educators. A high value-added score means that on average students in the school are progressing more quickly than other, similar students. Growth is scored from 0 to 100 to match the other priority areas and is a conversion from the roughly 0 to 6 value-added score.

Priority Area Score



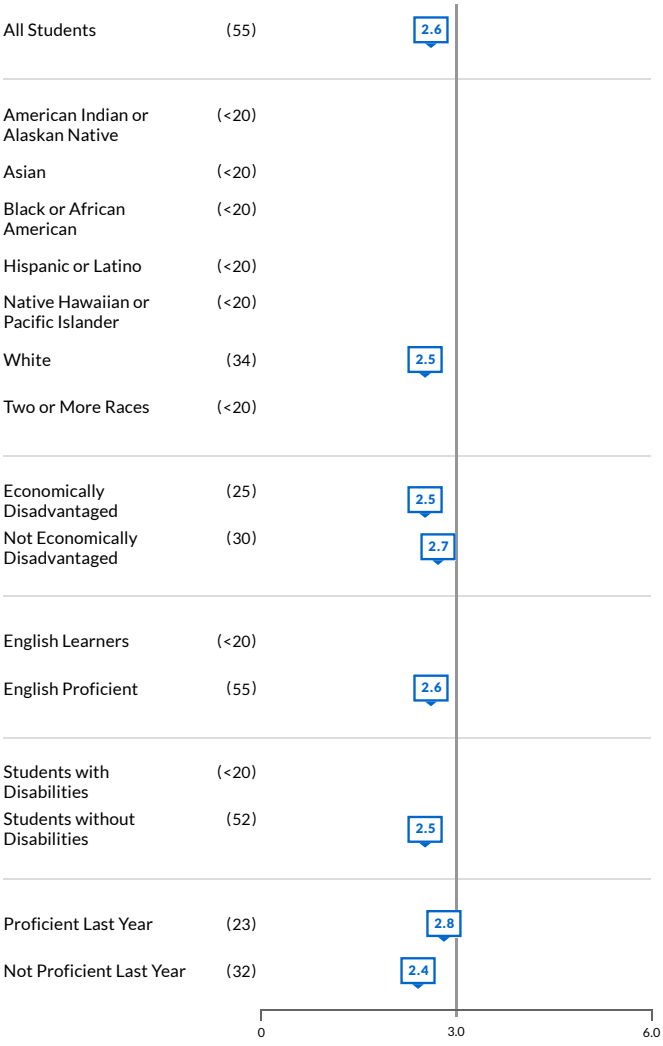
English Language Arts Score: 58.4
Mathematics Score: 54.6



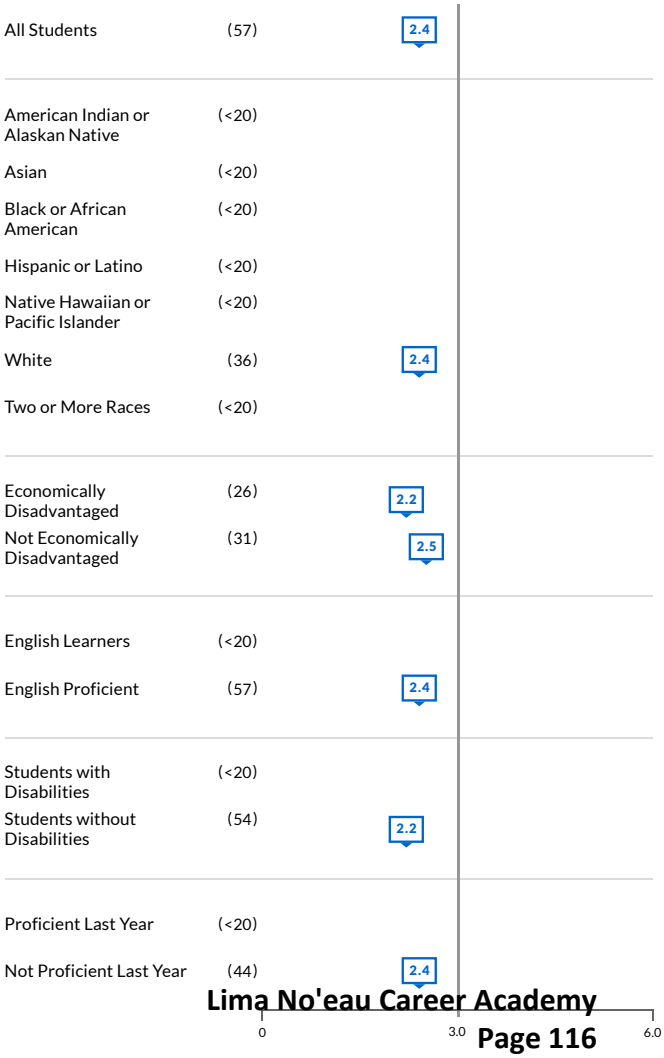
Student Group Value-Added (for information only)

Value-added scores cover an approximately 0-6 range. Higher scores mean greater positive impact. A score of 3.0 is average. Group size is shown in parentheses. Groups with fewer than 20 students do not have a score displayed. Shaded boxes indicate higher-than-average scores.

ENGLISH LANGUAGE ARTS



MATHEMATICS

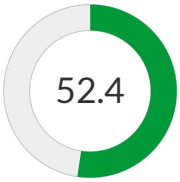


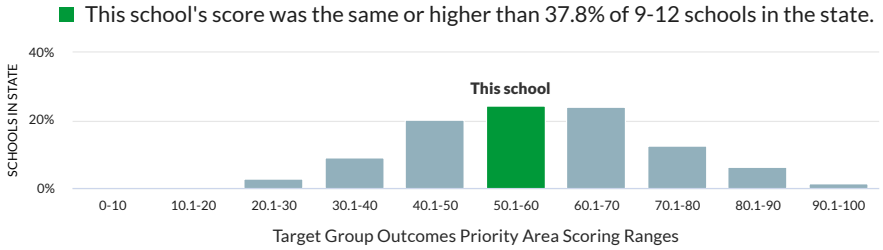
Attachment 56-60 - TPP

TARGET GROUP OUTCOMES

This priority area examines outcomes for students with the lowest test scores — the Target Group. It is designed to promote equity by helping schools focus on learners who need the most support while also improving outcomes for all students. The priority area score combines component scores for achievement, growth, chronic absenteeism, and attendance or graduation rate. Data are not displayed when target groups have fewer than 20 students.

Priority Area Score





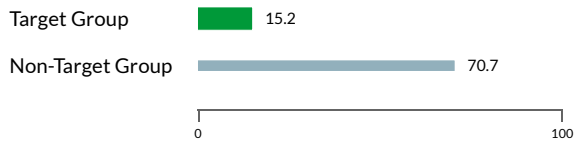
Component Scores

ACHIEVEMENT

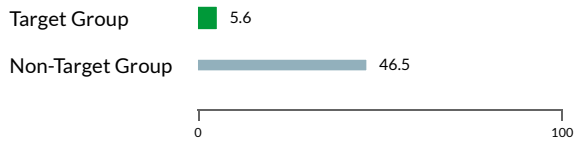
Score: 10.4

Average points-based proficiency rates.

English Language Arts



Mathematics

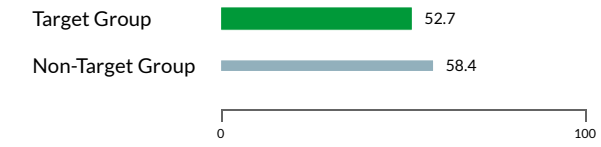


GROWTH

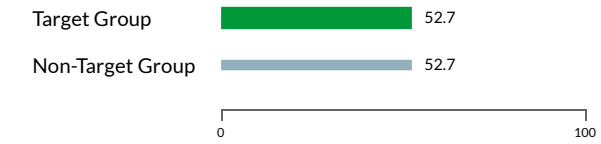
Score: 52.7

Value-added scores converted onto a 0-100 growth scale.

English Language Arts



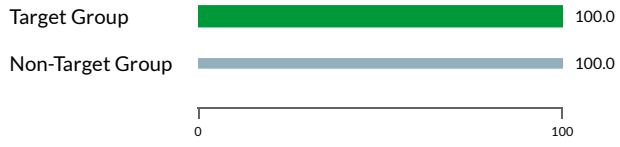
Mathematics



CHRONIC ABSENTEEISM

Score: 100.0

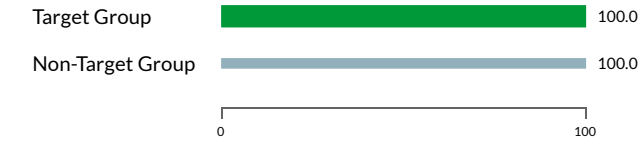
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



ATTENDANCE

Score: 100.0

This score is the overall attendance rate for the Target Group in 2020-21.

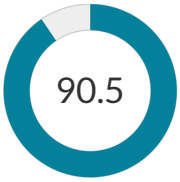


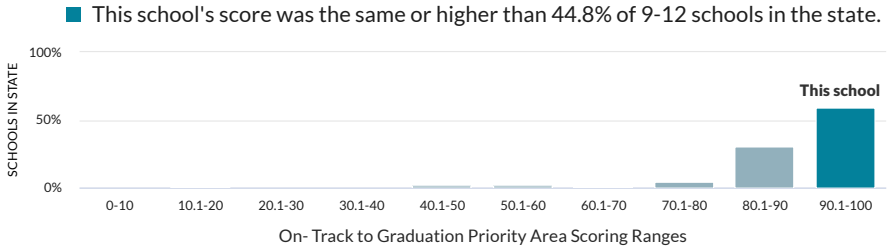
ON-TRACK TO GRADUATION

Attachment 56-60 - TPP

This priority area indicates how successfully students are progressing toward completing their K-12 education. The score combines component scores for measures of student engagement and achievement.

Priority Area Score

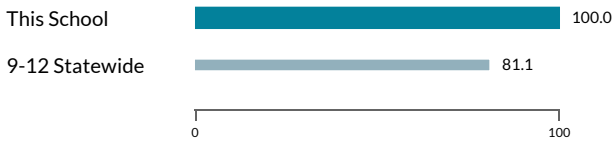




Component Scores

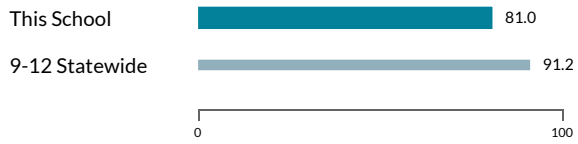
CHRONIC ABSENTEEISM Score: 100.0

Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



GRADUATION Score: 81.0

Average of 2020-21's 4- and 7-year cohort rates.



3RD GRADE ENGLISH LANGUAGE ARTS Score: NA

Multi-year average points-based proficiency rates.

NO GRADE 3

8TH GRADE MATHEMATICS Score: NA

Multi-year average points-based proficiency rates.

NO GRADE 8

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ON-TRACK TO GRADUATION - ADDITIONAL INFORMATION

Attachment 56-60 - TPP

This page provides additional detail about chronic absenteeism and graduation and is for information only.

Student Group Chronic Absenteeism Rates, Single-Year

	2018-19		2019-20		2020-21	
	Students	Rate	Students	Rate	Students	Rate
All Students: 9-12 State	265,360	18.9%	264,746	17.9%	264,138	19.7%
All Students	116	0.0%	154	0.0%	154	0.0%
American Indian or Alaskan Native	<20	*	<20	*	<20	*
Asian	<20	*	<20	*	<20	*
Black or African American	<20	*	<20	*	<20	*
Hispanic or Latino	<20	*	<20	*	<20	*
Native Hawaiian or Pacific Islander	<20	*	<20	*	<20	*
White	84	0.0%	102	0.0%	100	0.0%
Two or More Races	<20	*	<20	*	<20	*
Economically Disadvantaged	53	0.0%	67	0.0%	73	0.0%
English Learners	<20	*	<20	*	<20	*
Students with Disabilities	<20	*	<20	*	<20	*

Student Group Graduation Rates

This table shows for each of two cohorts the percentage of students starting high school together who graduated by 2020-21. The four-year rate pertains to students who started high school four years earlier, and the seven-year rate pertains to students who started seven years earlier.

	Four-year cohort graduation rate			Seven-year cohort graduation rate		
	Students in cohort	Graduates	Rate	Students in cohort	Graduates	Rate
All Students: 9-12 State	67,264	60,134	89.4%	66,412	61,851	93.1%
All Students	42	34	81.0%	<20	*	*
American Indian or Alaskan Native	<20	*	*	<20	*	*
Asian	<20	*	*	<20	*	*
Black or African American	<20	*	*	<20	*	*
Hispanic or Latino	<20	*	*	<20	*	*
Native Hawaiian or Pacific Islander	<20	*	*	<20	*	*
White	32	27	84.4%	<20	*	*
Two or More Races	<20	*	*	<20	*	*
Economically Disadvantaged	<20	*	*	<20	*	*
English Learners	<20	*	*	<20	*	*
Students with Disabilities	<20	*	*	<20	*	*

POSTSECONDARY PREPARATION, 2020-21

Attachment 56-60 - TPP

Section 115.385 (d)1.-5., Wis. Stat., requires report cards to include data on pupil participation in various postsecondary preparation opportunities. All data are for grades 9-12. This is for information only and does not affect scores. Course and program data are reported by schools and districts to DPI. Please use caution when interpreting these data. Asterisks replace all-student participation data if the school enrolled fewer than 20 students.

Participation by Type of Postsecondary Preparation

ADVANCED COURSES

School	State
7.8%	19.9%

12 students successfully completed at least one Advanced Placement or International Baccalaureate course.

DUAL ENROLLMENT

School	State
0.0%	18.6%

No students successfully completed a dual enrollment course.

INDUSTRY-RECOGNIZED CREDENTIALS

School	State
0.0%	2.8%

No students earned an industry-recognized credential.

WORK-BASED LEARNING

School	State
0.0%	3.4%

No students participated in a work-based learning program.

Student Group Participation

This table compares the percentages of students in the school participating in different types of postsecondary preparation opportunities with the percentages for the state. Total student enrollments are given for reference.

	Total # Enrolled		Advanced Courses		Dual Enrollment		Industry-Recognized Credentials		Work-Based Learning	
	School	State	School	State	School	State	School	State	School	State
American Indian or Alaskan Native	<20	2,799	*	6.5%	*	10.0%	*	1.8%	*	2.4%
Asian	<20	9,945	*	28.6%	*	16.9%	*	2.2%	*	1.9%
Black or African American	<20	25,104	*	12.2%	*	6.2%	*	0.6%	*	0.9%
Hispanic or Latino	<20	34,372	*	15.8%	*	13.4%	*	1.9%	*	1.8%
Native Hawaiian or Pacific Islander	<20	198	*	17.7%	*	17.2%	*	3.0%	*	1.0%
White	100	181,931	8.0%	21.7%	0.0%	21.7%	0.0%	3.4%	0.0%	4.2%
Two or More Races	<20	9,829	*	15.9%	*	13.7%	*	1.8%	*	1.9%
Economically Disadvantaged	73	96,593	2.7%	10.8%	0.0%	12.0%	0.0%	2.1%	0.0%	2.6%
English Learners	<20	14,562	*	9.7%	*	12.0%	*	1.3%	*	1.3%
Students with Disabilities	<20	34,324	*	3.6%	*	9.6%	*	1.9%	*	2.5%

Attachment 56-60 - TPP

ARTS COURSE INFORMATION, 2020-21

Section 115.385 (d)6., Wis. Stat., requires report cards to include data on the percentage of high school pupils participating in various kinds of arts courses. All data are for grades 9-12. This is for information only and does not affect scores. Course and program data are reported by schools and districts to DPI. Please use caution when interpreting these data. Asterisks replace all-student participation data if the school enrolled fewer than 20 students.

Participation by Type of Arts Course

ART & DESIGN

School	State
0.0%	23.0%

No students successfully completed an art & design course.

DANCE

School	State
0.0%	0.3%

No students successfully completed a dance course.

MUSIC

School	State
0.6%	18.3%

1 students successfully completed at least one music course.

THEATER

School	State
0.0%	1.6%

No students successfully completed a theater course.

Student Group Participation

This table compares the percentages of students in the school completing different types of arts courses with the percentages for the state. Total student enrollments are given for reference.

	Total # Enrolled		Art & Design		Dance		Music		Theater	
	School	State	School	State	School	State	School	State	School	State
American Indian or Alaskan Native	<20	2,799	*	21.5%	*	0.0%	*	12.5%	*	0.5%
Asian	<20	9,945	*	20.6%	*	0.3%	*	16.3%	*	0.9%
Black or African American	<20	25,104	*	18.7%	*	0.4%	*	8.9%	*	2.5%
Hispanic or Latino	<20	34,372	*	21.3%	*	0.2%	*	12.1%	*	1.5%
Native Hawaiian or Pacific Islander	<20	198	*	22.7%	*	0.0%	*	21.2%	*	0.5%
White	100	181,931	0.0%	24.2%	0.0%	0.3%	1.0%	21.0%	0.0%	1.5%
Two or More Races	<20	9,829	*	21.5%	*	0.2%	*	16.5%	*	1.6%
Economically Disadvantaged	73	96,593	0.0%	21.8%	0.0%	0.2%	0.0%	13.6%	0.0%	1.5%
English Learners	<20	14,562	*	21.6%	*	0.2%	*	9.4%	*	1.1%
Students with Disabilities	<20	34,324	*	23.4%	*	0.2%	*	12.0%	*	1.5%

Wisconsin Department of Public Instruction
Office of Educational Accountability
125 S. Webster Street
Madison, WI 53703
dpi.wi.gov

November 2022

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Attachment 56-60 - TPP

OVERVIEW

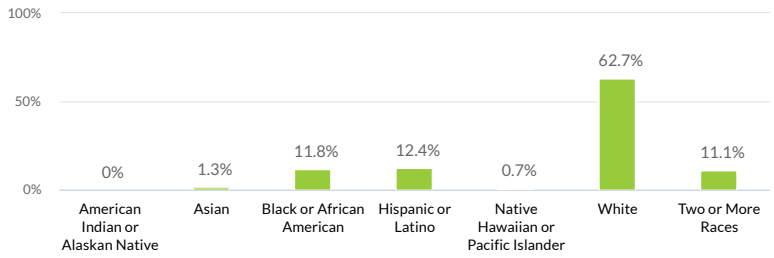
School Details

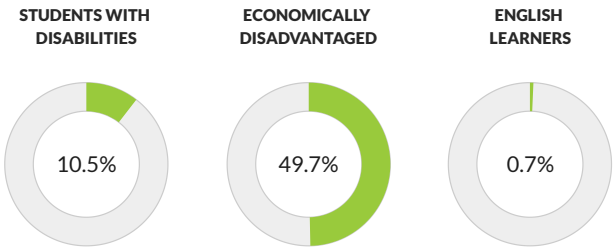
Grades : 9-12
Enrollment : 153
Percent open enrollment : 99.3%

Please visit our school website for additional information.
https://www.mcfarland.k12.wi.us/schools/virtual/

The statement above is provided by the school. It is not an evaluation by the Wisconsin DPI.

Student Groups





Score Summary

Due to the COVID-19 pandemic, please use caution when interpreting scores and ratings. Careful review of the detailed data on all pages is encouraged. Also, see https://dpi.wi.gov/accountability/resources.

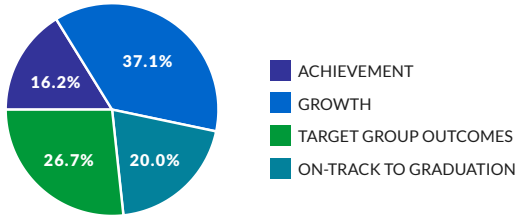
Overall Score

62.5

Meets Expectations

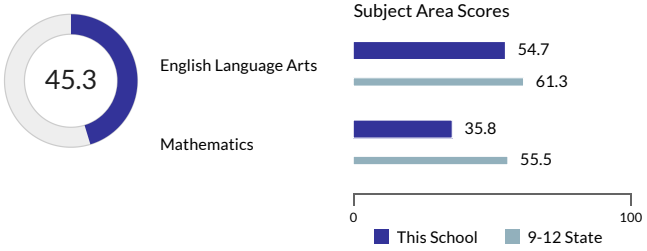
★★★

PRIORITY AREA WEIGHTS

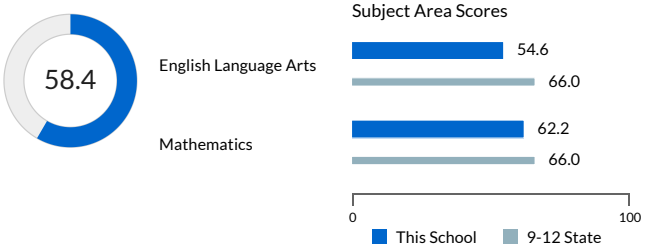


Priority Area Scores

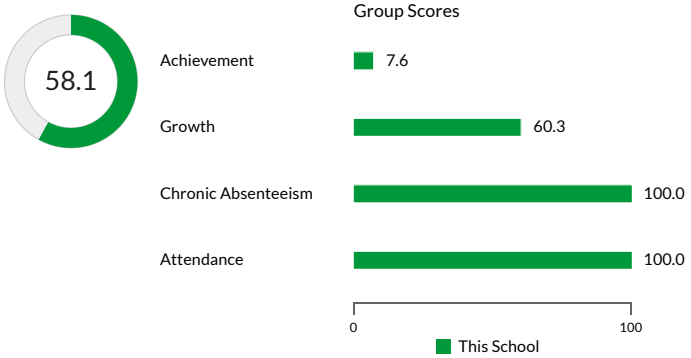
ACHIEVEMENT



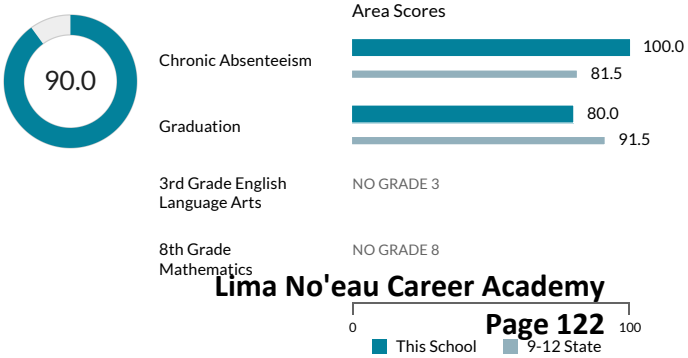
GROWTH



TARGET GROUP OUTCOMES



ON-TRACK TO GRADUATION

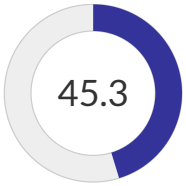


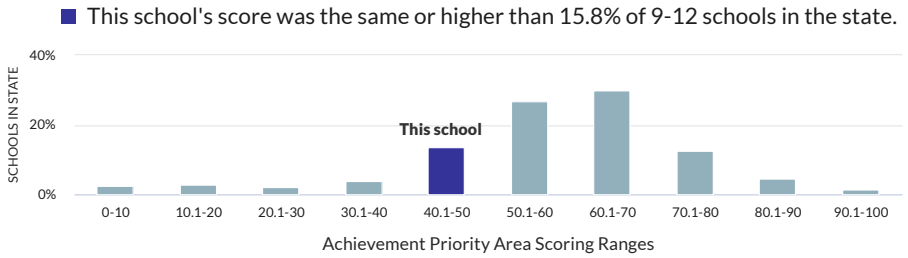
Attachment 56-60 - TPP

ACHIEVEMENT

This priority area summarizes how this school's students performed on state assessments using a points-based proficiency system that gives partial credit for Basic test performance and extra credit for Advanced performance. The score is a multi-year average of English language arts and mathematics subscores.

Priority Area Score





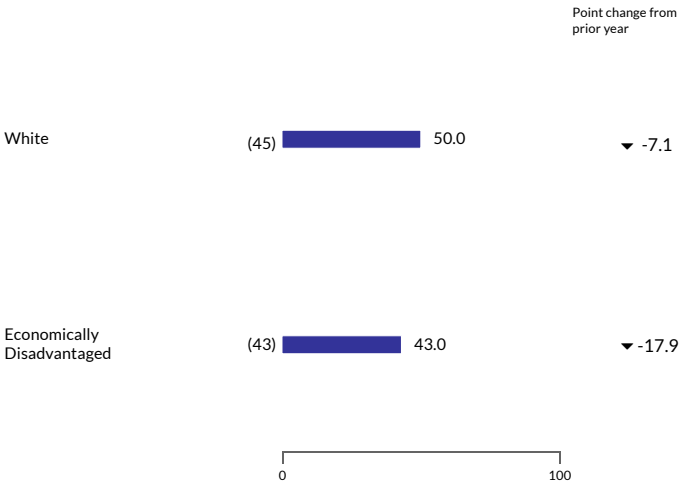
English Language Arts Score: 54.7

Mathematics Score: 35.8

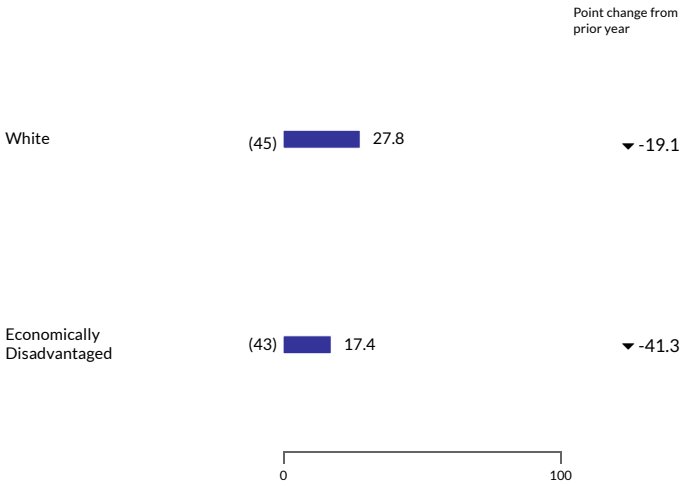
Student Group Achievement, 2020-21 (for information only)

Group size is given in parentheses. Groups with fewer than 20 students are not displayed.

ENGLISH LANGUAGE ARTS



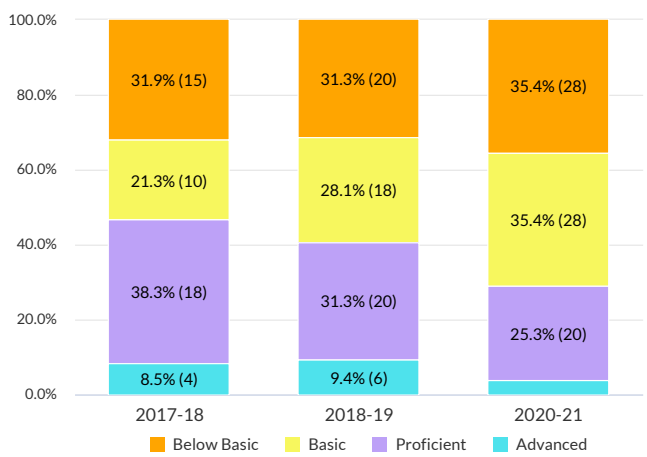
MATHEMATICS



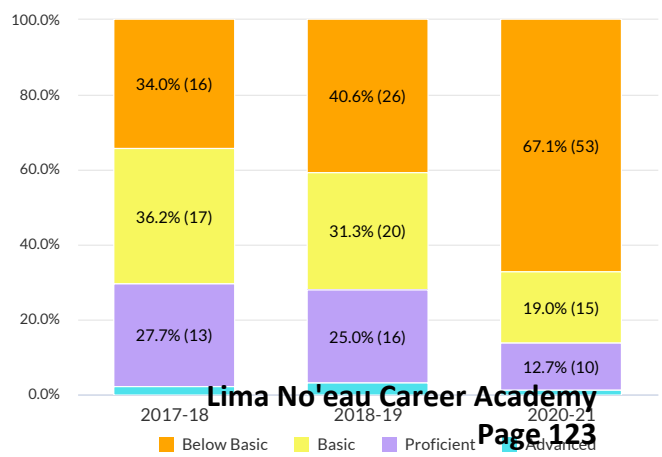
Performance Levels by Year

These graphs show school-wide percentages and group sizes of students performing at each level.

ENGLISH LANGUAGE ARTS



MATHEMATICS



Attachment 56-60 - TPP

ACHIEVEMENT - ADDITIONAL INFORMATION

The data on this page is for information only.

Test Participation Rates, 2020-21

ENGLISH LANGUAGE ARTS

All students	Lowest-participating group: White
80.3%	80.3%

MATHEMATICS

All students	Lowest-participating group: White
80.3%	80.3%

Student Group Performance Levels by Year

Groups with any full academic year students in tested grades are shown.

ENGLISH LANGUAGE ARTS

	2017-18					2018-19					2020-21				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: 9-12 State	190,484	8.7%	34.2%	32.2%	24.9%	190,984	8.3%	32.5%	32.2%	26.9%	167,122	6.8%	32.4%	34.4%	26.4%
All Students	47	8.5%	38.3%	21.3%	31.9%	64	9.4%	31.3%	28.1%	31.3%	79	3.8%	25.3%	35.4%	35.4%
American Indian or Alaskan Native	< 20	*	*	*	*	0	NA	NA	NA	NA	0	NA	NA	NA	NA
Asian	< 20	*	*	*	*	0	NA	NA	NA	NA	< 20	*	*	*	*
Black or African American	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*
Hispanic or Latino	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*
Native Hawaiian or Pacific Islander	0	NA	NA	NA	NA	0	NA	NA	NA	NA	< 20	*	*	*	*
White	33	9.1%	36.4%	18.2%	36.4%	49	8.2%	28.6%	32.7%	30.6%	45	4.4%	26.7%	33.3%	35.6%
Two or More Races	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*
Economically Disadvantaged	< 20	*	*	*	*	23	8.7%	34.8%	26.1%	30.4%	43	2.3%	20.9%	37.2%	39.5%
English Learners	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*
Students with Disabilities	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*

MATHEMATICS

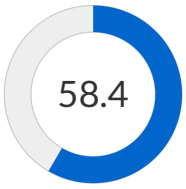
	2017-18					2018-19					2020-21				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: 9-12 State	190,833	9.9%	29.3%	29.0%	31.8%	191,249	9.7%	27.8%	28.6%	33.9%	167,297	6.2%	27.7%	29.8%	36.3%
All Students	47	2.1%	27.7%	36.2%	34.0%	64	3.1%	25.0%	31.3%	40.6%	79	1.3%	12.7%	19.0%	67.1%
American Indian or Alaskan Native	< 20	*	*	*	*	0	NA	NA	NA	NA	0	NA	NA	NA	NA
Asian	< 20	*	*	*	*	0	NA	NA	NA	NA	< 20	*	*	*	*
Black or African American	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*
Hispanic or Latino	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*
Native Hawaiian or Pacific Islander	0	NA	NA	NA	NA	0	NA	NA	NA	NA	< 20	*	*	*	*
White	33	3.0%	24.2%	36.4%	36.4%	49	2.0%	28.6%	30.6%	38.8%	45	2.2%	11.1%	26.7%	60.0%
Two or More Races	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*
Economically Disadvantaged	< 20	*	*	*	*	23	0.0%	39.1%	39.1%	21.7%	43	2.3%	7.0%	14.0%	76.7%
English Learners	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*
Students with Disabilities	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*

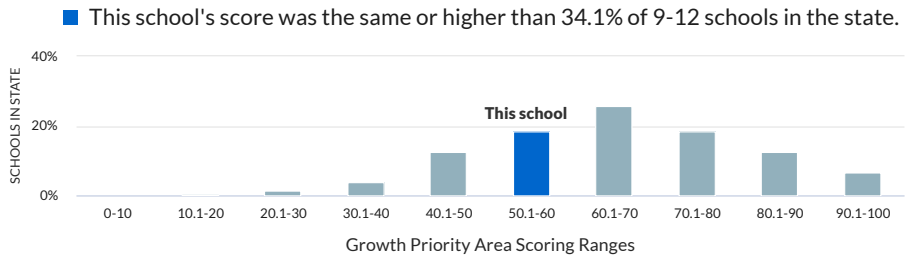
GROWTH

Attachment 56-60 - TPP

This priority area measures year-to-year student progress on statewide tests. It uses a value-added model that seeks to control for circumstances beyond the influence of educators. A high value-added score means that on average students in the school are progressing more quickly than other, similar students. Growth is scored from 0 to 100 to match the other priority areas and is a conversion from the roughly 0 to 6 value-added score.

Priority Area Score





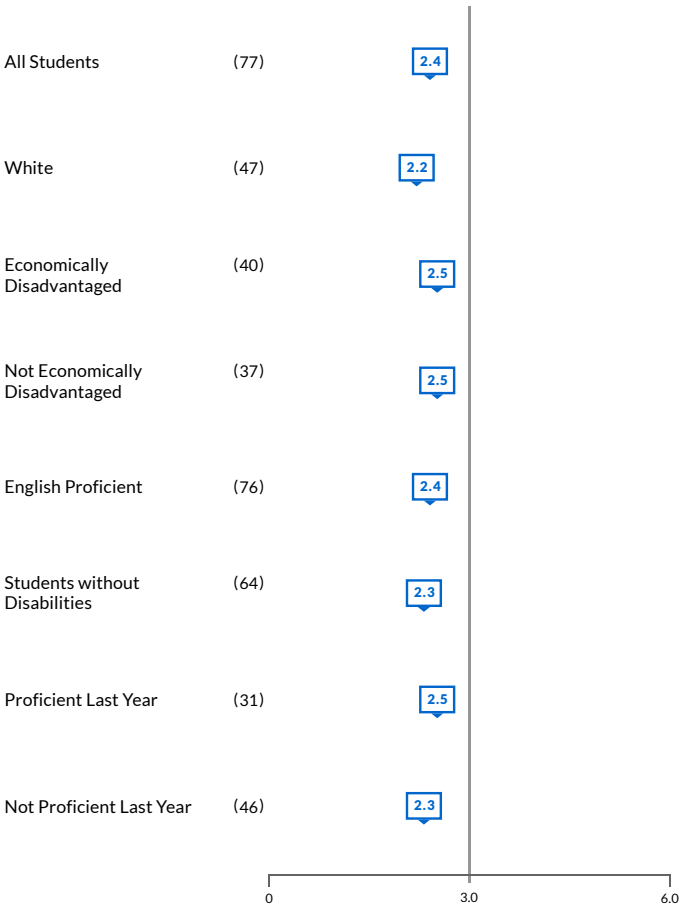
English Language Arts Score: 54.6

Mathematics Score: 62.2

Student Group Value-Added (for information only)

Value-added scores cover an approximately 0-6 range. Higher scores mean greater positive impact. A score of 3.0 is average. Group size is shown in parentheses. Groups with fewer than 20 students are not displayed. Shaded boxes indicate higher-than-average scores.

ENGLISH LANGUAGE ARTS



MATHEMATICS

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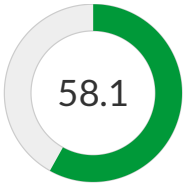
TARGET GROUP OUTCOMES

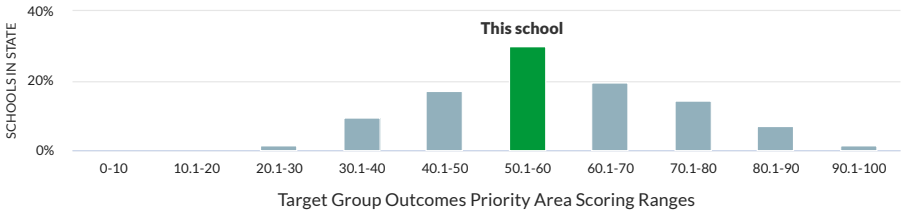
Attachment 56-60 - TPP

This priority area examines outcomes for students with the lowest test scores — the Target Group. It is designed to promote equity by helping schools focus on learners who need the most support while also improving outcomes for all students. The priority area score combines component scores for achievement, growth, chronic absenteeism, and attendance or graduation rate. Data are not displayed when target groups have fewer than 20 students.

Priority Area Score



This school's score was the same or higher than 51.9% of 9-12 schools in the state.



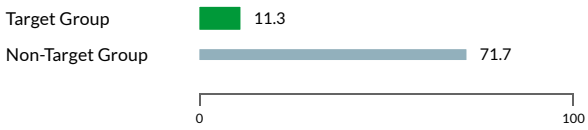
Component Scores

ACHIEVEMENT

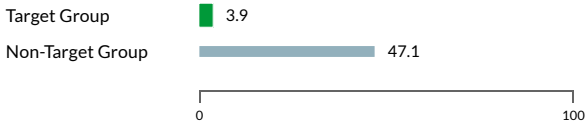
Score: 7.6

Average points-based proficiency rates.

English Language Arts



Mathematics

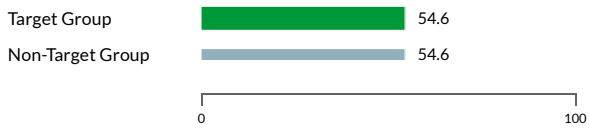


GROWTH

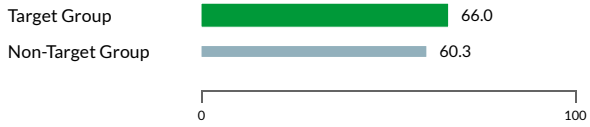
Score: 60.3

Value-added scores converted onto a 0-100 growth scale.

English Language Arts



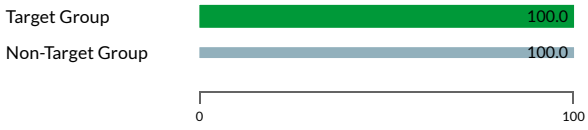
Mathematics



CHRONIC ABSENTEEISM

Score: 100.0

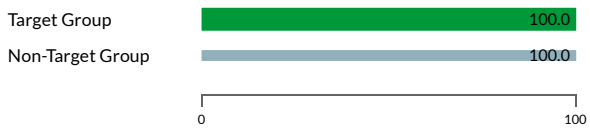
Score is 1 minus actual chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



ATTENDANCE

Score: 100.0

This score is the overall attendance rate for the Target Group in 2019-20.

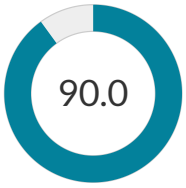


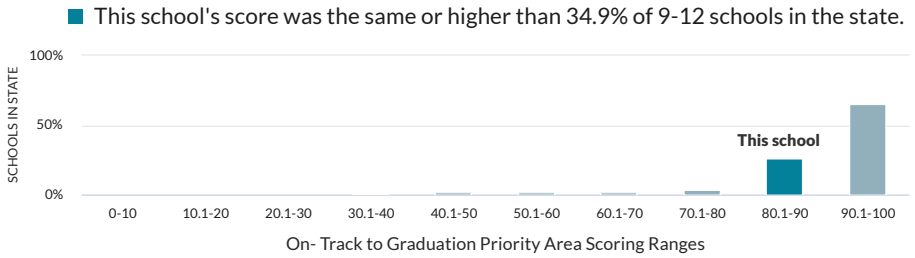
ON-TRACK TO GRADUATION

Attachment 56-60 - TPP

This priority area indicates how successfully students are progressing toward completing their K-12 education. The score combines component scores for measures of student engagement and achievement.

Priority Area Score



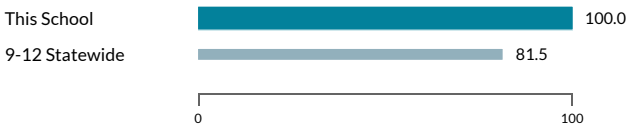


Component Scores

CHRONIC ABSENTEEISM

Score: 100.0

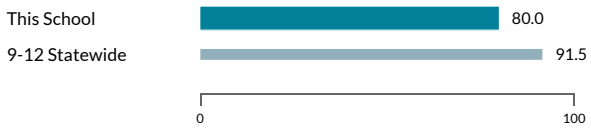
Score is 1 minus actual chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



GRADUATION

Score: 80.0

Average of 2019-20's 4- and 7-year cohort rates.



3RD GRADE ENGLISH LANGUAGE ARTS

Score: NA

Average points-based proficiency rates.

NO GRADE 3

8TH GRADE MATHEMATICS

Score: NA

Average points-based proficiency rates.

NO GRADE 8

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Attachment 56-60 - TRP

ON-TRACK TO GRADUATION - ADDITIONAL INFORMATION

This page provides additional detail about chronic absenteeism and graduation and is for information only.

Student Group Chronic Absenteeism Rates, Single-Year

	2017-18		2018-19		2019-20	
	Students	Rate	Students	Rate	Students	Rate
All Students: 9-12 State	265,727	18.9%	265,360	18.9%	264,745	17.9%
All Students	79	0.0%	116	0.0%	154	0.0%
American Indian or Alaskan Native	< 20	*	< 20	*	< 20	*
Asian	< 20	*	0	NA	< 20	*
Black or African American	< 20	*	< 20	*	< 20	*
Hispanic or Latino	< 20	*	< 20	*	< 20	*
White	58	0.0%	84	0.0%	102	0.0%
Two or More Races	< 20	*	< 20	*	< 20	*
Economically Disadvantaged	35	0.0%	53	0.0%	67	0.0%
English Learners	< 20	*	< 20	*	< 20	*
Students with Disabilities	< 20	*	< 20	*	< 20	*

Student Group Graduation Rates

This table shows for each of two cohorts the percentage of students starting high school together who graduated by 2019-20. The four-year rate pertains to students who started high school four years earlier, and the seven-year rate pertains to students who started seven years earlier.

	Four-year cohort graduation rate			Seven-year cohort graduation rate		
	Students in cohort	Graduates	Rate	Students in cohort	Graduates	Rate
All Students: 9-12 State	66,987	60,500	90.3%	65,509	60,787	92.8%
All Students	45	36	80.0%	< 20	*	*
American Indian or Alaskan Native	< 20	*	*	0	NA	NA
Black or African American	< 20	*	*	0	NA	NA
Hispanic or Latino	< 20	*	*	0	NA	NA
White	32	27	84.4%	< 20	*	*
Two or More Races	< 20	*	*	0	NA	NA
Economically Disadvantaged	< 20	*	*	< 20	*	*
English Learners	< 20	*	*	0	NA	NA

Attachment 56-60 - TPP

POSTSECONDARY PREPARATION, 2019-20

Section 115.385 (d)1.-5., Wis. Stat., requires report cards to include data on pupil participation in various postsecondary preparation opportunities. All data are for grades 9-12. This is for information only and does not affect scores. Course and program data are reported by schools and districts to DPI, and this is the first time these data are included on report cards. Please use caution when interpreting these data. Asterisks replace all-student participation data if the school enrolled fewer than 20 students.

Participation by Type of Postsecondary Preparation

ADVANCED COURSES

School	State
1.7%	19.2%

3 students successfully completed at least one Advanced Placement or International Baccalaureate course.

DUAL ENROLLMENT

School	State
0.0%	17.8%

No students successfully completed a dual enrollment course.

INDUSTRY-RECOGNIZED CREDENTIALS

School	State
0.0%	1.4%

No students earned an industry-recognized credential.

WORK-BASED LEARNING

School	State
0.0%	2.4%

No students participated in a work-based learning program.

Student Group Participation

This table compares the percentages of students in the school participating in different types of postsecondary preparation opportunities with the percentages for the state. All groups present in the school are shown. Total student enrollments are given for reference.

	Total # Enrolled		Advanced Courses		Dual Enrollment		Industry-Recognized Credentials		Work-Based Learning	
	School	State	School	State	School	State	School	State	School	State
American Indian or Alaskan Native	< 20	3,044	*	7.7%	*	12.3%	*	0.5%	*	0.9%
Asian	< 20	10,028	*	27.3%	*	17.9%	*	1.1%	*	1.4%
Black or African American	22	24,232	0.0%	11.5%	0.0%	9.9%	0.0%	0.3%	0.0%	0.8%
Hispanic or Latino	22	31,812	0.0%	14.7%	0.0%	14.1%	0.0%	0.9%	0.0%	1.4%
White	111	188,332	2.7%	20.8%	0.0%	19.7%	0.0%	1.6%	0.0%	2.8%
Two or More Races	< 20	9,226	*	16.1%	*	13.3%	*	1.1%	*	1.4%
Economically Disadvantaged	75	97,617	2.7%	11.0%	0.0%	13.7%	0.0%	0.8%	0.0%	1.7%
English Learners	< 20	13,412	*	8.7%	*	14.1%	*	0.5%	*	1.3%
Students with Disabilities	< 20	34,473	*	2.9%	*	10.2%	*	0.5%	*	1.4%

ARTS COURSE INFORMATION, 2019-20

Attachment 56-60 - TPP

Section 115.385 (d)6., Wis. Stat., requires report cards to include data on the percentage of high school pupils participating in various kinds of arts courses. All data are for grades 9-12. This is for information only and does not affect scores. Course and program data are reported by schools and districts to DPI, and this is the first time these data are included on report cards. Please use caution when interpreting these data. Asterisks replace all-student participation data if the school enrolled fewer than 20 students.

Participation by Type of Arts Course

ART & DESIGN

School	State
9.2%	24.7%

16 students successfully completed at least one art & design course.

DANCE

School	State
0.0%	0.3%

No students successfully completed a dance course.

MUSIC

School	State
0.0%	21.3%

No students successfully completed a music course.

THEATER

School	State
0.0%	1.9%

No students successfully completed a theater course.

Student Group Participation

This table compares the percentages of students in the school completing different types of arts courses with the percentages for the state. All groups present in the school are shown. Total student enrollments are given for reference.

	Total # Enrolled		Art & Design		Dance		Music		Theater	
	School	State	School	State	School	State	School	State	School	State
American Indian or Alaskan Native	< 20	3,044	*	27.9%	*	0.1%	*	17.3%	*	1.2%
Asian	< 20	10,028	*	25.8%	*	0.3%	*	21.8%	*	1.5%
Black or African American	22	24,232	13.6%	27.9%	0.0%	0.5%	0.0%	13.8%	0.0%	4.1%
Hispanic or Latino	22	31,812	4.5%	26.2%	0.0%	0.3%	0.0%	15.5%	0.0%	1.8%
White	111	188,332	8.1%	23.9%	0.0%	0.3%	0.0%	23.4%	0.0%	1.7%
Two or More Races	< 20	9,226	*	23.9%	*	0.4%	*	19.8%	*	1.9%
Economically Disadvantaged	75	97,617	8.0%	26.9%	0.0%	0.3%	0.0%	17.4%	0.0%	2.3%
English Learners	< 20	13,412	*	29.0%	*	0.2%	*	13.0%	*	1.4%
Students with Disabilities	< 20	34,473	*	25.4%	*	0.3%	*	14.3%	*	1.9%

Wisconsin Department of Public Instruction
Office of Educational Accountability
125 S. Webster Street, P.O. Box 7841
Madison, WI 53707-7841
dpi.wi.gov

November 2021

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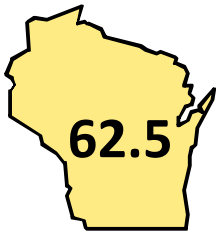
WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

Destinations Career Academy of Wisconsin High
Attachment 56-60 TPP
McFarland | Public - All Students

School Report Card | 2018-19 | Summary

Overall Score



★★☆☆☆

Meets Few Expectations

Overall Accountability Ratings	Score
Significantly Exceeds Expectations	83-100 ★★★★★
Exceeds Expectations	73-82.9 ★★★★☆
Meets Expectations	63-72.9 ★★★☆☆
Meets Few Expectations	53-62.9 ★★☆☆☆
Fails to Meet Expectations	0-52.9 ★☆☆☆☆

School Information

Grades	9-12
School Type	High School
Enrollment	112
Percent Open Enrollment	97.3%
Race/Ethnicity	
American Indian or Alaskan Native	0.9%
Asian	0.0%
Black or African American	7.1%
Hispanic/Latino	13.4%
Native Hawaiian or Other Pacific Islander	0.0%
White	70.5%
Two or More Races	8.0%
Student Groups	
Students with Disabilities	13.4%
Economically Disadvantaged	42.9%
English Learners	0.0%

Priority Areas	School Score	Max Score	9-12 State	9-12 Max
Student Achievement	**52.1/100**		**59.8/100**	
English Language Arts (ELA) Achievement	29.3/50		31.1/50	
Mathematics Achievement	22.8/50		28.7/50	
School Growth	**53.7/100**		**66.0/100**	
English Language Arts (ELA) Growth	21.6/50		33.0/50	
Mathematics Growth	32.1/50		33.0/50	
Closing Gaps	**NA/NA**		**67.3/100**	
English Language Arts (ELA) Achievement Gaps	NA/NA		17.4/25	
Mathematics Achievement Gaps	NA/NA		17.2/25	
Graduation Rate Gaps	NA/NA		32.7/50	
On-Track and Postsecondary Readiness	**100.0/100**		**70.0/100**	
Graduation Rate	NA/NA		NA/NA	
Attendance Rate	100.0/100		70.0/80	
3rd Grade English Language Arts (ELA) Achievement	NA/NA		NA/NA	
8th Grade Mathematics Achievement	NA/NA		NA/NA	

Priority Area Weights	Percentage Weight
Student Achievement	31.6%
School Growth	48.4%
Closing Gaps	NA
On-Track and Postsecondary Readiness	20.0%

Note: For details about how weights are determined, see weighting calculator: https://oea-dpi.shinyapps.io/overall_weighting_calculator/

Student Engagement Indicators	Total Deductions: 0
Absenteeism Rate (goal <13%)	Goal met: no deduction
Dropout Rate (goal <6%)	Goal met: no deduction

Test Participation Information

Includes Forward Exam (grades 3-8), ACT Aspire (9 and 10), ACT (11), and Dynamic Learning Maps (3-11)

Group	ELA 1-Year	ELA 3-Year	Math 1-Year	Math 3-Year
All-Students Rate	93.2%	95.1%	93.2%	95.1%
Lowest Subgroup Rate: Econ Disadv	88.9%	93.0%	88.9%	93.0%

^ denotes at least a 10-point Overall Score change in a single year when present. Wisconsin DPI considers this amount of change an outlier which may not reflect the actual magnitude of change in performance.

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School Report Card Detail | 2018-19 | Student Achievement

Student Achievement

Total Score: 52.1/100

English Language Arts Achievement Score: 29.3/50

Performance Level	Points Multiplier	2016-17			2017-18			2018-19		
		Students		Points	Students		Points	Students		Points
		Count	Percent		Count	Percent		Count	Percent	
Advanced	1.5	2	4.9%	3	4	8.5%	6	6	9.4%	9
Proficient	1.0	10	24.4%	10	18	38.3%	18	20	31.3%	20
Basic	0.5	17	41.5%	8.5	10	21.3%	5	18	28.1%	9
Below Basic	0.0	12	29.3%	0	15	31.9%	0	20	31.3%	0
Total Tested	-	41	100.0%	21.5	47	100.0%	29	64	100.0%	38

Mathematics Achievement Score: 22.8/50

Performance Level	Points Multiplier	2016-17			2017-18			2018-19		
		Students		Points	Students		Points	Students		Points
		Count	Percent		Count	Percent		Count	Percent	
Advanced	1.5	2	4.9%	3	1	2.1%	1.5	2	3.1%	3
Proficient	1.0	4	9.8%	4	13	27.7%	13	16	25.0%	16
Basic	0.5	20	48.8%	10	17	36.2%	8.5	20	31.3%	10
Below Basic	0.0	15	36.6%	0	16	34.0%	0	26	40.6%	0
Total Tested	-	41	100.0%	17	47	100.0%	23	64	100.0%	29

Notes

- Details on student achievement calculations can be found at https://dpi.wi.gov/accountability/resources .
- Student Achievement only includes assessment results for students enrolled for the full academic year (FAY) in the school.
- Points displayed in the tables above are weighted so that larger numbers of students and more recent years contribute more to the score for the Priority Area.

Questions to consider

- Are more students in the basic or below basic performance level, compared to proficient and advanced?
- Has the percent of students who are proficient and advanced increased, decreased, or stayed the same over the last three years?

Student Achievement Supplemental Data

Group performance is provided on this page for informational purposes only. These data are not used to determine the Student Achievement scores used in the accountability system.

English Language Arts Supplemental Data

Group	2016-17					2017-18					2018-19				
	Total Tested	Percent Advanced	Percent Proficient	Percent Basic	Percent Below Basic	Total Tested	Percent Advanced	Percent Proficient	Percent Basic	Percent Below Basic	Total Tested	Percent Advanced	Percent Proficient	Percent Basic	Percent Below Basic
All Students: State	572,116	9.5%	33.8%	33.9%	22.7%	572,332	8.5%	33.7%	34.0%	23.7%	570,957	8.0%	32.7%	34.1%	25.3%
All Students: School	41	4.9%	24.4%	41.5%	29.3%	47	8.5%	38.3%	21.3%	31.9%	64	9.4%	31.3%	28.1%	31.3%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Black or African American	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Hispanic/Latino	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Native Hawaiian or Other Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	32	3.1%	28.1%	34.4%	34.4%	33	9.1%	36.4%	18.2%	36.4%	49	8.2%	28.6%	32.7%	30.6%
Two or More Races	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Students with Disabilities	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Economically Disadvantaged	<20	*	*	*	*	<20	*	*	*	*	23	8.7%	34.8%	26.1%	30.4%
English Learners	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*

Mathematics Supplemental Data

Group	2016-17					2017-18					2018-19				
	Total Tested	Percent Advanced	Percent Proficient	Percent Basic	Percent Below Basic	Total Tested	Percent Advanced	Percent Proficient	Percent Basic	Percent Below Basic	Total Tested	Percent Advanced	Percent Proficient	Percent Basic	Percent Below Basic
All Students: State	573,124	8.3%	32.3%	32.2%	27.2%	573,251	9.2%	32.6%	31.2%	27.0%	571,751	9.4%	31.6%	30.8%	28.2%
All Students: School	41	4.9%	9.8%	48.8%	36.6%	47	2.1%	27.7%	36.2%	34.0%	64	3.1%	25.0%	31.3%	40.6%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Black or African American	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Hispanic/Latino	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Native Hawaiian or Other Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	32	3.1%	12.5%	46.9%	37.5%	33	3.0%	24.2%	36.4%	36.4%	49	2.0%	28.6%	30.6%	38.8%
Two or More Races	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Students with Disabilities	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Economically Disadvantaged	<20	*	*	*	*	<20	*	*	*	*	23	0.0%	39.1%	39.1%	21.7%
English Learners	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

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Meranand | Public - All Students
School Report Card Detail | 2018-19 | School Growth

School Growth

Total Score: 53.7/100

The following growth scores are derived from a value-added model. Value-added growth estimates how much student scores are expected to change based on the actual growth of similar students. If the student's performance improved more than predicted by the model, we say her school had high value added. That is, the value the school's impact on student learning resulted in higher-than-predicted growth. A value-added score of 3.0 is average.

English Language Arts Growth Score: 21.6/50 **Mathematics Growth Score: 32.1/50**

Group	English Language Arts		Mathematics	
	Count	Value-Added Score	Count	Value-Added Score
All Students: School	59	1.8	59	2.9

School Growth Supplemental Data

This table has information about groups of students in this school. Higher value-added means the school's impact is greater for that group than the italicized comparison group (e.g., students with disabilities compared to students without disabilities).

Group	English Language Arts		Mathematics	
	Count	Value-Added Score	Count	Value-Added Score
American Indian or Alaskan Native	<20	*	<20	*
Asian	<20	*	<20	*
Black or African American	<20	*	<20	*
Hispanic/Latino	<20	*	<20	*
Native Hawaiian or Other Pacific Islander	<20	*	<20	*
Two or More Races	<20	*	<20	*
White	46	1.8	46	2.9
Students with Disabilities	<20	*	<20	*
Students without Disabilities	51	1.8	51	2.9
Economically Disadvantaged	23	1.8	23	3.1
Not Economically Disadvantaged	36	1.9	36	2.8
English Learners	<20	*	<20	*
English Proficient	58	1.9	58	2.9
Proficient Last Year	24	2.0	21	3.0
Not Proficient Last Year	35	1.8	38	2.9

The value-added scores in the table above are for informational purposes only and do not directly impact overall value-added scores for the school. See the value-added technical manual for additional details: https://dpi.wi.gov/accountability/resources.

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School Report Card Detail | 2018-19 | Closing Gaps

Closing Gaps

Total Score: NA/NA

Closing Achievement Gaps - English Language Arts | Score: NA/NA

School Target Group Points-Based Proficiency Rates						State Comparison Group Points-Based Proficiency Rates						Rate of Change		
Group	2014-15 Points	2015-16 Points	2016-17 Points	2017-18 Points	2018-19 Points	Group	2014-15 Points	2015-16 Points	2016-17 Points	2017-18 Points	2018-19 Points	School Target Group	State Comparison Group	Difference in Rate of Change
American Indian or Alaskan Native	NA	NA	NA	NA	NA	White	NA	NA	NA	NA	NA	NA	NA	NA
Asian	NA	NA	NA	NA	NA		NA	NA	NA	NA	NA	NA	NA	NA
Black or African American	NA	NA	NA	NA	NA		NA	NA	NA	NA	NA	NA	NA	NA
Hispanic/Latino	NA	NA	NA	NA	NA		NA	NA	NA	NA	NA	NA	NA	NA
Native Hawaiian or Pacific Islander	NA	NA	NA	NA	NA		NA	NA	NA	NA	NA	NA	NA	NA
Two or More Races	NA	NA	NA	NA	NA		NA	NA	NA	NA	NA	NA	NA	NA
Students with Disabilities	NA	NA	NA	NA	NA	Students without Disabilities	NA	NA	NA	NA	NA	NA	NA	NA
Economically Disadvantaged	NA	NA	NA	NA	NA	Not Economically Disadvantaged	NA	NA	NA	NA	NA	NA	NA	NA
English Learners	NA	NA	NA	NA	NA	English Proficient	NA	NA	NA	NA	NA	NA	NA	NA
"All 3" Supergroup	NA	NA	NA	NA	NA	Not in "All 3" Supergroup	NA	NA	NA	NA	NA	NA	NA	NA
"SwD-ECD" Supergroup	NA	NA	NA	NA	NA	Not in "SwD-ECD" Supergroup	NA	NA	NA	NA	NA	NA	NA	NA
"SwD-EL" Supergroup	NA	NA	NA	NA	NA	Not in "SwD-EL" Supergroup	NA	NA	NA	NA	NA	NA	NA	NA
"ECD-EL" Supergroup	NA	NA	NA	NA	NA	Not in "ECD-EL" Supergroup	NA	NA	NA	NA	NA	NA	NA	NA

Closing Achievement Gaps - Mathematics | Score: NA/NA

School Target Group Points-Based Proficiency Rates						State Comparison Group Points-Based Proficiency Rates						Rate of Change		
Group	2014-15 Points	2015-16 Points	2016-17 Points	2017-18 Points	2018-19 Points	Group	2014-15 Points	2015-16 Points	2016-17 Points	2017-18 Points	2018-19 Points	School Target Group	State Comparison Group	Difference in Rate of Change
American Indian or Alaskan Native	NA	NA	NA	NA	NA	White	NA	NA	NA	NA	NA	NA	NA	NA
Asian	NA	NA	NA	NA	NA		NA	NA	NA	NA	NA	NA	NA	NA
Black or African American	NA	NA	NA	NA	NA		NA	NA	NA	NA	NA	NA	NA	NA
Hispanic/Latino	NA	NA	NA	NA	NA		NA	NA	NA	NA	NA	NA	NA	NA
Native Hawaiian or Pacific Islander	NA	NA	NA	NA	NA		NA	NA	NA	NA	NA	NA	NA	NA
Two or More Races	NA	NA	NA	NA	NA		NA	NA	NA	NA	NA	NA	NA	NA
Students with Disabilities	NA	NA	NA	NA	NA	Students without Disabilities	NA	NA	NA	NA	NA	NA	NA	NA
Economically Disadvantaged	NA	NA	NA	NA	NA	Not Economically Disadvantaged	NA	NA	NA	NA	NA	NA	NA	NA
English Learners	NA	NA	NA	NA	NA	English Proficient	NA	NA	NA	NA	NA	NA	NA	NA
"All 3" Supergroup	NA	NA	NA	NA	NA	Not in "All 3" Supergroup	NA	NA	NA	NA	NA	NA	NA	NA
"SwD-ECD" Supergroup	NA	NA	NA	NA	NA	Not in "SwD-ECD" Supergroup	NA	NA	NA	NA	NA	NA	NA	NA
"SwD-EL" Supergroup	NA	NA	NA	NA	NA	Not in "SwD-EL" Supergroup	NA	NA	NA	NA	NA	NA	NA	NA
"ECD-EL" Supergroup	NA	NA	NA	NA	NA	Not in "ECD-EL" Supergroup	NA	NA	NA	NA	NA	NA	NA	NA

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McFarland | Public - All Students
School Report Card Detail | 2018-19 | Closing Gaps

Closing Gaps

Total Score: NA/NA

Graduation Rate Gaps Score: NA/NA

Closing Graduation Gaps - Four Year | Score: NA/NA

School Target Group Graduation Rates						State Comparison Group Graduation Rates						Rate of Change		Difference in Rate of Change
Group	2013-14 Graduation Rate	2014-15 Graduation Rate	2015-16 Graduation Rate	2016-17 Graduation Rate	2017-18 Graduation Rate	Group	2013-14 Graduation Rate	2014-15 Graduation Rate	2015-16 Graduation Rate	2016-17 Graduation Rate	2017-18 Graduation Rate	School Target Group	State Comparison Group	
American Indian or Alaskan Native	NA	NA	NA	NA	NA	White	NA	NA	NA	NA	NA	NA	NA	NA
Asian	NA	NA	NA	NA	NA		NA	NA	NA	NA	NA	NA	NA	NA
Black or African American	NA	NA	NA	NA	NA		NA	NA	NA	NA	NA	NA	NA	NA
Hispanic/Latino	NA	NA	NA	NA	NA		NA	NA	NA	NA	NA	NA	NA	NA
Native Hawaiian or Pacific Islander	NA	NA	NA	NA	NA		NA	NA	NA	NA	NA	NA	NA	NA
Two or More Races	NA	NA	NA	NA	NA		NA	NA	NA	NA	NA	NA	NA	NA
Students with Disabilities	NA	NA	NA	NA	NA	Students without Disabilities	NA	NA	NA	NA	NA	NA	NA	NA
Economically Disadvantaged	NA	NA	NA	NA	NA	Not Economically Disadvantaged	NA	NA	NA	NA	NA	NA	NA	NA
English Learners	NA	NA	NA	NA	NA	English Proficient	NA	NA	NA	NA	NA	NA	NA	NA
“All 3” Supergroup	NA	NA	NA	NA	NA	Not in “All 3” Supergroup	NA	NA	NA	NA	NA	NA	NA	NA
“SwD-ECD” Supergroup	NA	NA	NA	NA	NA	Not in “SwD-ECD” Supergroup	NA	NA	NA	NA	NA	NA	NA	NA
“SwD-EL” Supergroup	NA	NA	NA	NA	NA	Not in “SwD-EL” Supergroup	NA	NA	NA	NA	NA	NA	NA	NA
“ECD-EL” Supergroup	NA	NA	NA	NA	NA	Not in “ECD-EL” Supergroup	NA	NA	NA	NA	NA	NA	NA	NA

Closing Graduation Gaps - Six Year| Score: NA/NA

School Target Group Graduation Rates						State Comparison Group Graduation Rates						Rate of Change		Difference in Rate of Change
Group	2013-14 Graduation Rate	2014-15 Graduation Rate	2015-16 Graduation Rate	2016-17 Graduation Rate	2017-18 Graduation Rate	Group	2013-14 Graduation Rate	2014-15 Graduation Rate	2015-16 Graduation Rate	2016-17 Graduation Rate	2017-18 Graduation Rate	School Target Group	State Comparison Group	
American Indian or Alaskan Native	NA	NA	NA	NA	NA	White	NA	NA	NA	NA	NA	NA	NA	NA
Asian	NA	NA	NA	NA	NA		NA	NA	NA	NA	NA	NA	NA	NA
Black or African American	NA	NA	NA	NA	NA		NA	NA	NA	NA	NA	NA	NA	NA
Hispanic/Latino	NA	NA	NA	NA	NA		NA	NA	NA	NA	NA	NA	NA	NA
Native Hawaiian or Pacific Islander	NA	NA	NA	NA	NA		NA	NA	NA	NA	NA	NA	NA	NA
Two or More Races	NA	NA	NA	NA	NA		NA	NA	NA	NA	NA	NA	NA	NA
Students with Disabilities	NA	NA	NA	NA	NA	Students without Disabilities	NA	NA	NA	NA	NA	NA	NA	NA
Economically Disadvantaged	NA	NA	NA	NA	NA	Not Economically Disadvantaged	NA	NA	NA	NA	NA	NA	NA	NA
English Learners	NA	NA	NA	NA	NA	English Proficient	NA	NA	NA	NA	NA	NA	NA	NA
“All 3” Supergroup	NA	NA	NA	NA	NA	Not in “All 3” Supergroup	NA	NA	NA	NA	NA	NA	NA	NA
“SwD-ECD” Supergroup	NA	NA	NA	NA	NA	Not in “SwD-ECD” Supergroup	NA	NA	NA	NA	NA	NA	NA	NA
“SwD-EL” Supergroup	NA	NA	NA	NA	NA	Not in “SwD-EL” Supergroup	NA	NA	NA	NA	NA	NA	NA	NA
“ECD-EL” Supergroup	NA	NA	NA	NA	NA	Not in “ECD-EL” Supergroup	NA	NA	NA	NA	NA	NA	NA	NA

Closing Gaps

Total Score: NA/NA

Notes - Prior Three Pages

• Details on Closing Gaps calculations can be found at https://dpi.wi.gov/accountability/resources.
• Closing Graduation Gaps is based on graduation data from prior years because data from the most recent year are not yet available.
• The points-based proficiency rate is calculated by multiplying the number of students with scores in the advanced category by 1.5, proficient by 1.0, basic by 0.5 and below basic by 0.0.
• The count of students for achievement calculations can be found in the Achievement Priority Area of the Report Card.
• The symbol "!" means that the group's average points-based proficiency rate or graduation rate is at least 0.9 and that the highest points possible have been awarded. This is to ensure that districts with very high achievement or graduation are not penalized with low Closing Gaps scores for small increases in gaps.
• Each student group included in Closing Gaps calculations is compared to its statewide comparison group using the same number of years of data. For example, if three years of data are available to determine the trend for the students with disabilities group, three years of data are included in the statewide comparison group trend for students without disabilities.

About Supergroups

Supergroups are a way to look at closing gaps among groups of students that would ordinarily be too small to include. A supergroup is made up of all the students that belong to any of the following categories:

- “All 3” Supergroup: students with disabilities, economically disadvantaged, and English Learners.
- “SwD-ECD” Supergroup: students with disabilities and economically disadvantaged students.
- “SwD-LEP” Supergroup: students with disabilities and limited English proficient students.
- “ECD-LEP” Supergroup: economically disadvantaged and English Learners.

A supergroup is used to evaluate Closing Gaps only when there are fewer than 20 students in each of the individual groups within the supergroup, but more than 20 students in the supergroup. For example, if a district had fewer than 20 students with disabilities and fewer than 20 economically disadvantaged students, but more than 20 students when those groups are combined, the “SwD-ECD” supergroup would be used to evaluate Closing Gaps. Students are not double-counted in a supergroup. In the example above, an economically disadvantaged student with a disability is only counted once in the supergroup.

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Menard | Public - All Students
School Report Card Detail | 2018-19 | On-Track and Postsecondary Readiness

On-Track and Postsecondary Readiness — Total Score: 100.0/100

2017-18 Attendance Score: 100.0/100

Group	Enrollment	Attended Days	Possible Days	Rate
All Students	115	15,262.0	15,262.0	100.0%
Lowest Group: White Students	88	11,363.0	11,363.0	100.0%

2017-18 Graduation Score: NA/NA

Group	Four-Year Cohort Graduation Rate			Six-Year Cohort Graduation Rate		
	Students in Cohort	Graduates	Rate	Students in Cohort	Graduates	Rate
All Students	<20	*	*	<20	*	*

On-Track and Postsecondary Readiness Supplemental Data

Group performance is provided for informational purposes only and is not used to determine the On-Track and Postsecondary Readiness scores used in the accountability system.

Group	Four-Year Cohort Graduation Rate			Six-Year Cohort Graduation Rate		
	Students in Cohort	Graduates	Rate	Students in Cohort	Graduates	Rate
American Indian or Alaskan Native	<20	*	*	<20	*	*
Asian	<20	*	*	<20	*	*
Black or African American	<20	*	*	<20	*	*
Hispanic/Latino	<20	*	*	<20	*	*
Native Hawaiian or Other Pacific Islander	<20	*	*	<20	*	*
White	<20	*	*	<20	*	*
Two or More Races	<20	*	*	<20	*	*
Students with Disabilities	<20	*	*	<20	*	*
Economically Disadvantaged	<20	*	*	<20	*	*
English Learners	<20	*	*	<20	*	*

Notes

- Details on On-Track and Postsecondary Readiness calculations can be found at https://dpi.wi.gov/accountability/resources
- Due to data availability, Attendance and Graduation data lag by one year.

On-Track and Postsecondary Readiness — Total Score: 100.0/100

2018-19 3rd Grade English Language Arts Achievement Score: NA/NA

Performance Level	Points Multiplier	2016-17			2017-18			2018-19		
		Students		Points	Students		Points	Students		Points
		Count	Percent		Count	Percent		Count	Percent	
Advanced	1.5	NA	NA	NA	NA	NA	NA	NA	NA	NA
Proficient	1.0	NA	NA	NA	NA	NA	NA	NA	NA	NA
Basic	0.5	NA	NA	NA	NA	NA	NA	NA	NA	NA
Below Basic	0.0	NA	NA	NA	NA	NA	NA	NA	NA	NA
Total Tested	-	NA	NA	NA	NA	NA	NA	NA	NA	NA

2018-19 8th Grade Mathematics Achievement Score: NA/NA

Performance Level	Points Multiplier	2016-17			2017-18			2018-19		
		Students		Points	Students		Points	Students		Points
		Count	Percent		Count	Percent		Count	Percent	
Advanced	1.5	NA	NA	NA	NA	NA	NA	NA	NA	NA
Proficient	1.0	NA	NA	NA	NA	NA	NA	NA	NA	NA
Basic	0.5	NA	NA	NA	NA	NA	NA	NA	NA	NA
Below Basic	0.0	NA	NA	NA	NA	NA	NA	NA	NA	NA
Total Tested	-	NA	NA	NA	NA	NA	NA	NA	NA	NA

Notes

- Details on On-Track and Postsecondary Readiness calculations can be found at https://dpi.wi.gov/accountability/resources .
- Third grade English Language Arts and 8th grade Mathematics Scores are determined in the same way as the Student Achievement Priority Area. However, if there are fewer than 20 students in the most recent year, then the most recent two years of data are combined so that the cell size requirement is met.
- Student Achievement only includes assessment results for students enrolled for the full academic year (FAY) in the school.
- Points displayed in the tables above are weighted so that larger numbers of students and more recent years contribute more to the score for the Priority Area.

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

Destinations Career Academy of Wisconsin High
Attachment 56-60 TPP
McFarland | Public - All Students

School Report Card Detail | 2018-19 | Student Engagement Indicators

Student Engagement Indicators

Goals Met: 2/2

All schools are expected to meet Student Engagement Indicator goals in these areas. Absenteeism Rate and Dropout Rate are not rounded. Absenteeism Rate is the percent of students who are chronically absent (have attendance rates below 84%).

Indicator	Goal	One-Year School Rate	Three-Year School Rate	Points Deducted
Absenteeism Rate	Less than 13%	0.0%	0.0%	0
Dropout Rate	Less than 6%	2.3%	2.0%	0

Student Engagement Indicators Data

Group performance for Absenteeism Rate, Dropout Rate, and Test Participation is provided below for informational purposes, to facilitate analysis of achievement gaps, and to drive continuous improvement planning. If either the one-year or three-year rate meets the goal then no points are deducted.Test Participation data reflect the one-year test participation of groups.

Group	Absenteeism Rate				Dropout Rate				Test Participation Rate			
	One Year		Three Year		One Year		Three Year		(Not Scored)			
	Students	Rate	Students	Rate	Students	Rate	Students	Rate	ELA Students	ELA Rate	Mathematics Students	Mathematics Rate
All Students: School	106	0.0%	180	0.0%	87	2.3%	147	2.0%	117	93.2%	117	93.2%
American Indian or Alaskan Native	<20	*	NA	NA	<20	*	NA	NA	<20	*	<20	*
Asian	<20	*	NA	NA	<20	*	NA	NA	<20	*	<20	*
Black or African American	<20	*	NA	NA	<20	*	NA	NA	<20	*	<20	*
Hispanic/Latino	<20	*	NA	NA	<20	*	NA	NA	21	95.2%	21	95.2%
Native Hawaiian or Other Pacific Islander	<20	*	NA	NA	<20	*	NA	NA	<20	*	<20	*
Two or More Races	<20	*	NA	NA	<20	*	NA	NA	<20	*	<20	*
White	79	0.0%	137	0.0%	66	3.0%	112	1.8%	82	95.1%	82	95.1%
Students with Disabilities	<20	*	NA	NA	<20	*	NA	NA	<20	*	<20	*
Economically Disadvantaged	49	0.0%	78	0.0%	38	0.0%	63	0.0%	45	88.9%	45	88.9%
English Learners	<20	*	NA	NA	<20	*	NA	NA	<20	*	<20	*

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

Destinations Career Academy of Wisconsin High

Attachment 56-60 TPP

McFarland | Public - All Students

School Report Card | 2017-18 | Summary

Overall Score

☆☆☆☆☆

Alternate Rating - Satisfactory Progress

This school participates in the Alternate Accountability Process:
http://dpi.wi.gov/accountability/alternate-accountability

Overall Accountability Ratings	Score
Significantly Exceeds Expectations	83-100 ★★★★★
Exceeds Expectations	73-82.9 ★★★★☆
Meets Expectations	63-72.9 ★★★☆☆
Meets Few Expectations	53-62.9 ★★☆☆☆
Fails to Meet Expectations	0-52.9 ★☆☆☆☆

School Information

Grades	9-12
School Type	High School
Enrollment	77
Percent Open Enrollment	90.9%
Race/Ethnicity	
American Indian or Alaskan Native	1.3%
Asian	1.3%
Black or African American	5.2%
Hispanic/Latino	11.7%
Native Hawaiian or Other Pacific Islander	0.0%
White	71.4%
Two or More Races	9.1%
Student Groups	
Students with Disabilities	10.4%
Economically Disadvantaged	33.8%
English Learners	1.3%

Priority Areas	School Score	Max Score	9-12 State	9-12 Max
Student Achievement	**NA/NA**		**57.3/100**	
English Language Arts (ELA) Achievement	NA/NA		29.8/50	
Mathematics Achievement	NA/NA		27.5/50	
School Growth	**NA/NA**		**NA/NA**	
English Language Arts (ELA) Growth	NA/NA		NA/NA	
Mathematics Growth	NA/NA		NA/NA	
Closing Gaps	**NA/NA**		**67.7/100**	
English Language Arts (ELA) Achievement Gaps	NA/NA		17.4/25	
Mathematics Achievement Gaps	NA/NA		17.5/25	
Graduation Rate Gaps	NA/NA		32.8/50	
On-Track and Postsecondary Readiness	**NA/NA**		**90.6/100**	
Graduation Rate	NA/NA		90.6/100	
Attendance Rate	NA/NA		NA/NA	
3rd Grade English Language Arts (ELA) Achievement	NA/NA		NA/NA	
8th Grade Mathematics Achievement	NA/NA		NA/NA	

Priority Area Weights	Percentage Weight
Student Achievement	NA
School Growth	NA
Closing Gaps	NA
On-Track and Postsecondary Readiness	NA

Note: For details about how weights are determined, see weighting calculator:
https://oea-dpi.shinyapps.io/overall_weighting_calculator/

Student Engagement Indicators	Total Deductions: NA
Absenteeism Rate (goal <13%)	NA
Dropout Rate (goal <6%)	NA

Test Participation Information

Includes Forward Exam (grades 3-8), ACT (grade 11), and Dynamic Learning Maps (grades 3-8 and 11)

Group	ELA 1-Year	ELA 3-Year	Math 1-Year	Math 3-Year
All-Students Rate	91.3%	94.1%	91.3%	94.1%
NA	NA	NA	NA	NA

^Note: Outlier score fluctuation is noted by ^ when any school or district report card has a 10-point or greater change (up or down) in its Overall Score. This amount of change in a single year is considered an outlier, and may or may not be reflective of actual school/district change in performance. Careful and cautious review of the report card and all supplemental pages is recommended. For assistance in better understanding this report card, contact the Office of Educational Accountability: reportcardhelp@dpi.wi.gov.

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

Destinations Career Academy of Wisconsin High
Attachment 56-60 - TPP
Merrimac | Public | All Students
School Report Card Detail | 2017-18 | Student Achievement

Student Achievement — Total Score: NA/NA

English Language Arts Achievement Score: NA/NA

Performance Level	Points Multiplier	2015-16			2016-17			2017-18		
		Students		Points	Students		Points	Students		Points
		Count	Percent		Count	Percent		Count	Percent	
Advanced	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Proficient	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Basic	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Below Basic	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Total Tested	-	NA	NA	NA	NA	NA	NA	NA	NA	NA

Mathematics Achievement Score: NA/NA

Performance Level	Points Multiplier	2015-16			2016-17			2017-18		
		Students		Points	Students		Points	Students		Points
		Count	Percent		Count	Percent		Count	Percent	
Advanced	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Proficient	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Basic	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Below Basic	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Total Tested	-	NA	NA	NA	NA	NA	NA	NA	NA	NA

Notes

- Details on student achievement calculations can be found at https://dpi.wi.gov/accountability/resources .
- Student Achievement is based on Wisconsin Student Assessment System (WSAS) results for full academic year (FAY) students in all tested grades in the school.
- Scores are based on student performance on WSAS mathematics and English language arts statewide assessments.
- Points displayed in the tables above are weighted so that larger numbers of students and more recent years contribute more to the score for the Priority Area.

Student Achievement Supplemental Data

Group performance is provided on this page for informational purposes only. These data are not used to determine the Student Achievement scores used in the accountability system.

English Language Arts Supplemental Data

Group	2015-16					2016-17					2017-18				
	Total Tested	Percent Advanced	Percent Proficient	Percent Basic	Percent Below Basic	Total Tested	Percent Advanced	Percent Proficient	Percent Basic	Percent Below Basic	Total Tested	Percent Advanced	Percent Proficient	Percent Basic	Percent Below Basic
All Students: State	437,905	8.6%	33.8%	34.8%	22.8%	444,382	9.4%	34.1%	34.3%	22.2%	445,203	8.1%	33.5%	34.7%	23.8%
All Students: School	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Black or African American	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Hispanic/Latino	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Native Hawaiian or Other Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Two or More Races	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Students with Disabilities	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Economically Disadvantaged	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
English Learners	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*

Mathematics Supplemental Data

Group	2015-16					2016-17					2017-18				
	Total Tested	Percent Advanced	Percent Proficient	Percent Basic	Percent Below Basic	Total Tested	Percent Advanced	Percent Proficient	Percent Basic	Percent Below Basic	Total Tested	Percent Advanced	Percent Proficient	Percent Basic	Percent Below Basic
All Students: State	439,081	7.9%	33.1%	32.7%	26.3%	445,061	8.1%	33.2%	32.5%	26.2%	445,804	8.7%	33.3%	31.9%	26.1%
All Students: School	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Black or African American	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Hispanic/Latino	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Native Hawaiian or Other Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Two or More Races	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Students with Disabilities	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Economically Disadvantaged	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
English Learners	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

Destinations Career Academy of Wisconsin High
Attachment 56-60 - TPP
Meranand | Public - All Students
School Report Card Detail | 2017-18 | School Growth

School Growth

Total Score: NA/NA

The following growth scores are derived from a value-added model. Value-added growth estimates how much student scores are expected to change based on the actual growth of similar students. If the student's performance improved more than predicted by the model, we say her school had high value added. That is, the value the school's impact on student learning resulted in higher-than-predicted growth.

English Language Arts Growth Score: NA/NA **Mathematics Growth Score: NA/NA**

Group	English Language Arts		Mathematics	
	Count	Value-Added Score	Count	Value-Added Score
All Students: School	NA	NA	NA	NA

School Growth Supplemental Data

Group performance provided in the table below is for informational purposes only. Supplemental value-added scores are calculated when 10 or more students are included in a group.

Group	English Language Arts		Mathematics	
	Count	Value-Added Score	Count	Value-Added Score
All Students: State	NA	NA	NA	NA
American Indian or Alaskan Native	NA	NA	NA	NA
Asian	NA	NA	NA	NA
Black or African American	NA	NA	NA	NA
Hispanic/Latino	NA	NA	NA	NA
Native Hawaiian or Other Pacific Islander	NA	NA	NA	NA
White	NA	NA	NA	NA
Two or More Races	NA	NA	NA	NA
Students with Disabilities	NA	NA	NA	NA
Economically Disadvantaged	NA	NA	NA	NA
English Learners	NA	NA	NA	NA

Note: Counts will display for schools with 10-19 students in a group, but they are not included in scoring, as the cell size rule for report cards is 20 students or more.

Growth scoring requires at least two consecutive years of test scores. Up to four years of test data on three growth intervals are used in the calculation, when available, to improve the validity and reliability of value-added calculations.

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

Destinations Career Academy of Wisconsin High
McFarland | Public - All Students
Attachment 56-60 - TPP
School Report Card Detail | 2017-18 | Closing Gaps

Closing Gaps

Total Score: NA/NA

Closing Achievement Gaps - English Language Arts | Score: NA/NA

School Target Group Points-Based Proficiency Rates						State Comparison Group Points-Based Proficiency Rates						Rate of Change		
Group	2013-14 Points	2014-15 Points	2015-16 Points	2016-17 Points	2017-18 Points	Group	2013-14 Points	2014-15 Points	2015-16 Points	2016-17 Points	2017-18 Points	School Target Group	State Comparison Group	Difference in Rate of Change
American Indian or Alaskan Native	NA	NA	NA	NA	NA	White	NA	NA	NA	NA	NA	NA	NA	NA
Asian	NA	NA	NA	NA	NA		NA	NA	NA	NA	NA	NA	NA	NA
Black or African American	NA	NA	NA	NA	NA		NA	NA	NA	NA	NA	NA	NA	NA
Hispanic/Latino	NA	NA	NA	NA	NA		NA	NA	NA	NA	NA	NA	NA	NA
Native Hawaiian or Pacific Islander	NA	NA	NA	NA	NA		NA	NA	NA	NA	NA	NA	NA	NA
Two or More Races	NA	NA	NA	NA	NA		NA	NA	NA	NA	NA	NA	NA	NA
Students with Disabilities	NA	NA	NA	NA	NA	Students without Disabilities	NA	NA	NA	NA	NA	NA	NA	NA
Economically Disadvantaged	NA	NA	NA	NA	NA	Not Economically Disadvantaged	NA	NA	NA	NA	NA	NA	NA	NA
English Learners	NA	NA	NA	NA	NA	English Proficient	NA	NA	NA	NA	NA	NA	NA	NA
"All 3" Supergroup	NA	NA	NA	NA	NA	Not in "All 3" Supergroup	NA	NA	NA	NA	NA	NA	NA	NA
"SwD-ECD" Supergroup	NA	NA	NA	NA	NA	Not in "SwD-ECD" Supergroup	NA	NA	NA	NA	NA	NA	NA	NA
"SwD-EL" Supergroup	NA	NA	NA	NA	NA	Not in "SwD-EL" Supergroup	NA	NA	NA	NA	NA	NA	NA	NA
"ECD-EL" Supergroup	NA	NA	NA	NA	NA	Not in "ECD-EL" Supergroup	NA	NA	NA	NA	NA	NA	NA	NA

Closing Achievement Gaps - Mathematics | Score: NA/NA

School Target Group Points-Based Proficiency Rates						State Comparison Group Points-Based Proficiency Rates						Rate of Change		
Group	2013-14 Points	2014-15 Points	2015-16 Points	2016-17 Points	2017-18 Points	Group	2013-14 Points	2014-15 Points	2015-16 Points	2016-17 Points	2017-18 Points	School Target Group	State Comparison Group	Difference in Rate of Change
American Indian or Alaskan Native	NA	NA	NA	NA	NA	White	NA	NA	NA	NA	NA	NA	NA	NA
Asian	NA	NA	NA	NA	NA		NA	NA	NA	NA	NA	NA	NA	NA
Black or African American	NA	NA	NA	NA	NA		NA	NA	NA	NA	NA	NA	NA	NA
Hispanic/Latino	NA	NA	NA	NA	NA		NA	NA	NA	NA	NA	NA	NA	NA
Native Hawaiian or Pacific Islander	NA	NA	NA	NA	NA		NA	NA	NA	NA	NA	NA	NA	NA
Two or More Races	NA	NA	NA	NA	NA		NA	NA	NA	NA	NA	NA	NA	NA
Students with Disabilities	NA	NA	NA	NA	NA	Students without Disabilities	NA	NA	NA	NA	NA	NA	NA	NA
Economically Disadvantaged	NA	NA	NA	NA	NA	Not Economically Disadvantaged	NA	NA	NA	NA	NA	NA	NA	NA
English Learners	NA	NA	NA	NA	NA	English Proficient	NA	NA	NA	NA	NA	NA	NA	NA
"All 3" Supergroup	NA	NA	NA	NA	NA	Not in "All 3" Supergroup	NA	NA	NA	NA	NA	NA	NA	NA
"SwD-ECD" Supergroup	NA	NA	NA	NA	NA	Not in "SwD-ECD" Supergroup	NA	NA	NA	NA	NA	NA	NA	NA
"SwD-EL" Supergroup	NA	NA	NA	NA	NA	Not in "SwD-EL" Supergroup	NA	NA	NA	NA	NA	NA	NA	NA
"ECD-EL" Supergroup	NA	NA	NA	NA	NA	Not in "ECD-EL" Supergroup	NA	NA	NA	NA	NA	NA	NA	NA

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

Destinations Career Academy of Wisconsin High
Attachment 56.60 TPP
McFarland | Public - All Students
School Report Card Detail | 2017-18 | Closing Gaps

Closing Gaps

Total Score: NA/NA

Graduation Rate Gaps Score: NA/NA

Closing Graduation Gaps - Four Year | Score: NA/NA

School Target Group Graduation Rates						State Comparison Group Graduation Rates						Rate of Change		
Group	2012-13 Graduation Rate	2013-14 Graduation Rate	2014-15 Graduation Rate	2015-16 Graduation Rate	2016-17 Graduation Rate	Group	2012-13 Graduation Rate	2013-14 Graduation Rate	2014-15 Graduation Rate	2015-16 Graduation Rate	2016-17 Graduation Rate	School Target Group	State Comparison Group	Difference in Rate of Change
American Indian or Alaskan Native	NA	NA	NA	NA	NA	White	NA	NA	NA	NA	NA	NA	NA	NA
Asian	NA	NA	NA	NA	NA		NA	NA	NA	NA	NA	NA	NA	NA
Black or African American	NA	NA	NA	NA	NA		NA	NA	NA	NA	NA	NA	NA	NA
Hispanic/Latino	NA	NA	NA	NA	NA		NA	NA	NA	NA	NA	NA	NA	NA
Native Hawaiian or Pacific Islander	NA	NA	NA	NA	NA		NA	NA	NA	NA	NA	NA	NA	NA
Two or More Races	NA	NA	NA	NA	NA		NA	NA	NA	NA	NA	NA	NA	NA
Students with Disabilities	NA	NA	NA	NA	NA	Students without Disabilities	NA	NA	NA	NA	NA	NA	NA	NA
Economically Disadvantaged	NA	NA	NA	NA	NA	Not Economically Disadvantaged	NA	NA	NA	NA	NA	NA	NA	NA
English Learners	NA	NA	NA	NA	NA	English Proficient	NA	NA	NA	NA	NA	NA	NA	NA
“All 3” Supergroup	NA	NA	NA	NA	NA	Not in “All 3” Supergroup	NA	NA	NA	NA	NA	NA	NA	NA
“SwD-ECD” Supergroup	NA	NA	NA	NA	NA	Not in “SwD-ECD” Supergroup	NA	NA	NA	NA	NA	NA	NA	NA
“SwD-EL” Supergroup	NA	NA	NA	NA	NA	Not in “SwD-EL” Supergroup	NA	NA	NA	NA	NA	NA	NA	NA
“ECD-EL” Supergroup	NA	NA	NA	NA	NA	Not in “ECD-EL” Supergroup	NA	NA	NA	NA	NA	NA	NA	NA

Closing Graduation Gaps - Six Year| Score: NA/NA

School Target Group Graduation Rates						State Comparison Group Graduation Rates						Rate of Change		
Group	2012-13 Graduation Rate	2013-14 Graduation Rate	2014-15 Graduation Rate	2015-16 Graduation Rate	2016-17 Graduation Rate	Group	2012-13 Graduation Rate	2013-14 Graduation Rate	2014-15 Graduation Rate	2015-16 Graduation Rate	2016-17 Graduation Rate	School Target Group	State Comparison Group	Difference in Rate of Change
American Indian or Alaskan Native	NA	NA	NA	NA	NA	White	NA	NA	NA	NA	NA	NA	NA	NA
Asian	NA	NA	NA	NA	NA		NA	NA	NA	NA	NA	NA	NA	NA
Black or African American	NA	NA	NA	NA	NA		NA	NA	NA	NA	NA	NA	NA	NA
Hispanic/Latino	NA	NA	NA	NA	NA		NA	NA	NA	NA	NA	NA	NA	NA
Native Hawaiian or Pacific Islander	NA	NA	NA	NA	NA		NA	NA	NA	NA	NA	NA	NA	NA
Two or More Races	NA	NA	NA	NA	NA		NA	NA	NA	NA	NA	NA	NA	NA
Students with Disabilities	NA	NA	NA	NA	NA	Students without Disabilities	NA	NA	NA	NA	NA	NA	NA	NA
Economically Disadvantaged	NA	NA	NA	NA	NA	Not Economically Disadvantaged	NA	NA	NA	NA	NA	NA	NA	NA
English Learners	NA	NA	NA	NA	NA	English Proficient	NA	NA	NA	NA	NA	NA	NA	NA
“All 3” Supergroup	NA	NA	NA	NA	NA	Not in “All 3” Supergroup	NA	NA	NA	NA	NA	NA	NA	NA
“SwD-ECD” Supergroup	NA	NA	NA	NA	NA	Not in “SwD-ECD” Supergroup	NA	NA	NA	NA	NA	NA	NA	NA
“SwD-EL” Supergroup	NA	NA	NA	NA	NA	Not in “SwD-EL” Supergroup	NA	NA	NA	NA	NA	NA	NA	NA
“ECD-EL” Supergroup	NA	NA	NA	NA	NA	Not in “ECD-EL” Supergroup	NA	NA	NA	NA	NA	NA	NA	NA

Attachment 56.60 TPP

Closing Gaps

Total Score: NA/NA

Notes - Prior Three Pages

• Details on Closing Gaps calculations can be found at https://dpi.wi.gov/accountability/resources .
• Closing Graduation Gaps is based on graduation data from prior years because data from the most recent year are not yet available. For graduation calculations, prior-year data are the most current.
• The points-based proficiency rate is calculated by multiplying the number of students with scores in the advanced category by 1.5, proficient by 1.0, and basic by 0.5 and below basic by 0.0.
• The count of students for achievement calculations can be found in the Achievement Priority Area of the Report Card.
• If the group's average points-based proficiency rate or graduation rate is greater than or equal to 0.9, the rate of change is adjusted to be equal to the rate of change that would earn the maximum score for that group. This will be indicated on the report card by the symbol "!". This is to ensure that schools with very high achievement or graduation are not penalized with low Closing Gaps scores for small increases in gaps.
• In 2015-16 two new race/ethnicity categories were added: "Native Hawaiian or Other Pacific Islander" and "Two or More Races". Closing Achievement Gaps results for these categories will be calculated as data become available.
• Beginning on 2016-17 report cards, each subgroup included in Closing Gaps calculations is compared to its statewide comparison group using the same number of years of data. For example, if three years of data are available to determine the trend for the students with disabilities subgroup, three years of data are included in the statewide comparison group trend for students without disabilities.

About Supergroups

Supergroups are a way to look at closing gaps among groups of students that would ordinarily be too small to include. A supergroup is made up of all the students that belong to any of the groups in the supergroup:

- "All 3" Supergroup: students with disabilities and economically disadvantaged and limited English proficient students.
- "SwD-ECD" Supergroup: students with disabilities and economically disadvantaged students.
- "SwD-EL" Supergroup: students with disabilities and English Learners.
- "ECD-EL" Supergroup: economically disadvantaged students and English Learners.

A supergroup is used to evaluate Closing Gaps only when there are fewer than 20 students in each of the individual groups within the supergroup, but more than 20 students in the supergroup. For example, if a school had fewer than 20 students with disabilities and fewer than 20 economically disadvantaged students, but more than 20 students when those groups are combined, the "SwD-ECD" supergroup would be used to evaluate Closing Gaps. Students are not double-counted in a supergroup. In the example above, an economically disadvantaged student with a disability is only counted once in the supergroup.

Destinations Career Academy of Wisconsin High
Attachment 56-60 - TPP
McFarland | Public - All Students
School Report Card Detail | 2017-18 | On-Track and Postsecondary Readiness

On-Track and Postsecondary Readiness

Total Score: NA/NA

2016-17 Attendance Score: NA/NA

Group	Enrollment	Attended Days	Possible Days	Rate
All Students	82	11,139.0	11,139.0	100.0%
Lowest Group: White Students	66	8,708.0	8,708.0	100.0%

2016-17 Graduation Score: NA/NA

Group	Four-Year Cohort Graduation Rate			Six-Year Cohort Graduation Rate		
	Students in Cohort	Graduates	Rate	Students in Cohort	Graduates	Rate
All Students	<20	*	*	<20	*	*

On-Track and Postsecondary Readiness Supplemental Data

Group performance is provided for informational purposes only and is not used to determine the On-Track and Postsecondary Readiness scores used in the accountability system.

Group	Four-Year Cohort Graduation Rate			Six-Year Cohort Graduation Rate		
	Students in Cohort	Graduates	Rate	Students in Cohort	Graduates	Rate
American Indian or Alaskan Native	<20	*	*	<20	*	*
Asian	<20	*	*	<20	*	*
Black or African American	<20	*	*	<20	*	*
Hispanic/Latino	<20	*	*	<20	*	*
Native Hawaiian or Other Pacific Islander	<20	*	*	<20	*	*
White	<20	*	*	<20	*	*
Two or More Races	<20	*	*	<20	*	*
Students with Disabilities	<20	*	*	<20	*	*
Economically Disadvantaged	<20	*	*	<20	*	*
English Learners	<20	*	*	<20	*	*

Notes

- Details on On-Track and Postsecondary Readiness calculations can be found at https://dpi.wi.gov/accountability/resources
- Due to data availability, Attendance and Graduation data are lagged by one year. For this year's report cards, On-Track and Postsecondar Readiness calculations use these data from the prior school year.

On-Track and Postsecondary Readiness

Total Score: NA/NA

2017-18 3rd Grade English Language Arts Achievement Score: NA/NA

Performance Level	Points Multiplier	2015-16			2016-17			2017-18		
		Students		Points	Students		Points	Students		Points
		Count	Percent		Count	Percent		Count	Percent	
Advanced	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Proficient	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Basic	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Below Basic	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Total Tested	-	NA	NA	NA	NA	NA	NA	NA	NA	NA

2017-18 8th Grade Mathematics Achievement Score: NA/NA

Performance Level	Points Multiplier	2015-16			2016-17			2017-18		
		Students		Points	Students		Points	Students		Points
		Count	Percent		Count	Percent		Count	Percent	
Advanced	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Proficient	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Basic	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Below Basic	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Total Tested	-	NA	NA	NA	NA	NA	NA	NA	NA	NA

Notes

- Details on On-Track and Postsecondary Readiness calculations can be found at https://dpi.wi.gov/accountability/resources .
- Third Grade English Language Arts and 8th Grade Mathematics Scores are determined in the same way as the Student Achievement Priority Area. However, if there are fewer than 20 students in the most recent year, then the most recent two years of data are combined so that the cell size requirement is met.
- Student achievement is based on Wisconsin Student Assessment System (WSAS) results for full academic year (FAY) students.
- Points displayed in the tables above are weighted so that larger numbers of students and more recent years contribute more to the score for the Priority Area.

Student Engagement Indicators

Goals Met: NA/NA

All schools are expected to meet Student Engagement Indicator goals in these areas. Absenteeism Rate and Dropout Rate are not rounded. Absenteeism Rate is the percent of students who are chronically absent (absent at least 16% of the time).

Indicator	Goal	One-Year School Rate	Three-Year School Rate	Points Deducted
Absenteeism Rate	Less than 13%	NA	NA	NA
Dropout Rate	Less than 6%	NA	NA	NA

Student Engagement Indicators Data

Group performance for Absenteeism Rate and Dropout Rate is provided below for informational purposes, to facilitate analysis of achievement gaps, and to drive continuous improvement planning. Test Participation data reflect the one-year test participation of groups. Note that there is no longer a score deduction associated with Test Participation on Report Cards.

Group	Absenteeism Rate				Dropout Rate				Test Participation Rate (Not Scored)			
	One Year		Three Year		One Year		Three Year					
	Students	Rate	Students	Rate	Students	Rate	Students	Rate	ELA Students	ELA Rate	Mathematics Students	Mathematics Rate
All Students: School	74	NA	NA	NA	60	NA	NA	NA	23	91.3%	23	91.3%
American Indian or Alaskan Native	<20	*	NA	NA	<20	*	NA	NA	<20	*	<20	*
Asian	<20	*	NA	NA	<20	*	NA	NA	<20	*	<20	*
Black or African American	<20	*	NA	NA	<20	*	NA	NA	<20	*	<20	*
Hispanic/Latino	<20	*	NA	NA	<20	*	NA	NA	<20	*	<20	*
Native Hawaiian or Other Pacific Islander	<20	*	NA	NA	<20	*	NA	NA	<20	*	<20	*
Two or More Races	<20	*	NA	NA	<20	*	NA	NA	<20	*	<20	*
White	58	0.0%	NA	NA	46	0.0%	NA	NA	<20	*	<20	*
Students with Disabilities	<20	*	NA	NA	<20	*	NA	NA	<20	*	<20	*
Economically Disadvantaged	29	0.0%	NA	NA	25	0.0%	NA	NA	<20	*	<20	*
English Learners	<20	*	NA	NA	<20	*	NA	NA	<20	*	<20	*

Both one-year and three-year rates are considered for Absenteeism and Dropout rates. If either the one-year or three-year rate meets the goal then no points are deducted. The three-year rate is based on two years of data when three years are not available.

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

Destinations Career Academy of Wisconsin High School
Attachment 56.60 - TPP
McFarland | Public - All Students

School Report Card | 2016-17 | Summary

Overall Score

☆☆☆☆☆

Alternate Rating - Satisfactory Progress

This school participates in the Alternate Accountability Process:
http://dpi.wi.gov/accountability/alternate-accountability

Overall Accountability Ratings	Score
Significantly Exceeds Expectations	83-100 ★★★★★
Exceeds Expectations	73-82.9 ★★★★☆
Meets Expectations	63-72.9 ★★★☆☆
Meets Few Expectations	53-62.9 ★★☆☆☆
Fails to Meet Expectations	0-52.9 ★☆☆☆☆

School Information

Grades	9-12
School Type	High School
Enrollment	68
Percent Open Enrollment	94.1%
Race/Ethnicity	
American Indian or Alaskan Native	0.0%
Asian	1.5%
Black or African American	4.4%
Hispanic/Latino	7.4%
Native Hawaiian or Other Pacific Islander	0.0%
White	80.9%
Two or More Races	5.9%
Student Groups	
Students with Disabilities	14.7%
Economically Disadvantaged	39.7%
Limited English Proficient	0.0%

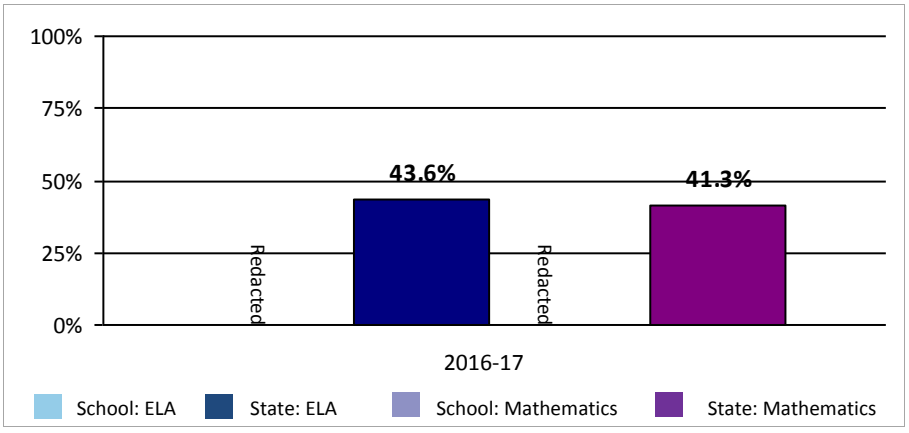
Priority Areas	School Score	Max Score	9-12 State	9-12 Max
Student Achievement		**NA/NA**		**60.2/100**
English Language Arts (ELA) Achievement		NA/NA		31.8/50
Mathematics Achievement		NA/NA		28.4/50
School Growth		**NA/NA**		**NA/NA**
English Language Arts (ELA) Growth		NA/NA		NA/NA
Mathematics Growth		NA/NA		NA/NA
Closing Gaps		**NA/NA**		**60.9/100**
English Language Arts (ELA) Achievement Gaps		NA/NA		16.6/25
Mathematics Achievement Gaps		NA/NA		16.7/25
Graduation Rate Gaps		NA/NA		27.6/50
On-Track and Postsecondary Readiness		**NA/NA**		**90.6/100**
Graduation Rate		NA/NA		90.6/100
Attendance Rate		NA/NA		NA/NA
3rd Grade English Language Arts (ELA) Achievement		NA/NA		NA/NA
8th Grade Mathematics Achievement		NA/NA		NA/NA

Student Engagement Indicators	Total Deductions: NA
Absenteeism Rate (goal <13%)	NA
Dropout Rate (goal <6%)	NA

Wisconsin Student Assessment System Percent Proficient and Advanced

Includes Forward Exam (grades 3-8), ACT (grade 11), and Dynamic Learning Maps (grades 3-8 and 11)

State proficiency is for all tested grades: 3-8 and 11



^Note: Outlier score fluctuation is noted by ^ when any school or district report card has a 10-point or greater change (up or down) in both Overall Score and Growth Score. This amount of change may or may not be reflective of actual school/district performance. DPI encourages review of other priority area scores in the detailed report card for a better understanding of school performance. Details: http://dpi.wi.gov/accountability/report-cards

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

Destinations Career Academy of Wisconsin High School

McFarland | Public - All Students

School Report Card | 2016-17 | Notes

Rating Category Descriptions

- **Significantly Exceeds Expectations:** School greatly exceeds state expectations for student achievement, student growth, educational equity, and preparing students for educational milestones, including college and career readiness.
- **Exceeds Expectations:** School exceeds state expectations for student achievement, student growth, educational equity, and preparing students for educational milestones, including college and career readiness.
- **Meets Expectations:** School is meeting some state expectations for student achievement, student growth, educational equity, and preparing students for educational milestones, including college and career readiness.
- **Meets Few Expectations:** School is meeting few state expectations for student achievement, student growth, educational equity, and preparing students for educational milestones, including college and career readiness.
- **Fails to Meet Expectations:** School is failing to meet state expectations for student achievement, student growth, educational equity, and preparing students for educational milestones, including college and career readiness.

Because this school is a virtual charter school with at least 50% open enrollment, the school's data will not be included in its district's report card.

Priority Areas

- **Student Achievement** measures the level of knowledge and skills among students in the school, compared to state and national standards. It includes a composite of English language arts (ELA) and mathematics performance by the "all students" group in the Wisconsin Student Assessment System (WSAS) for all tested grades in the school.
- **School Growth** describes how much student knowledge of ELA and mathematics in the school changes from year to year. It uses a value-added score that compares the change in a student's scores to those of observationally similar students.
- **Closing Gaps** provides a measure that reflects the statewide goal of having all students improve, while narrowing the achievement and graduation gaps between groups of students. This measure acknowledges schools that raise the performance of traditionally lagging student groups, contributing to the closure of statewide gaps.
- **On-Track and Postsecondary Readiness** indicates the success of students in the school in achieving educational milestones that predict postsecondary success. It includes the graduation rate and the attendance rate as applicable to the school. It also includes measures of third-grade ELA and eighth-grade mathematics achievement as applicable to the school.

Student Engagement Indicators

Student Engagement Indicators are measures outside the four Priority Areas that affect student success or the soundness of the report card. Each indicator has a goal, and districts that fail to meet that goal receive a point deduction from their Overall Accountability Score. Goals were set by looking at statewide data and establishing thresholds that identify schools contributing the most to lowering Wisconsin's overall performance in the areas below. Note that Test Participation is no longer a Student Engagement Indicator, so there is no longer a deduction when this rate falls below 95 percent. Test participation among subgroups is still reported on the Student Engagement Indicators page for informational purposes only and is not used in any scoring on the 2016-17 report cards.

- **Absenteeism Rate:** This indicator describes the proportion of students in the district who attend school less than 84.1% of the time. If the absenteeism rate in the district is 13% or more, five points are deducted. The absenteeism rate is different from the attendance rate because it measures students who are absent from school a certain amount of time, not how often students are present in school.
- **Dropout Rate:** The goal for all schools is to have a dropout rate of less than 6%. A school not meeting the goal has five points deducted from its score. Note that dropout rate is not the opposite of graduation rate. A dropout rate includes any student who leaves school in grades 7-12 without expecting to earn a high school diploma, while a graduation rate counts students who earn a high school diploma within a certain time (four or six years) after starting ninth grade.

About the Data

- The data presented in this report card are for public and state accountability purposes.
- Student performance on the Wisconsin Student Assessment System (WSAS) is the foundation of report cards. WSAS data include Forward Exam, ACT and Dynamic Learning Maps (DLM) in 2016-17 and 2015-16; Badger Exam, ACT and DLM in 2014-15; and Wisconsin Knowledge and Concepts (WKCE) and Wisconsin Alternate Assessment - Students with Disabilities (WAA-SwD) in 2013-14 and prior years.
- Some supplemental data that are not used in accountability calculations are presented in this report card for informational purposes in order to provide context. Additional data on student performance are available here: http://dpi.wi.gov/wisedash.
- To protect student privacy, data for groups of fewer than 20 students are replaced by asterisks on public report cards.
- "NA" is used when data are Not Applicable. For example, a K-5 school that does not graduate students will have NA listed for graduation results.
- The calculations used in this report card are described in the Technical Guide and Interpretive Guide: http://dpi.wi.gov/accountability/report-cards
- State comparison scores shown on page one are shown for context only. They are not used to determine this school's score or rating.

Student Achievement

What is the purpose of this Priority Area?
The purpose of this Priority Area is to indicate how the level of knowledge and skills for students in the school compares against state and national standards.

What is being measured?
This measure is a composite of ELA and mathematics performance-level profiles for the "all students" group in the Wisconsin Student Assessment System (WSAS) for all tested grades. The score is based on how a school's students are distributed across the four WSAS performance levels, and it takes three years worth of test data into account.

What can the report card data tell us?
Beyond a school-wide score for Student Achievement, the report card shows the distribution of students across the four WSAS performance levels for the most recent three years.

Readers can use these data to compare this school against the state average and to see if the data reveal any short-term trends. Schools can use this information to help develop overall achievement goals to guide improvement efforts.

These data are also broken out by groups of students. Readers can evaluate the impact of group performance on overall school performance. They can identify particular groups of students who are having trouble or doing well.

What goes into the calculation of the Priority Area score?
The data used to calculate a Priority Area score can be found on the following pages. Some supplemental data are also included to provide context. The accompanying Technical Guide explains how to calculate accountability scores, including worksheets that allow users to calculate these scores. See: http://dpi.wi.gov/accountability/report-cards.

Is the Priority Area score calculated for all students, for subgroups, or both?
The Student Achievement score is based on the "all students" group, not student subgroups.

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School Report Card Detail | 2016-17 | Student Achievement

Student Achievement — Total Score: NA/NA

English Language Arts Achievement Score: NA/NA

Performance Level	Points Multiplier	2014-15			2015-16			2016-17		
		Students		Points	Students		Points	Students		Points
		Count	Percent		Count	Percent		Count	Percent	
Advanced	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Proficient	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Basic	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Below Basic	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Total Tested	-	NA	NA	NA	NA	NA	NA	NA	NA	NA

Mathematics Achievement Score: NA/NA

Performance Level	Points Multiplier	2014-15			2015-16			2016-17		
		Students		Points	Students		Points	Students		Points
		Count	Percent		Count	Percent		Count	Percent	
Advanced	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Proficient	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Basic	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Below Basic	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Total Tested	-	NA	NA	NA	NA	NA	NA	NA	NA	NA

Notes

- Details on student achievement calculations can be found at http://dpi.wi.gov/accountability/report-cards.
- Student Achievement is based on Wisconsin Student Assessment System (WSAS) results for full academic year (FAY) students in all tested grades in the school.
- Scores are based on student performance on WSAS mathematics and English language arts statewide assessments.
- Points displayed in the tables above are weighted so that larger numbers of students and more recent years contribute more to the score for the Priority Area.

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School Report Card Detail | 2016-17 | Student Achievement

Student Achievement Supplemental Data

Group performance is provided for informational purposes only and is not used to determine the Student Achievement scores used in the accountability system.

English Language Arts Supplemental Data

Group	2014-15					2015-16					2016-17				
	Total Tested	Percent Advanced	Percent Proficient	Percent Basic	Percent Below Basic	Total Tested	Percent Advanced	Percent Proficient	Percent Basic	Percent Below Basic	Total Tested	Percent Advanced	Percent Proficient	Percent Basic	Percent Below Basic
All Students: State	402,406	19.6%	33.4%	24.9%	22.1%	423,435	8.9%	34.4%	34.8%	21.9%	430,725	9.7%	34.7%	34.3%	21.2%
All Students: School	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Black or African American	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Hispanic/Latino	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Native Hawaiian or Other Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Two or More Races	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Students with Disabilities	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Economically Disadvantaged	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Limited English Proficient	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*

Mathematics Supplemental Data

Group	2014-15					2015-16					2016-17				
	Total Tested	Percent Advanced	Percent Proficient	Percent Basic	Percent Below Basic	Total Tested	Percent Advanced	Percent Proficient	Percent Basic	Percent Below Basic	Total Tested	Percent Advanced	Percent Proficient	Percent Basic	Percent Below Basic
All Students: State	402,184	18.9%	26.1%	29.5%	25.5%	424,191	8.1%	33.8%	32.8%	25.2%	430,996	8.3%	33.9%	32.6%	25.2%
All Students: School	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Black or African American	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Hispanic/Latino	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Native Hawaiian or Other Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Two or More Races	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Students with Disabilities	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Economically Disadvantaged	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Limited English Proficient	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*

School Growth

What is the purpose of this Priority Area?

The purpose of this Priority Area is to give schools a measure that summarizes how rapidly their students are gaining knowledge and skills from year to year. In contrast to Student Achievement, which is based on the levels of proficiency students have attained, School Growth focuses on the pace of improvement in students' performance.

What is being measured?

This measure describes how much student knowledge of English language arts and mathematics in the school changes from year to year. It uses a value-added score that compares the change in a student's scores to those of observationally similar students.

What can the data tell us?

Measuring growth is an important complement to student achievement when assessing school performance. How well students are learning is reflected both by their level of attainment and by their rate of improvement. In some cases, a school's performance in Student Achievement could be quite different than its performance in School Growth.

The report card also provides School Growth data for groups of students. Readers can determine the impact of groups' growth performance on overall school growth performance. They can identify particular groups of students that are having trouble improving or that are improving rapidly.

What goes into the calculation of the Priority Area score?

The data used to calculate a Priority Area score can be found on the following page. Some supplemental data are also included to provide context. The accompanying Technical Guide explains how to calculate accountability scores, including worksheets that allow users to calculate these scores. See http://dpi.wi.gov/accountability/report-cards.

Is the Priority Area score calculated for all students, for student groups, or both?

The School Growth score is based on the "all students" group, not student subgroups.

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School Report Card Detail | 2016-17 | School Growth

School Growth

Total Score: NA/NA

These growth scores are derived from a value-added model. A value-added model measures a student's performance on standardized assessments over a period of time. It then compares the change in the student's scores to those of observationally similar students. If the student grew more than predicted by these peers' performance, we say her school had high value added. That is, the value the school added to the student's growth was higher than predicted.

English Language Arts Growth Score: NA/NA **Mathematics Growth Score: NA/NA**

Group	English Language Arts		Mathematics	
	Count	Value-Added Score	Count	Value-Added Score
All Students: School	NA	NA	NA	NA

School Growth Supplemental Data

Group performance is provided for informational purposes only and is not used to determine the Student Growth scores used in the accountability system. Supplemental value-added scores are calculated when 10 or more students are included in a group.

Group	English Language Arts		Mathematics	
	Count	Value-Added Score	Count	Value-Added Score
All Students: State	NA	NA	NA	NA
American Indian or Alaskan Native	NA	NA	NA	NA
Asian	NA	NA	NA	NA
Black or African American	NA	NA	NA	NA
Hispanic/Latino	NA	NA	NA	NA
Native Hawaiian or Other Pacific Islander	NA	NA	NA	NA
White	NA	NA	NA	NA
Two or More Races	NA	NA	NA	NA
Students with Disabilities	NA	NA	NA	NA
Economically Disadvantaged	NA	NA	NA	NA
Limited English Proficient	NA	NA	NA	NA

Notes
• Details on school growth calculations can be found at http://dpi.wi.gov/accountability/report-cards.

Closing Gaps

What is the purpose of this Priority Area?

The purpose of this Priority Area is to provide a measure that reflects the statewide goal of having all students improve, while narrowing the achievement and graduation gaps between groups of students. This measure acknowledges schools that raise the performance of traditionally lagging student groups, contributing to the closure of statewide gaps.

What is being measured?

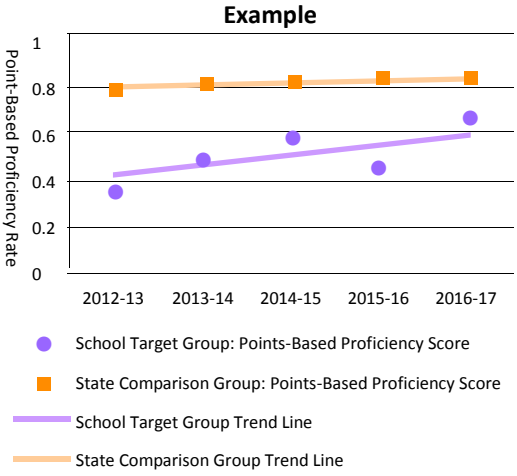
The growth in the proficiency rate of economically disadvantaged students, English language learners, and students with disabilities is compared against the growth in the state rate for each traditionally higher scoring comparison group. A supergroup is a group of 20 or more students that is comprised of at least two of the three target groups when those groups alone have fewer than 20 students. Supergroups allow more schools with small group sizes to be included in the accountability system. American Indian or Alaskan Native students, Asian students, Black or African American students, Hispanic/Latino students, Native Hawaiian or Other Pacific Islander students and two or more race students are compared to White students statewide.

School Target Group Points-Based Proficiency Rates						State Comparison Group Points-Based Proficiency Rates						Rate of Change		
Group	2012-13 Points	2013-14 Points	2014-15 Points	2015-16 Points	2016-17 Points	Group	2012-13 Points	2013-14 Points	2014-15 Points	2015-16 Points	2016-17 Points	School Target Group	State Comparison Group	Difference in Rate of Change
Example School Target Group	0.351	0.480	0.593	0.452	0.678	Example State Comparison Group	0.793	0.811	0.825	0.843	0.846	0.201	0.050	0.151

The above is an example of the type of tables that are shown for this school on the next page. Schools are awarded points for raising test scores and/or graduation rates of target groups.

The chart to the right demonstrates how groups are compared. There is a trend line for both groups, measuring the rate of change in points-based proficiency using an equal number of years of data.

If the target group's line (circles) is steeper than the comparison group's line, then the difference in rate of change (the rightmost column in the table) is larger. A large, positive difference in rate of change numbers indicates progress in closing gaps, resulting in a higher Closing Gaps score.



What can the data tell us?

This Priority Area shows whether the school is succeeding in helping lagging groups catch up. Closing Gaps scores can help explain whether factors affecting improved teaching and learning are affecting all groups equally.

What goes into the calculation of the Priority Area score?

The data used to calculate a Priority Area score can be found on the following pages. The accompanying Technical Guide explains how to calculate accountability scores, including worksheets that allow users to calculate these scores.
See: http://dpi.wi.gov/accountability/report-cards.

Is the Priority Area score calculated for all students, for student groups, or both?

The Closing Gaps score is based on student subgroups, not the "all students" group.

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McFarland | Public - All Students

School Report Card Detail | 2016-17 | Closing Gaps

Closing Gaps

Total Score: NA/NA

Closing Achievement Gaps - English Language Arts | Score: NA/NA

School Target Group Points-Based Proficiency Rates						State Comparison Group Points-Based Proficiency Rates						Rate of Change		
Group	2012-13 Points	2013-14 Points	2014-15 Points	2015-16 Points	2016-17 Points	Group	2012-13 Points	2013-14 Points	2014-15 Points	2015-16 Points	2016-17 Points	School Target Group	State Comparison Group	Difference in Rate of Change
American Indian or Alaskan Native	NA	NA	NA	NA	NA	White	NA	NA	NA	NA	NA	NA	NA	NA
Asian	NA	NA	NA	NA	NA		NA	NA	NA	NA	NA	NA	NA	NA
Black or African American	NA	NA	NA	NA	NA		NA	NA	NA	NA	NA	NA	NA	NA
Hispanic/Latino	NA	NA	NA	NA	NA		NA	NA	NA	NA	NA	NA	NA	NA
Native Hawaiian or Pacific Islander	NA	NA	NA	NA	NA		NA	NA	NA	NA	NA	NA	NA	NA
Two or More Races	NA	NA	NA	NA	NA		NA	NA	NA	NA	NA	NA	NA	NA
Students with Disabilities	NA	NA	NA	NA	NA	Students without Disabilities	NA	NA	NA	NA	NA	NA	NA	NA
Economically Disadvantaged	NA	NA	NA	NA	NA	Not Economically Disadvantaged	NA	NA	NA	NA	NA	NA	NA	NA
Limited English Proficient	NA	NA	NA	NA	NA	English Proficient	NA	NA	NA	NA	NA	NA	NA	NA
“All 3” Supergroup	NA	NA	NA	NA	NA	Not in “All 3” Supergroup	NA	NA	NA	NA	NA	NA	NA	NA
“SwD-ECD” Supergroup	NA	NA	NA	NA	NA	Not in “SwD-ECD” Supergroup	NA	NA	NA	NA	NA	NA	NA	NA
“SwD-LEP” Supergroup	NA	NA	NA	NA	NA	Not in “SwD-LEP” Supergroup	NA	NA	NA	NA	NA	NA	NA	NA
“ECD-LEP” Supergroup	NA	NA	NA	NA	NA	Not in “ECD-LEP” Supergroup	NA	NA	NA	NA	NA	NA	NA	NA

Closing Achievement Gaps - Mathematics | Score: NA/NA

School Target Group Points-Based Proficiency Rates						State Comparison Group Points-Based Proficiency Rates						Rate of Change		
Group	2012-13 Points	2013-14 Points	2014-15 Points	2015-16 Points	2016-17 Points	Group	2012-13 Points	2013-14 Points	2014-15 Points	2015-16 Points	2016-17 Points	School Target Group	State Comparison Group	Difference in Rate of Change
American Indian or Alaskan Native	NA	NA	NA	NA	NA	White	NA	NA	NA	NA	NA	NA	NA	NA
Asian	NA	NA	NA	NA	NA		NA	NA	NA	NA	NA	NA	NA	NA
Black or African American	NA	NA	NA	NA	NA		NA	NA	NA	NA	NA	NA	NA	NA
Hispanic/Latino	NA	NA	NA	NA	NA		NA	NA	NA	NA	NA	NA	NA	NA
Native Hawaiian or Pacific Islander	NA	NA	NA	NA	NA		NA	NA	NA	NA	NA	NA	NA	NA
Two or More Races	NA	NA	NA	NA	NA		NA	NA	NA	NA	NA	NA	NA	NA
Students with Disabilities	NA	NA	NA	NA	NA	Students without Disabilities	NA	NA	NA	NA	NA	NA	NA	NA
Economically Disadvantaged	NA	NA	NA	NA	NA	Not Economically Disadvantaged	NA	NA	NA	NA	NA	NA	NA	NA
Limited English Proficient	NA	NA	NA	NA	NA	English Proficient	NA	NA	NA	NA	NA	NA	NA	NA
“All 3” Supergroup	NA	NA	NA	NA	NA	Not in “All 3” Supergroup	NA	NA	NA	NA	NA	NA	NA	NA
“SwD-ECD” Supergroup	NA	NA	NA	NA	NA	Not in “SwD-ECD” Supergroup	NA	NA	NA	NA	NA	NA	NA	NA
“SwD-LEP” Supergroup	NA	NA	NA	NA	NA	Not in “SwD-LEP” Supergroup	NA	NA	NA	NA	NA	NA	NA	NA
“ECD-LEP” Supergroup	NA	NA	NA	NA	NA	Not in “ECD-LEP” Supergroup	NA	NA	NA	NA	NA	NA	NA	NA

Notes

- Details on closing gaps calculations can be found at http://dpi.wi.gov/accountability/report-cards.
- See the notes on page 11 for further details on Closing Gaps.

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

Destinations Career Academy of Wisconsin High School
Attachment 56-60 - TPP
McFarland | Public - All Students
School Report Card Detail | 2016-17 | Closing Gaps

Closing Gaps

Total Score: NA/NA

Graduation Rate Gaps Score: NA/NA

Closing Graduation Gaps - Four Year | Score: NA/NA

School Target Group Graduation Rates						State Comparison Group Graduation Rates						Rate of Change		
Group	2011-12 Graduation Rate	2012-13 Graduation Rate	2013-14 Graduation Rate	2014-15 Graduation Rate	2015-16 Graduation Rate	Group	2011-12 Graduation Rate	2012-13 Graduation Rate	2013-14 Graduation Rate	2014-15 Graduation Rate	2015-16 Graduation Rate	School Target Group	State Comparison Group	Difference in Rate of Change
American Indian or Alaskan Native	NA	NA	NA	NA	NA	White	NA	NA	NA	NA	NA	NA	NA	NA
Asian	NA	NA	NA	NA	NA		NA	NA	NA	NA	NA	NA	NA	NA
Black or African American	NA	NA	NA	NA	NA		NA	NA	NA	NA	NA	NA	NA	NA
Hispanic/Latino	NA	NA	NA	NA	NA		NA	NA	NA	NA	NA	NA	NA	NA
Native Hawaiian or Pacific Islander	NA	NA	NA	NA	NA		NA	NA	NA	NA	NA	NA	NA	NA
Two or More Races	NA	NA	NA	NA	NA		NA	NA	NA	NA	NA	NA	NA	NA
Students with Disabilities	NA	NA	NA	NA	NA	Students without Disabilities	NA	NA	NA	NA	NA	NA	NA	NA
Economically Disadvantaged	NA	NA	NA	NA	NA	Not Economically Disadvantaged	NA	NA	NA	NA	NA	NA	NA	NA
Limited English Proficient	NA	NA	NA	NA	NA	English Proficient	NA	NA	NA	NA	NA	NA	NA	NA
“All 3” Supergroup	NA	NA	NA	NA	NA	Not in “All 3” Supergroup	NA	NA	NA	NA	NA	NA	NA	NA
“SwD-ECD” Supergroup	NA	NA	NA	NA	NA	Not in “SwD-ECD” Supergroup	NA	NA	NA	NA	NA	NA	NA	NA
“SwD-LEP” Supergroup	NA	NA	NA	NA	NA	Not in “SwD-LEP” Supergroup	NA	NA	NA	NA	NA	NA	NA	NA
“ECD-LEP” Supergroup	NA	NA	NA	NA	NA	Not in “ECD-LEP” Supergroup	NA	NA	NA	NA	NA	NA	NA	NA

Closing Graduation Gaps - Six Year| Score: NA/NA

School Target Group Graduation Rates						State Comparison Group Graduation Rates						Rate of Change		
Group	2011-12 Graduation Rate	2012-13 Graduation Rate	2013-14 Graduation Rate	2014-15 Graduation Rate	2015-16 Graduation Rate	Group	2011-12 Graduation Rate	2012-13 Graduation Rate	2013-14 Graduation Rate	2014-15 Graduation Rate	2015-16 Graduation Rate	School Target Group	State Comparison Group	Difference in Rate of Change
American Indian or Alaskan Native	NA	NA	NA	NA	NA	White	NA	NA	NA	NA	NA	NA	NA	NA
Asian	NA	NA	NA	NA	NA		NA	NA	NA	NA	NA	NA	NA	NA
Black or African American	NA	NA	NA	NA	NA		NA	NA	NA	NA	NA	NA	NA	NA
Hispanic/Latino	NA	NA	NA	NA	NA		NA	NA	NA	NA	NA	NA	NA	NA
Native Hawaiian or Pacific Islander	NA	NA	NA	NA	NA		NA	NA	NA	NA	NA	NA	NA	NA
Two or More Races	NA	NA	NA	NA	NA		NA	NA	NA	NA	NA	NA	NA	NA
Students with Disabilities	NA	NA	NA	NA	NA	Students without Disabilities	NA	NA	NA	NA	NA	NA	NA	NA
Economically Disadvantaged	NA	NA	NA	NA	NA	Not Economically Disadvantaged	NA	NA	NA	NA	NA	NA	NA	NA
Limited English Proficient	NA	NA	NA	NA	NA	English Proficient	NA	NA	NA	NA	NA	NA	NA	NA
“All 3” Supergroup	NA	NA	NA	NA	NA	Not in “All 3” Supergroup	NA	NA	NA	NA	NA	NA	NA	NA
“SwD-ECD” Supergroup	NA	NA	NA	NA	NA	Not in “SwD-ECD” Supergroup	NA	NA	NA	NA	NA	NA	NA	NA
“SwD-LEP” Supergroup	NA	NA	NA	NA	NA	Not in “SwD-LEP” Supergroup	NA	NA	NA	NA	NA	NA	NA	NA
“ECD-LEP” Supergroup	NA	NA	NA	NA	NA	Not in “ECD-LEP” Supergroup	NA	NA	NA	NA	NA	NA	NA	NA

Notes See the notes on page 11 for further details on Closing Gaps.

Closing Gaps

Total Score: NA/NA

Notes - Prior Three Pages

- Details on Closing Gaps calculations can be found at http://dpi.wi.gov/accountability/report-cards.
- Closing Graduation Gaps is based on graduation data from prior years because 2016-17 data are not yet available. For graduation calculations, 2015-16 data is the most current.
- Points-based proficiency rate is calculated by multiplying the number of advanced students by 1.5, proficient students by 1.0, basic students by 0.5 and minimal performance students by 0.0.
- Count of students for achievement calculations can be found in the Achievement Priority Area of the Report Card.
- If the group's average points-based proficiency rate or graduation rate is greater than or equal to 0.9, the rate of change is adjusted to be equal to the highest rate of change observed for that group at any school in the state. This will be indicated on the report card by the symbol "!". This is to ensure that schools with very high achievement or graduation are not penalized with low Closing Gaps scores for small increases in gaps.
- In 2015-16 two new race/ethnicity categories were added: "Native Hawaiian or Other Pacific Islander" and "Two or More Races". Closing Achievement Gaps results for these categories will be calculated as data become available.
- Beginning on 2016-17 report cards, each subgroup included in Closing Gaps calculations is compared to its statewide comparison group using the same number of years of data. For example, if three years of data are available to determine the trend for the students with disabilities subgroup, three years of data are included in the statewide comparison group trend for students without disabilities.

About Supergroups

Supergroups are a way to look at closing gaps among groups of students that would ordinarily be too small to include. A supergroup is made up of all the students that belong to any of the groups in the supergroup:

- "All 3" Supergroup: students with disabilities and economically disadvantaged and limited English proficient students.
- "SwD-ECD" Supergroup: students with disabilities and economically disadvantaged students.
- "SwD-LEP" Supergroup: students with disabilities and limited English proficient students.
- "ECD-LEP" Supergroup: economically disadvantaged and limited English proficient students.

A supergroup is used to evaluate Closing Gaps only when there are fewer than 20 students in each of the individual groups within the supergroup, but more than 20 students in the supergroup. For example, if a school had fewer than 20 students with disabilities and fewer than 20 economically disadvantaged students, but more than 20 students when those groups are combined, the "SwD-ECD" supergroup would be used to evaluate Closing Gaps. Students are not double-counted in a supergroup. In the example above, an economically disadvantaged student with a disability is only counted once in the supergroup.

On-Track and Postsecondary Readiness

What is the purpose of this Priority Area?

The purpose of this Priority Area is to give schools an indication of how successfully students are achieving educational milestones that predict postsecondary readiness for college and career.

What is being measured?

This Priority Area has two parts. The first part includes both graduation rate and attendance rate. The second includes third-grade English language arts achievement and eighth-grade mathematics achievement as applicable to the school. The scores for these two parts are added to produce the Priority Area score.

What can the data tell us?

Graduation rates measure a key education milestone. Attendance rate represents an important prerequisite for student learning.

Third-grade English language arts ability is linked to high school performance, graduation, and college enrollment for Wisconsin students. Eighth-grade mathematics ability predicts success in high school mathematics. These are important metrics for schools to monitor.

In the future, other indicators may be incorporated into this Priority Area as we find better ways to measure whether students are on the right trajectory for college and career readiness.

What goes into the calculation of the Priority Area score?

The data used to calculate a Priority Area score can be found on the following pages. Some supplemental data are also included to provide context. The accompanying Technical Guide explains how to calculate accountability scores, including worksheets that allow users to calculate these scores. See: http://dpi.wi.gov/accountability/report-cards.

Is the Priority Area score calculated for all students, for student groups, or both?

The On-Track and Postsecondary Readiness score is based on the "all students" group for Graduation, Third Grade English Language Arts Achievement, and Eighth Grade Mathematics Achievement, and based on the average of the "all students" group and the student subgroup with the lowest rate for Attendance.

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

Destinations Career Academy of Wisconsin High School
Attachment 56.60 - TPP
McFarland | Public - All Students
School Report Card Detail | 2016-17 | On-Track and Postsecondary Readiness

On-Track and Postsecondary Readiness — Total Score: NA/NA

2015-16 Attendance Score: NA/NA

Group	Enrollment	Attended Days	Possible Days	Rate
All Students	NA	NA	NA	NA
NA	NA	NA	NA	NA

2015-16 Graduation Score: NA/NA

Group	Four-Year Cohort Graduation Rate			Six-Year Cohort Graduation Rate		
	Students in Cohort	Graduates	Rate	Students in Cohort	Graduates	Rate
All Students	<20	*	*	<20	*	*

On-Track and Postsecondary Readiness Supplemental Data

Group performance is provided for informational purposes only and is not used to determine the On-Track and Postsecondary Readiness scores used in the accountability system.

Group	Four-Year Cohort Graduation Rate			Six-Year Cohort Graduation Rate		
	Students in Cohort	Graduates	Rate	Students in Cohort	Graduates	Rate
American Indian or Alaskan Native	<20	*	*	<20	*	*
Asian	<20	*	*	<20	*	*
Black or African American	<20	*	*	<20	*	*
Hispanic/Latino	<20	*	*	<20	*	*
Native Hawaiian or Other Pacific Islander	<20	*	*	<20	*	*
White	<20	*	*	<20	*	*
Two or More Races	<20	*	*	<20	*	*
Students with Disabilities	<20	*	*	<20	*	*
Economically Disadvantaged	<20	*	*	<20	*	*
Limited English Proficient	<20	*	*	<20	*	*

Notes

- Details on On-Track and Postsecondary Readiness calculations can be found at http://dpi.wi.gov/accountability/report-cards
- Due to data availability, Attendance and Graduation data are lagged by one year. For the 2016-17 report cards, On-Track and Postsecondary Readiness calculations use these data from the 2015-16 school year.

On-Track and Postsecondary Readiness

Total Score: NA/NA

2016-17 3rd Grade English Language Arts Achievement Score: NA/NA

Performance Level	Points Multiplier	2014-15			2015-16			2016-17		
		Students		Points	Students		Points	Students		Points
		Count	Percent		Count	Percent		Count	Percent	
Advanced	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Proficient	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Basic	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Below Basic	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Total Tested	-	NA	NA	NA	NA	NA	NA	NA	NA	NA

2016-17 8th Grade Mathematics Achievement Score: NA/NA

Performance Level	Points Multiplier	2014-15			2015-16			2016-17		
		Students		Points	Students		Points	Students		Points
		Count	Percent		Count	Percent		Count	Percent	
Advanced	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Proficient	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Basic	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Below Basic	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Total Tested	-	NA	NA	NA	NA	NA	NA	NA	NA	NA

Notes

- Details on On-Track and Postsecondary Readiness calculations can be found at http://dpi.wi.gov/accountability/report-cards .
- Third Grade English Language Arts and 8th Grade Mathematics Scores are determined in the same way as for the Student Achievement Priority Area. However, if there are fewer than 20 students in the most recent year, then the most recent two years of data are combined so that the cell size requirement is met.
- Student achievement is based on Wisconsin Student Assessment System (WSAS) results for full academic year (FAY) students.
- Points displayed in the tables above are weighted so that larger numbers of students and more recent years contribute more to the score for the Priority Area.

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

Destinations Career Academy of Wisconsin High School
Attachment 56-60 - TPP
McFarland | Public - All Students

School Report Card Detail | 2016-17 | Student Engagement Indicators

Student Engagement Indicators

Goals Met: NA/NA

Both one-year and three-year rates are considered for Absenteeism and Dropout rates. If either the one-year or three-year rate meets the goal then no points are deducted. The three-year rate is based on two years of data when three years are not available.

Indicator	Goal	One-Year School Rate	Three-Year School Rate	Points Deducted
Absenteeism Rate	Less than 13%	NA	NA	NA
Dropout Rate	Less than 6%	NA	NA	NA

Student Engagement Indicators Data

Group performance for Absenteeism Rate and Dropout Rate is provided below for informational purposes only and is not used to determine whether these goals have been met. Test Participation data reflect the one-year test participation of groups. Note that there is no longer a score deduction associated with Test Participation on the 2016-17 Report Cards.

Group	Absenteeism Rate				Dropout Rate				Test Participation Rate (Not Scored)			
	One Year		Three Year		One Year		Three Year					
	Students	Rate	Students	Rate	Students	Rate	Students	Rate	ELA Students	ELA Rate	Mathematics Students	Mathematics Rate
All Students: School	<20	NA	NA	NA	<20	NA	NA	NA	<20	*	<20	*
American Indian or Alaskan Native	<20	*	NA	NA	<20	*	NA	NA	<20	*	<20	*
Asian	<20	*	NA	NA	<20	*	NA	NA	<20	*	<20	*
Black or African American	<20	*	NA	NA	<20	*	NA	NA	<20	*	<20	*
Hispanic/Latino	<20	*	NA	NA	<20	*	NA	NA	<20	*	<20	*
Native Hawaiian or Other Pacific Islander	<20	*	NA	NA	<20	*	NA	NA	<20	*	<20	*
Two or More Races	<20	*	NA	NA	<20	*	NA	NA	<20	*	<20	*
White	<20	*	NA	NA	<20	*	NA	NA	<20	*	<20	*
Students with Disabilities	<20	*	NA	NA	<20	*	NA	NA	<20	*	<20	*
Economically Disadvantaged	<20	*	NA	NA	<20	*	NA	NA	<20	*	<20	*
Limited English Proficient	<20	*	NA	NA	<20	*	NA	NA	<20	*	<20	*

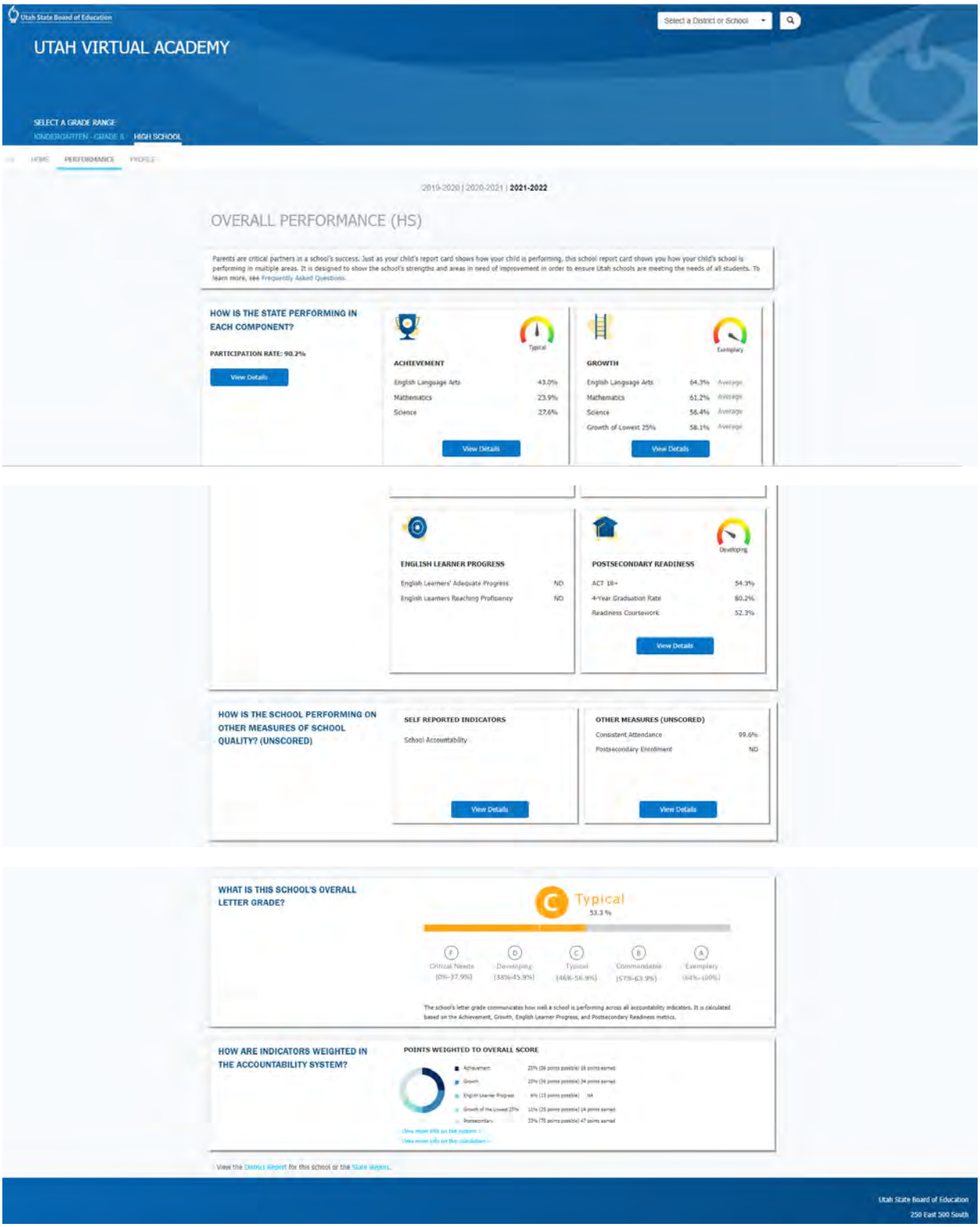
Notes

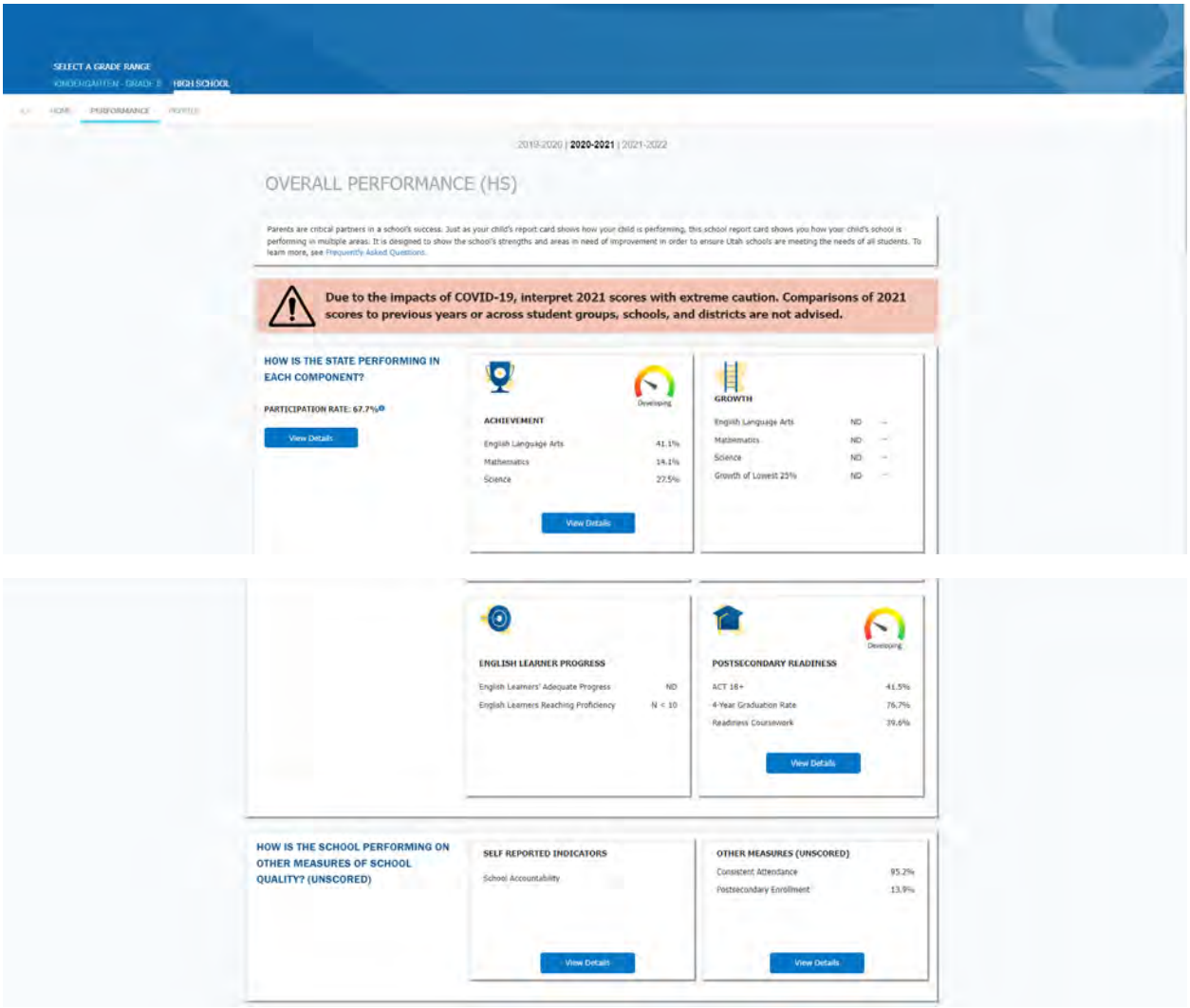
- Details on Student Engagement Indicator calculations can be found at http://dpi.wi.gov/accountability/report-cards.
- All schools are expected to meet Student Engagement Indicator goals in these areas.
- Absenteeism Rate and Dropout Rate are not rounded.
- Absenteeism Rate is the percent of students who are chronically absent (absent at least 16% of the time).

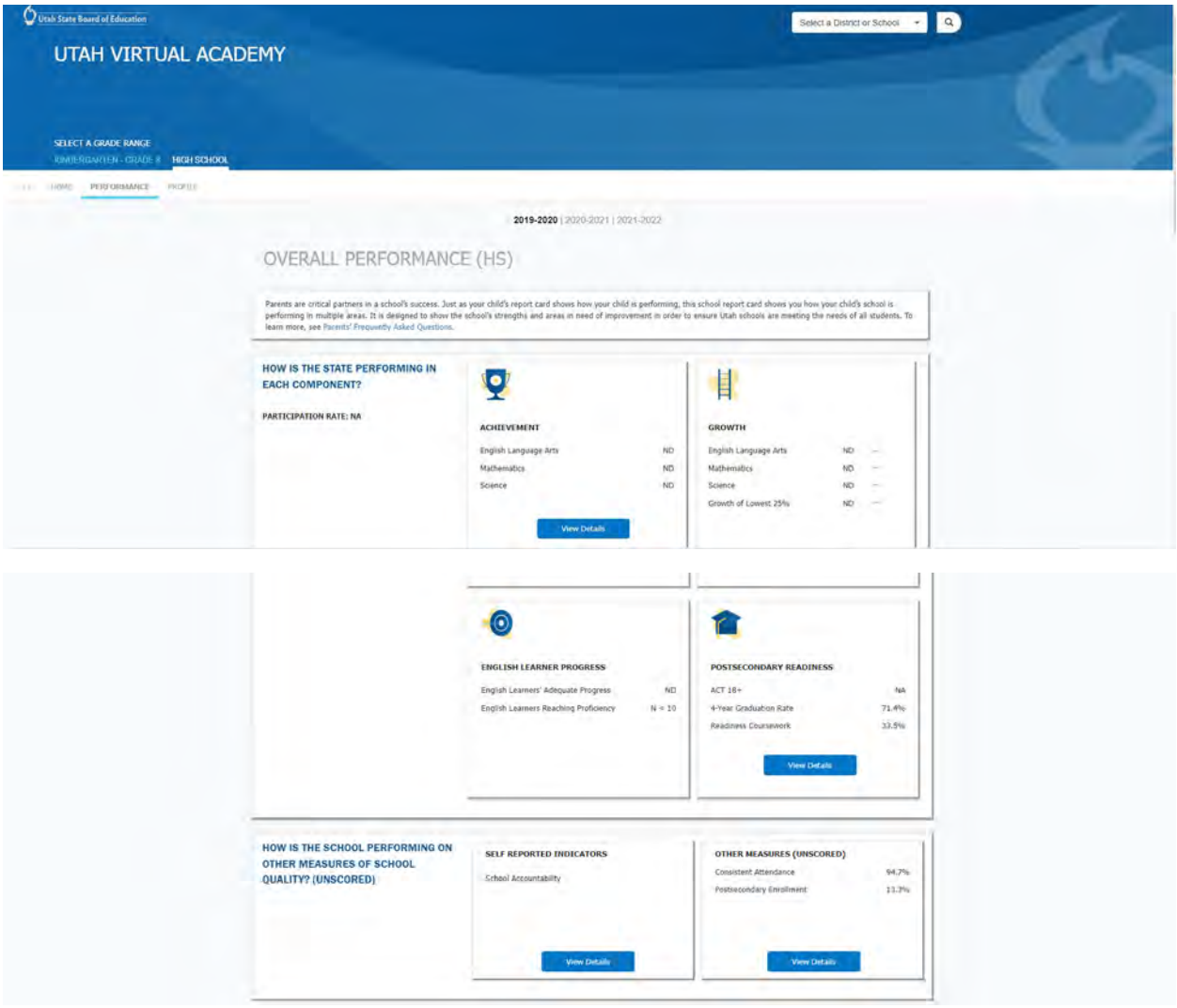
Attachment 56-60 - TPP

Utah Virtual Academy

Utah Virtual Academy restructured their high school to be a Destinations Career Academy (DCA) school-within-a-school model three years ago. Since the transition to the DCA model, the 2022 graduation rate almost doubled to 80.4%, with the school receiving the “typical school” rating 2022. UTVA earned an “Exemplary” rating for student growth (the highest possible rating).


Utah State Board of Education
UTAH VIRTUAL ACADEMY
Select a District or School
SELECT A GRADE RANGE
KINDERGARTEN - GRADE 8
HIGH SCHOOL
HOME
PERFORMANCE
PROFILE
2019-2020 | 2020-2021 | 2021-2022
OVERALL PERFORMANCE (HS)
Parents are critical partners in a school's success. Just as your child's report card shows how your child is performing, this school report card shows you how your child's school is performing in multiple areas. It is designed to show the school's strengths and areas in need of improvement in order to ensure Utah schools are meeting the needs of all students. To learn more, see Frequently Asked Questions.
HOW IS THE STATE PERFORMING IN EACH COMPONENT?
PARTICIPATION RATE: 90.2%
View Details
ACHIEVEMENT
Typical
English Language Arts 43.0%
Mathematics 23.9%
Science 27.6%
View Details
GROWTH
Exemplary
English Language Arts 64.3% Average
Mathematics 61.2% Average
Science 56.4% Average
Growth of Lowest 25% 58.1% Average
View Details
ENGLISH LEARNER PROGRESS
English Learners' Adequate Progress ND
English Learners Reaching Proficiency ND
POSTSECONDARY READINESS
Developing
ACT 18+ 54.3%
4-Year Graduation Rate 80.2%
Readiness Coursework 52.3%
View Details
HOW IS THE SCHOOL PERFORMING ON OTHER MEASURES OF SCHOOL QUALITY? (UNSCORED)
SELF REPORTED INDICATORS
School Accountability
View Details
OTHER MEASURES (UNSCORED)
Consistent Attendance 99.6%
Postsecondary Enrollment ND
View Details
WHAT IS THIS SCHOOL'S OVERALL LETTER GRADE?
C Typical
53.3 %
F Critical Needs (0%-37.9%)
D Developing (38%-45.9%)
C Typical (46%-56.9%)
B Commendable (57%-63.9%)
A Exemplary (64%-100%)
The school's letter grade communicates how well a school is performing across all accountability indicators. It is calculated based on the Achievement, Growth, English Learner Progress, and Postsecondary Readiness metrics.
HOW ARE INDICATORS WEIGHTED IN THE ACCOUNTABILITY SYSTEM?
POINTS WEIGHTED TO OVERALL SCORE
View the District Report for this school or the State Report.
Utah State Board of Education
250 East 500 South


SELECT A GRADE RANGE
HIGH SCHOOL
HOME
PERFORMANCE
2019-2020 | 2020-2021 | 2021-2022
OVERALL PERFORMANCE (HS)
Parents are critical partners in a school's success. Just as your child's report card shows how your child is performing, this school report card shows you how your child's school is performing in multiple areas. It is designed to show the school's strengths and areas in need of improvement in order to ensure Utah schools are meeting the needs of all students. To learn more, see Frequently Asked Questions.
Due to the impacts of COVID-19, interpret 2021 scores with extreme caution. Comparisons of 2021 scores to previous years or across student groups, schools, and districts are not advised.
HOW IS THE STATE PERFORMING IN EACH COMPONENT?
PARTICIPATION RATE: 67.7%
View Details
ACHIEVEMENT
Developing
English Language Arts 41.1%
Mathematics 14.1%
Science 27.5%
View Details
GROWTH
English Language Arts ND
Mathematics ND
Science ND
Growth of Lowest 25% ND
ENGLISH LEARNER PROGRESS
English Learners' Adequate Progress ND
English Learners Reaching Proficiency N < 10
POSTSECONDARY READINESS
Developing
ACT 18+ 41.5%
4-Year Graduation Rate 76.7%
Readiness Coursework 39.6%
View Details
HOW IS THE SCHOOL PERFORMING ON OTHER MEASURES OF SCHOOL QUALITY? (UNSCORED)
SELF REPORTED INDICATORS
School Accountability
View Details
OTHER MEASURES (UNSCORED)
Consistent Attendance 95.2%
Postsecondary Enrollment 13.9%
View Details


Utah State Board of Education
UTAH VIRTUAL ACADEMY
Select a District or School
SELECT A GRADE RANGE
HIGH SCHOOL
HOME
PERFORMANCE
PROFILE
2019-2020 | 2020-2021 | 2021-2022
OVERALL PERFORMANCE (HS)
Parents are critical partners in a school's success. Just as your child's report card shows how your child is performing, this school report card shows you how your child's school is performing in multiple areas. It is designed to show the school's strengths and areas in need of improvement in order to ensure Utah schools are meeting the needs of all students. To learn more, see Parents' Frequently Asked Questions.
HOW IS THE STATE PERFORMING IN EACH COMPONENT?
PARTICIPATION RATE: NA
ACHIEVEMENT
English Language Arts ND
Mathematics ND
Science ND
View Details
GROWTH
English Language Arts ND
Mathematics ND
Science ND
Growth of Lowest 25% ND
ENGLISH LEARNER PROGRESS
English Learners' Adequate Progress ND
English Learners Reaching Proficiency N < 10
POSTSECONDARY READINESS
ACT 18+ NA
4-Year Graduation Rate 71.4%
Readiness Coursework 33.5%
View Details
HOW IS THE SCHOOL PERFORMING ON OTHER MEASURES OF SCHOOL QUALITY? (UNSCORED)
SELF REPORTED INDICATORS
School Accountability
View Details
OTHER MEASURES (UNSCORED)
Consistent Attendance 94.7%
Postsecondary Enrollment 11.3%
View Details

Attachment 56-60 - TPP

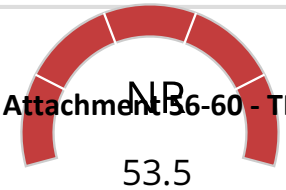
Nevada Virtual Academy

Nevada Virtual Academy has annually surpassed the state average in 4-Year Graduation Rate, 5-Year Graduation Rate, and Chronic Absenteeism. The school has also improved its Post-Secondary Preparation Participation, which CRE is a part of.

Nevada Virtual Academy

School Year 2021-2022 Nevada School Rating

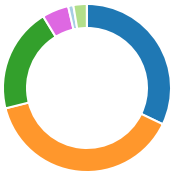
School Level: High School
Grade Levels: 06-12
District: State Public Charter School Authority
School Address: 4801 S. Sandhill Rd. Las Vegas, NV 89121



Attachment 56-60 - TPP

53.5
Total Index Score

School Type: *SPCSA*
School Designation: *No Designation*
95% Assessment Participation: *Met*



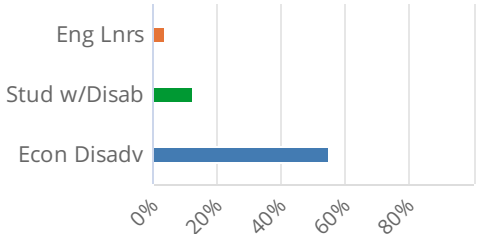
Student Race/Ethnicity

38.9%	White
20.1%	Bl/Afr Am
32.0%	Hisp/Latino
5.1%	Asian
1.0%	Am Ind/AK Nat
2.6%	Pac Isl
0.0%	Two or More

School Performance History

School Year	Index Score/ Star Rating
2020-2021	53.0 ★★★
2019-2020	53.0 ★★★

Additional Student Groups



What does my school rating mean?

In accordance with the U.S. Department of Education's addendum in response to the COVID-19 pandemic, flexibility was offered with State accountability reporting for the 2021-2022 school year. Star ratings are not calculated for SY21-22, but all schools have been provided with index scores 1-100 in order to meaningfully differentiate schools. Additionally, schools that have the required Indicators and Measures to be evaluated for CSI, TSI, or ATSI supports are evaluated for designated supports.

How are school star ratings determined?

Schools receive points based on student performance across various Indicators and Measures. These points are totaled and divided by the points possible to produce an index score from 1-100.

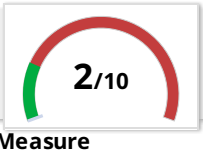
How are star ratings determined based on total index score?

In accordance with the U.S. Department of Education's addendum for accountability, school star ratings are not calculated for the 2021-2022 school year.

2021-2022 School Performance

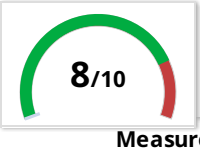
Academic Achievement Indicator

Measure	School Rate	District Rate
Math Proficiency	9.9	25.2
ELA Proficiency	34.3	54.3
Science Proficiency	35.3	31.6



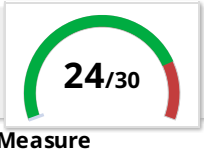
English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	5.8	14.1



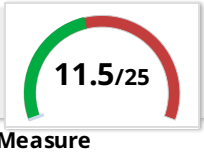
Student Engagement Indicator

Measure	School Rate	District Rate
9th Grade Credit Sufficiency	87.6	93.0
Chronic Absenteeism	<5	17.9
Climate Survey Participation	79.0	N/A



Graduation Rates Indicator

Measure	School Rate	District Rate
4-Year	86.2	86.8
5-Year	89.6	87.0

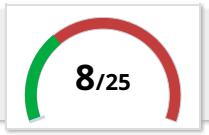


College and Career Readiness Indicator

Measure	School Rate	District Rate
Post-Secondary Preparation Participation	63.1	71.5
Post-Secondary Preparation Completion	14.1	48.4
Advanced or CCR Diploma	28.6	47.6

Climate Survey Participation is not a point-earning measure.

Graduation and diploma rates are based on the class of 2020-2021.



Academic Achievement

Attachment 56-60 - TPP

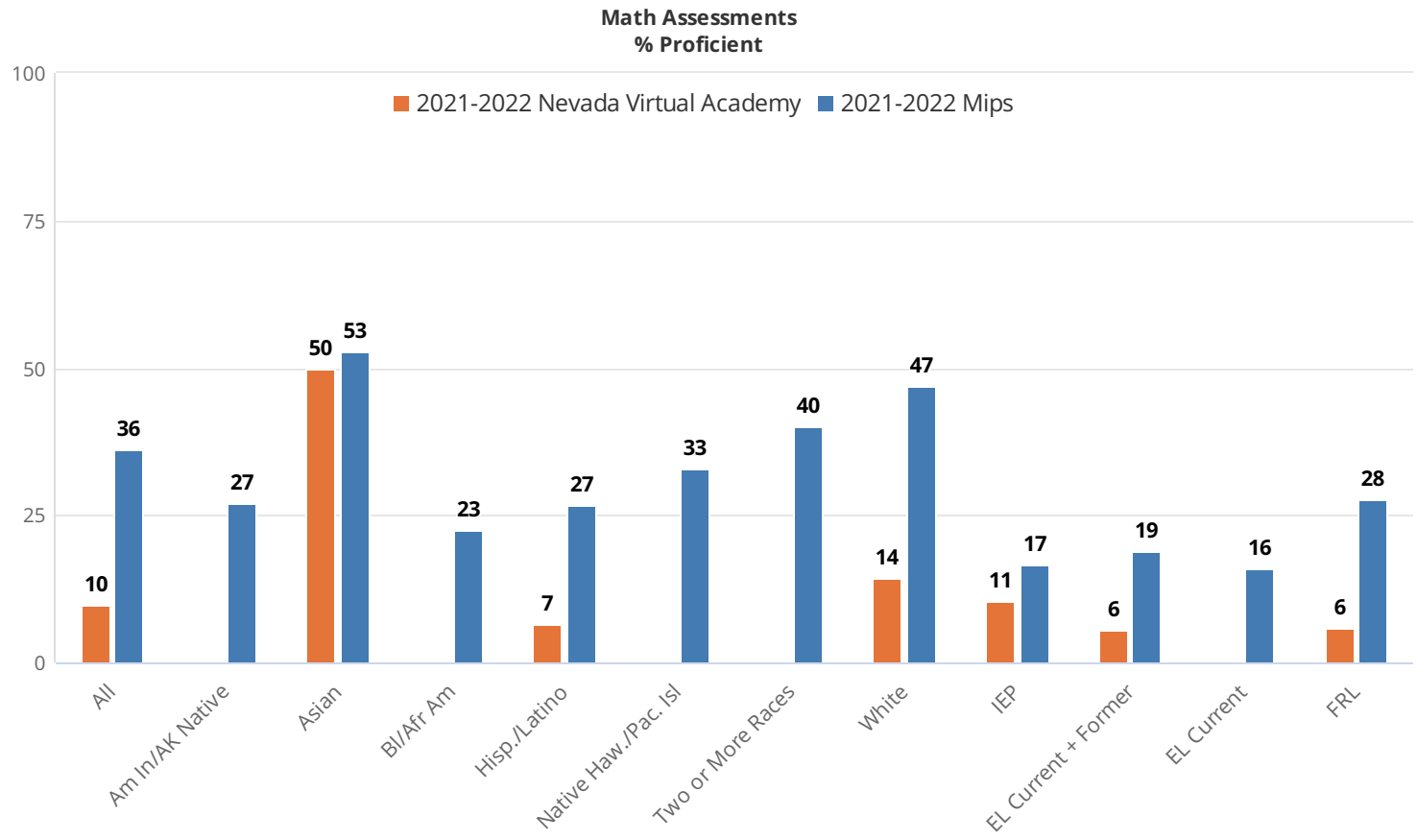
Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set to determine the achievement level needed to be proficient on the assessment. Points are earned based on the percent of students proficient in the areas of English Language Arts (ELA), Math and Science based on the ACT, Nevada Science, and Nevada Alternate assessments.

Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year ill be included in the Measures in this Indicator.

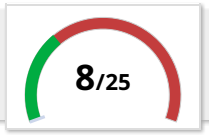
Math Proficient

Math Proficient Points Earned: 1.5/10

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	9.9	25.2	36.19			
American Indian/Alaska Native	-	-	26.96			
Asian	50.0	55.1	52.76			
Black/African American	<5	10.2	22.5			
Hispanic/Latino	6.5	14.2	26.78			
Pacific Islander	-	23.0	32.8			
Two or More Races	-	31.9	40.11			
White/Caucasian	14.4	33.8	47.04			
Special Education	10.5	6.6	16.76			
English Learners Current + Former	5.5	<5	18.8			
English Learners Current	<5	<5	16.04			
Economically Disadvantaged	5.8	14.6	27.8			



'N/A' indicates that this population was not present. '*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.



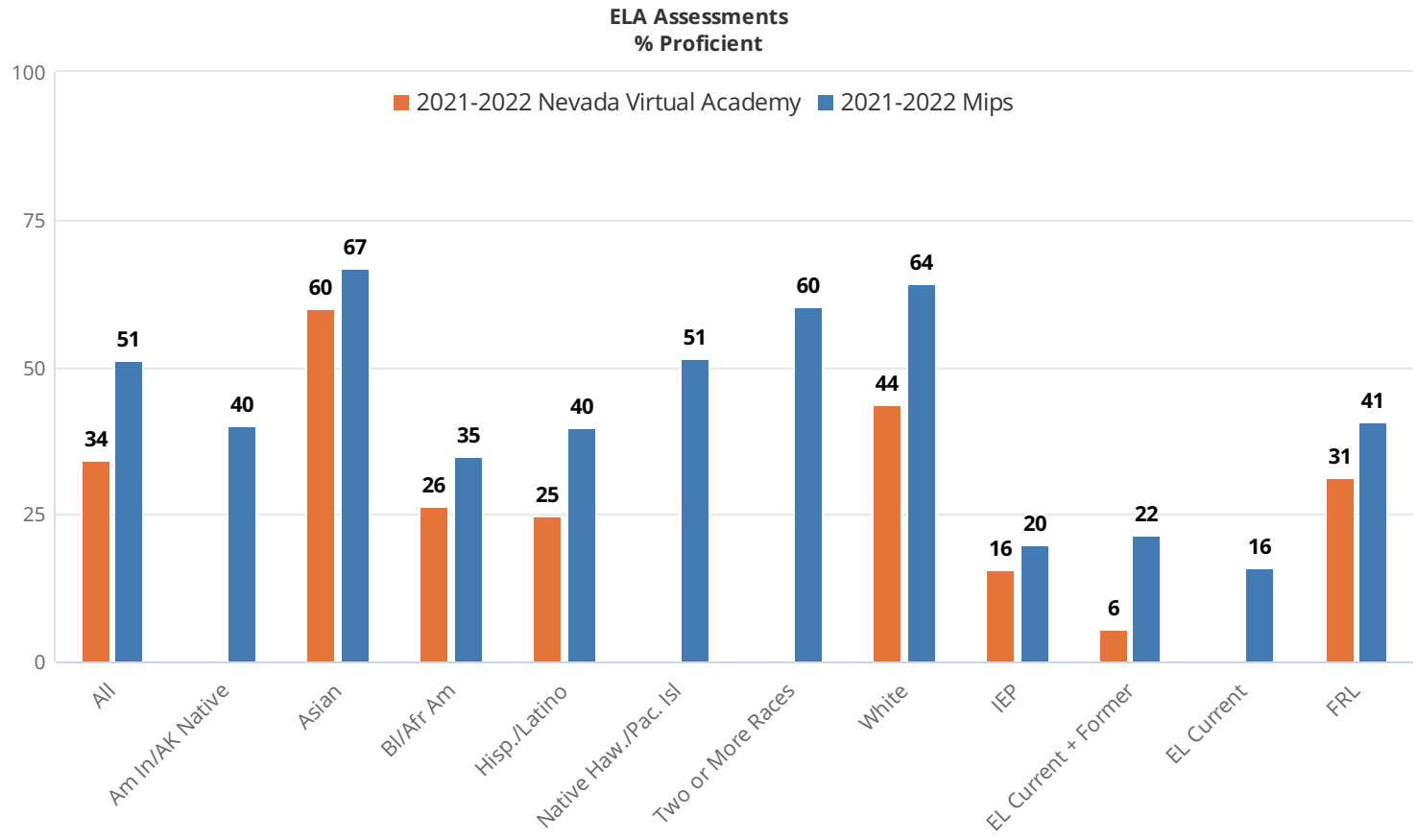
Academic Achievement

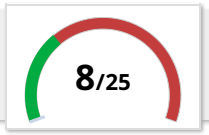
Attachment 56-60 - TPP

ELA Proficient

ELA Proficient Points Earned: 3.5/10

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	34.3	54.3	51.11			
American Indian/Alaska Native	-	-	39.92			
Asian	60.0	78.7	66.85			
Black/African American	26.3	40.6	34.82			
Hispanic/Latino	24.7	42.3	39.67			
Pacific Islander	-	35.8	51.31			
Two or More Races	-	60.5	60.16			
White/Caucasian	43.5	65.7	64.14			
Special Education	15.7	16.5	19.92			
English Learners Current + Former	5.5	12.5	21.64			
English Learners Current	<5	9.2	15.98			
Economically Disadvantaged	31.3	43.4	40.77			





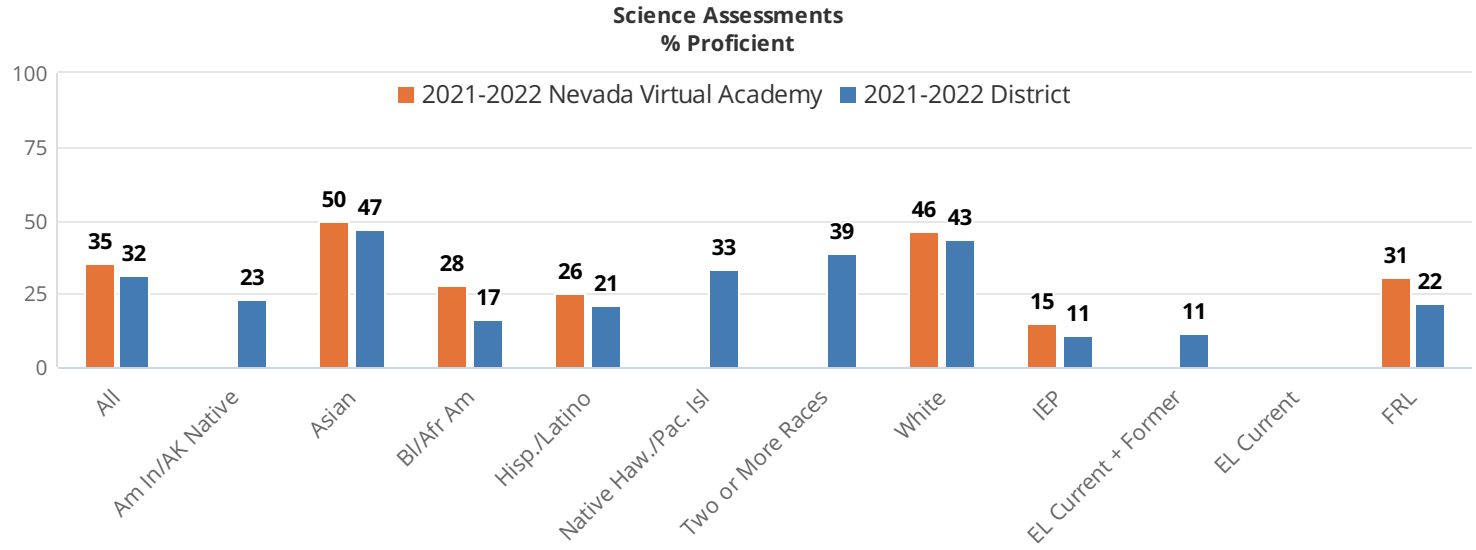
Academic Achievement

Attachment 56-60 - TPP

Science Proficient

Science Proficient Points Earned: 3/5

Groups	2022 %	2022 % District	2021 %	2021 % District
All Students	35.3	31.6		
American Indian/Alaska Native	-	23.0		
Asian	50.0	46.9		
Black/African American	28.0	16.5		
Hispanic/Latino	25.5	21.0		
Pacific Islander	-	33.3		
Two or More Races	-	39.1		
White/Caucasian	46.2	43.2		
Special Education	14.8	10.8		
English Learners Current + Former	-	11.4		
English Learners Current	-	<5		
Economically Disadvantaged	30.9	22.1		



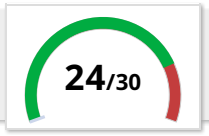
Participation on State Assessments

At least 95% of all students and 95% of students in each subgroup must participate in the state Math and ELA assessments. Any group or subgroup that does not meet 95% participation on each assessment will be flagged. In the first year of flags, a school will receive a "participation warning" but will have no points deducted. A second consecutive year of flags will result in a school receiving a "participation penalty" and points will be deducted from the Academic Achievement Indicator, based upon the number of flags. Subsequent consecutive years of flags will result in points deducted. Note that the same subgroups do not need to be flagged each year to receive warnings/penalties. Only Math and ELA assessments impact participation warnings/penalties.

Participation Penalty:

Groups	2022 % Math	2022 % ELA	2021 % Math	2021 % ELA
All Students	>=95%	>=95%		
American Indian/Alaska Native	-	-		
Asian	-	-		
Black/African American	>=95%	>=95%		
Hispanic/Latino	>=95%	>=95%		
Pacific Islander	-	-		
Two or More Races	-	-		
White/Caucasian	>=95%	>=95%		
Special Education	>=95%	>=95%		
English Learners Current + Former	N/A	N/A		
English Learners Current	-	-		
Economically Disadvantaged	>=95%	>=95%		

Yellow indicates 95% participation requirement not met.



Graduation Rates

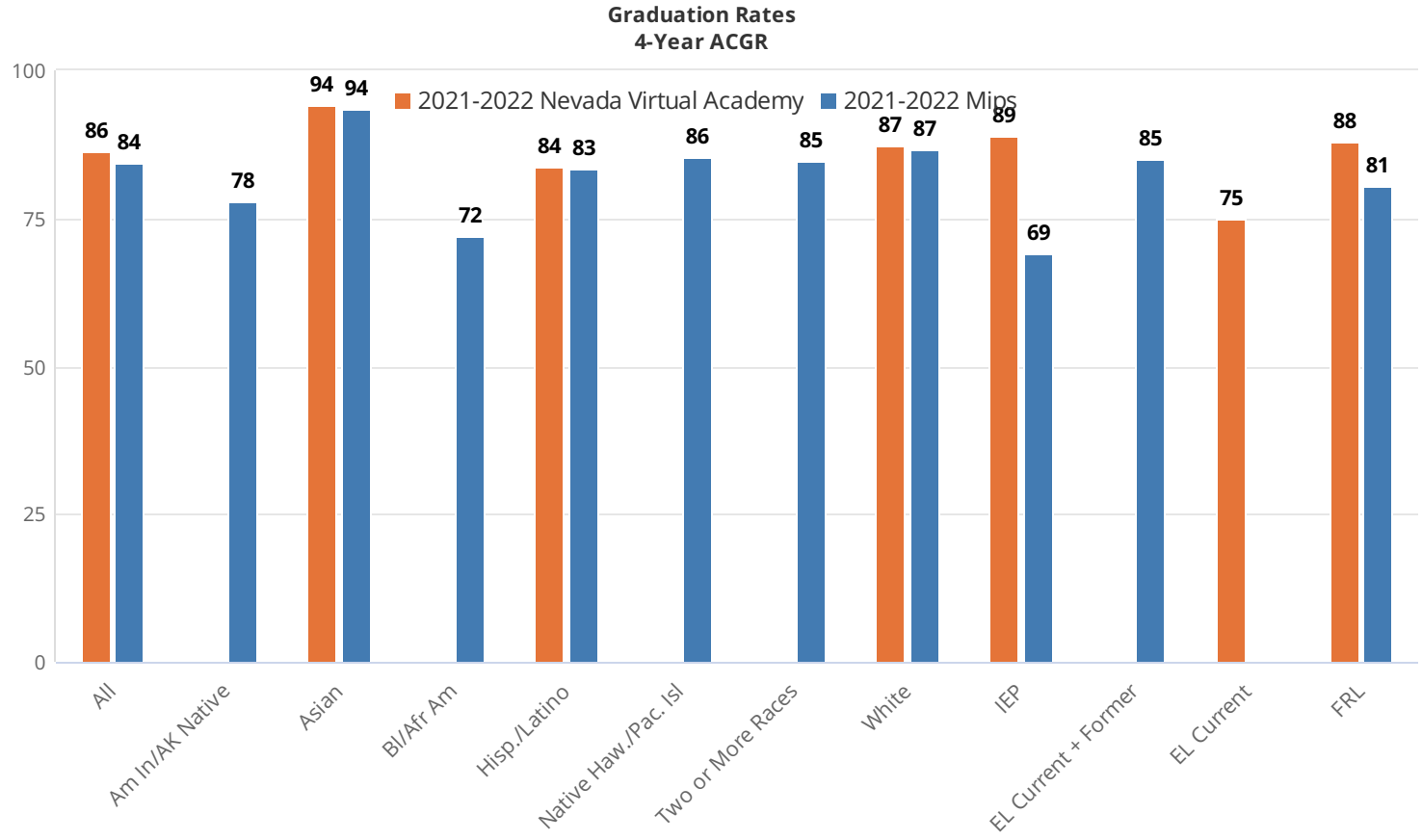
Attachment 56-60 - TPP

The cohort graduation rate is determined through the adjusted cohort graduation rate (ACGR) process and follows federal guidelines for computing the rate. This process usually results in preliminary graduation rates in October, with disaggregated rates determined in December. Because these dates are past the required State accountability reporting date of September 15th, the cohort rates used for this indicator lag one year behind the other accountability data in the school rating system. Schools need to have ten records in the "all students" group to receive points. Any subgroup with a population less than ten will not be reported on the given measures. Any student whoever belonged to any special population subgroup (IEP, EL, or FRL) during their high school career are included in the subgroup rates.

4-Year ACGR Data

4-Year ACGR Points Earned: 20/25

Groups	2021 % 4-Year ACGR	2021 % District	2021 % 4-Year ACGR MIP	2020 % 4-Year ACGR	2020 % District	2020 % 4-Year ACGR MIP
All Students	86.2	86.8	84.3			
American Indian/Alaska Native	-	93.7	77.9			
Asian	94.1	95.0	93.5			
Black/African American	>95	79.7	71.9			
Hispanic/Latino	83.7	83.2	83.3			
Pacific Islander	-	86.1	85.5			
Two or More Races	-	87.8	84.7			
White/Caucasian	87.3	90.5	86.8			
Special Education	88.8	74.4	69.1			
English Learners Current + Former	N/A	N/A	85.1			
English Learners Current	75.0	73.3				
Economically Disadvantaged	87.9	81.2	80.6			



24/30

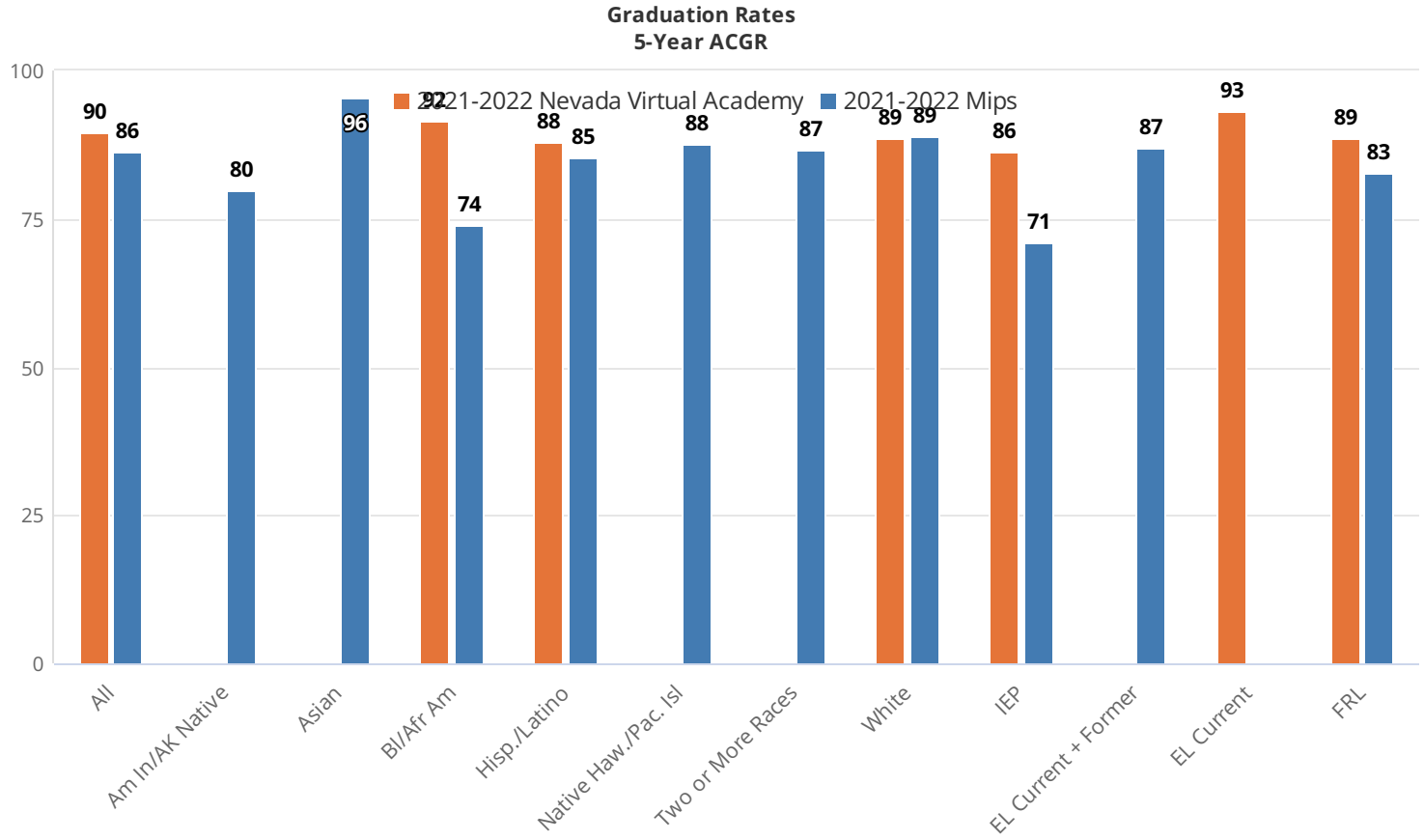
Graduation Rates

Attachment 56-60 - TPP

5-Year ACGR Data

5-Year Cohort Graduation Points Earned: 4/5

Groups	2021 % 5-Year ACGR	2021 % District	2021 % 5-Year ACGR MIP	2020 % 5-Year ACGR	2020 % District	2020 % 5-Year ACGR MIP
All Students	89.6	87.0	86.3			
American Indian/Alaska Native	-	75.0	79.9			
Asian	>95	94.5	95.5			
Black/African American	91.6	82.5	73.9			
Hispanic/Latino	88.1	82.9	85.3			
Pacific Islander	-	93.3	87.5			
Two or More Races	-	92.4	86.7			
White/Caucasian	88.5	89.1	88.8			
Special Education	86.2	76.9	71.1			
English Learners Current + Former	N/A	N/A	87.1			
English Learners Current	93.1	81.4				
Economically Disadvantaged	88.7	81.3	82.6			



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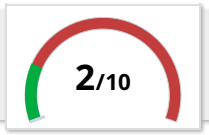


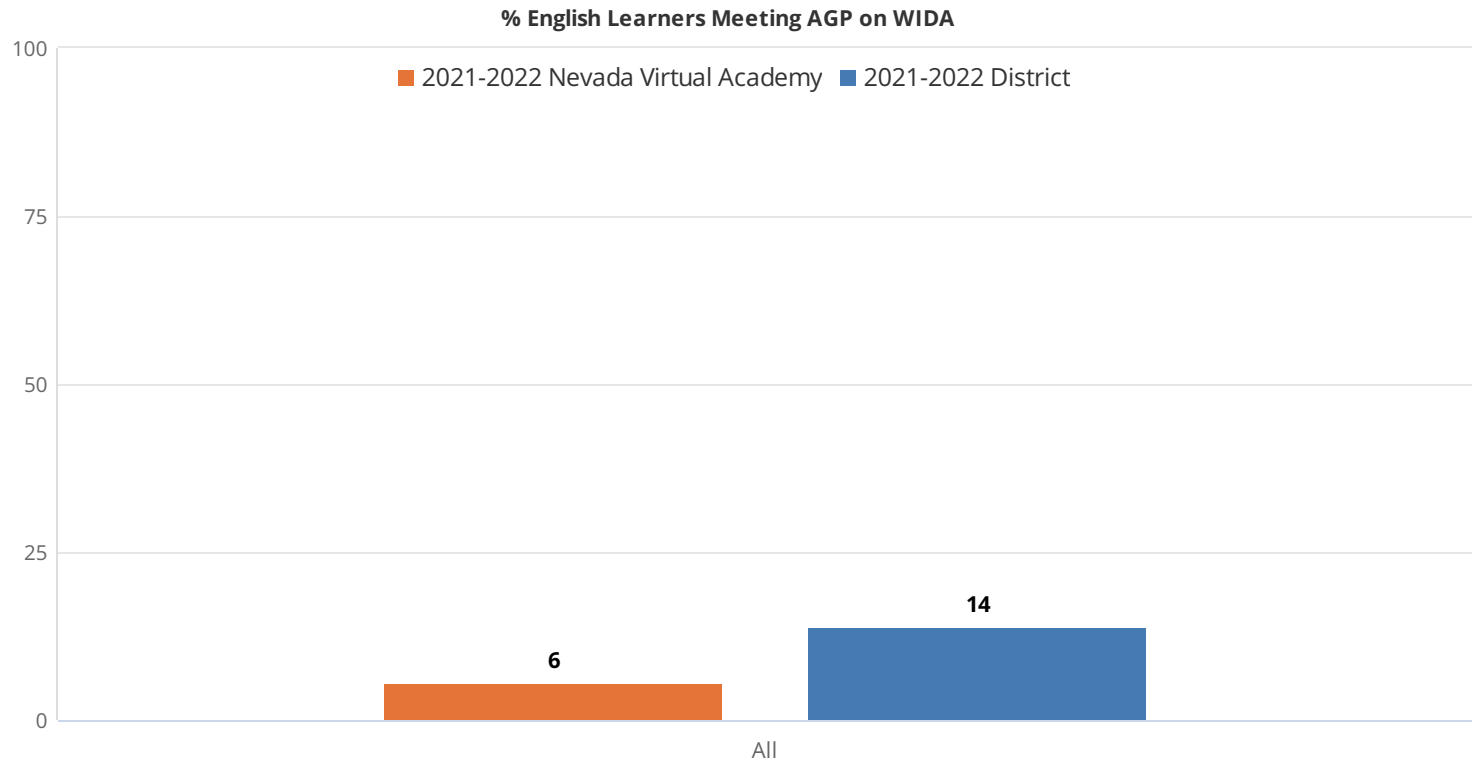
English Language

Attachment 56-60 - TPP

English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs are meeting the goal toward English Language proficiency. Students meeting their growth targets should be on track to become English proficient and exit EL status in five years. Schools need to have ten records in the EL subgroup to receive points. Any school with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

English Language Points Earned: 2/10

	2022 number of ELs With AGP Target	2022 % of EL Meeting AGP	2022 % District	2021 number of ELs With AGP Target	2021 % of EL Meeting AGP	2021 % District
ELPA	34	5.8	14.1			



For additional information, please see https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/

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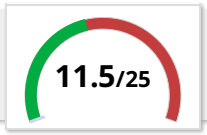

College and Career Readiness

Attachment 56-60 - TPP

The College and Career Readiness Indicator is made up of three measures. These include the percent of students:

- Participating in post-secondary preparation programs including Advanced Placement (AP), International Baccalaureate (IB), Dual Credit/Dual Enrollment (DC/DE) and Career and Technical Education (CTE).
- Completing post-secondary preparation programs including AP, IB, DC/DE, and CTE.
- Earning an Advanced or College and Career Ready (CCR) Diploma.

Since dates for Advanced and CCR Diploma are past the required State accountability reporting date of September 15th, the cohort rates used for this indicator lag one year behind the other accountability data in the school rating system. Schools need to have ten records in the "all students" group to receive points. Any subgroup with a population less than ten will not be reported on the given measures.

Post-Secondary Preparation Participation

Post-Secondary Preparation Participation Points Earned: 6/10

Groups	2022 % Participation	2022 % Participation District	2021 % Participation	2021 % Participation District
All Students	63.1	71.5		
American Indian/Alaska Native	-	64.7		
Asian	58.8	81.9		
Black/African American	70.7	57.9		
Hispanic/Latino	60.0	69.5		
Pacific Islander	-	77.1		
Two or More Races	-	73.9		
White/Caucasian	63.7	75.5		
Special Education	36.8	53.7		
English Learners Current + Former	N/A	N/A		
English Learners Current	41.6	60.5		
Economically Disadvantaged	58.6	68.6		

Post-Secondary Preparation Completion

Post-Secondary Preparation Completion Points Earned: 2.5/10

Groups	2022 % Completion	2022 % Completion District	2021 % Completion	2021 % Completion District
All Students	14.1	48.4		
American Indian/Alaska Native	-	58.8		
Asian	29.4	55.5		
Black/African American	21.9	33.9		
Hispanic/Latino	8.7	41.4		
Pacific Islander	-	42.8		
Two or More Races	-	58.2		
White/Caucasian	12.7	56.2		
Special Education	<5	27.4		
English Learners Current + Former	N/A	N/A		
English Learners Current	8.3	24.8		
Economically Disadvantaged	7.6	39.6		

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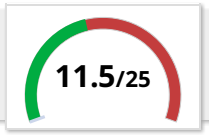


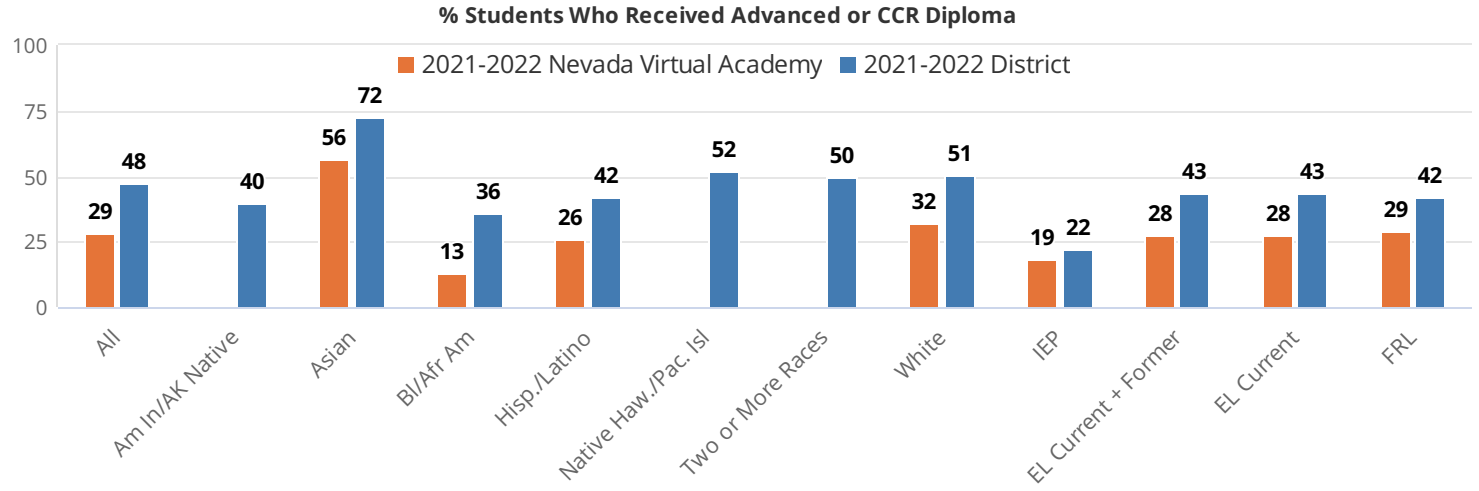
College and Career Readiness

Attachment 56-60 - TPP

Advanced or CCR Diploma

Advanced or CCR Diploma Points Earned: 3/5

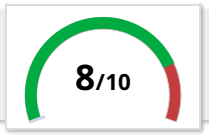
Groups	2022 % Advanced or CCR Diploma	2022 % Advanced or CCR Diploma District	2021 % Advanced or CCR Diploma	2021 % Advanced or CCR Diploma District
All Students	28.6	47.6		
American Indian/Alaska Native	-	40.0		
Asian	56.2	72.3		
Black/African American	13.0	35.8		
Hispanic/Latino	25.8	41.8		
Pacific Islander	-	51.6		
Two or More Races	-	50.0		
White/Caucasian	31.7	50.5		
Special Education	18.7	21.8		
English Learners Current + Former	27.7	43.3		
English Learners Current	27.7	43.3		
Economically Disadvantaged	28.7	41.9		



Post-Secondary Preparation Program Information

Groups	AP % Part.	AP % Comp.	DC/DE % Part.	DC/DE % Comp.	IB % Part.	IB % Comp.	CTE % Part.	CTE % Comp.
All Students	35.6	<5	15.7	12.5	<5	<5	20.6	<5
American Indian/Alaska Native	-	-	-	-	-	-	-	-
Asian	23.5	<5	29.4	29.4	<5	<5	17.6	<5
Black/African American	36.5	<5	19.5	17.0	<5	<5	26.8	<5
Hispanic/Latino	43.7	<5	8.7	6.2	<5	<5	15.0	<5
Pacific Islander	-	-	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-	-	-
White/Caucasian	30.3	<5	17.6	12.7	<5	<5	23.5	<5
Special Education	26.3	<5	<5	<5	<5	<5	15.7	<5
English Learners Current + Former	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Learners Current	33.3	<5	8.3	8.3	<5	<5	<5	<5
Economically Disadvantaged	32.6	<5	9.7	6.5	<5	<5	25.0	<5

This table shows the breakdown of the percentage of students, by subgroup, who participated and completed college and career readiness program coursework. The four programs that are used in Nevada are Advanced Placement (AP), International Baccalaureate (IB), DualCredit/Dual Enrollment (DC/DE), and Career and Technical Education (CTE). The AP is a program created by the College Board offering college-level curriculum and examinations to high school students. Colleges often grant placement and credit to students who obtain high scores on the examinations. The IB Diploma Program is a two-year comprehensive and rigorous pre-university curriculum leading to an IB diploma. The IB Program was designed through an international cooperative effort and is based in Geneva, Switzerland. Both the Advanced Placement and International Baccalaureate Programs give high school students an opportunity to pursue college-level studies while still in high school. DC/DE allows students to take college courses while still in high school. Students can earn college credits upon successful completion of the coursework. CTE provides students with the academic and technical skills, knowledge and training necessary to succeed in future careers by introducing them to workplace competencies, and makes academic content accessible to students by providing it in a hands-on context. Note that not all schools in Nevada have all these programs available. For example, only a few schools in the state offer an IB program.



Student Engagement

Attachment 56-60 - TPP

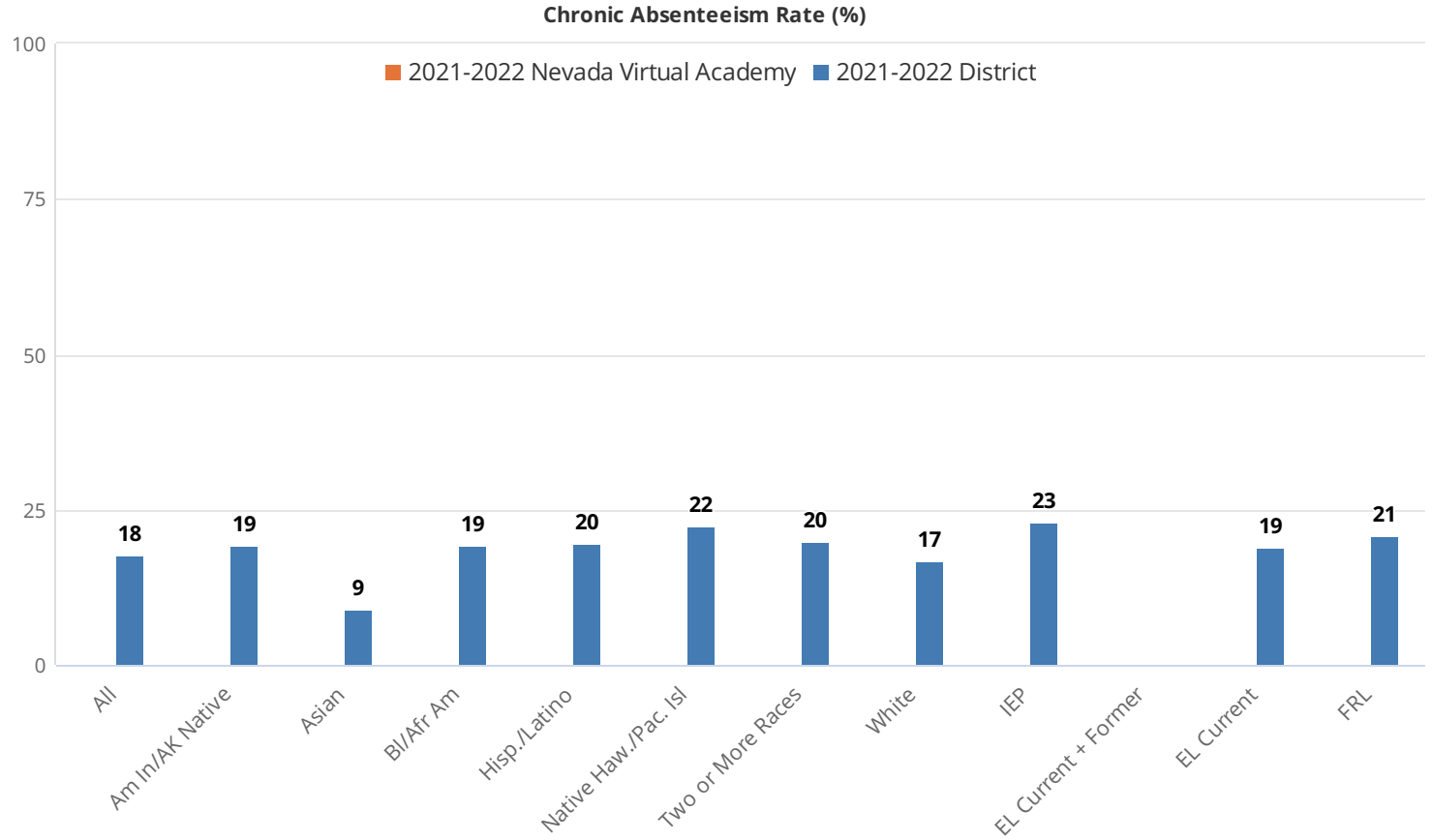
9th Grade Credit Sufficiency and Chronic Absenteeism are Measures of Student Engagement. 9th Grade Credit Sufficiency represents the percent of students earning at least five (5) credits by the end of the first year of high school. Research shows that attendance is tied to student achievement. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused, or disciplinary absences. Students who are absent due to school-sponsored activities are not considered absent for the purposes of this calculation. Schools that reduce their chronic absenteeism rate by 10 percent or more over the prior year may receive incentive points up to the maximum points possible. Schools need to have ten records in the "all students" group to receive points. Any subgroup with a population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

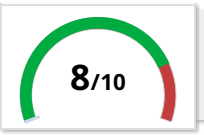
Chronic Absenteeism

Chronic Absenteeism Points Earned: 5/5

Groups	2022 % Chronically Absent	2022 % District	2021 % Chronically Absent	2021 % District
All Students	<5	17.9		
American Indian/Alaska Native	<5	19.2		
Asian	<5	9.0		
Black/African American	<5	19.3		
Hispanic/Latino	<5	19.5		
Pacific Islander	<5	22.4		
Two or More Races	-	19.9		
White/Caucasian	<5	16.8		
Special Education	<5	23.0		
English Learners Current + Former	N/A	N/A		
English Learners Current	<5	19.0		
Economically Disadvantaged	<5	21.0		

Reducing Chronic Absenteeism by 10% bonus points: NA





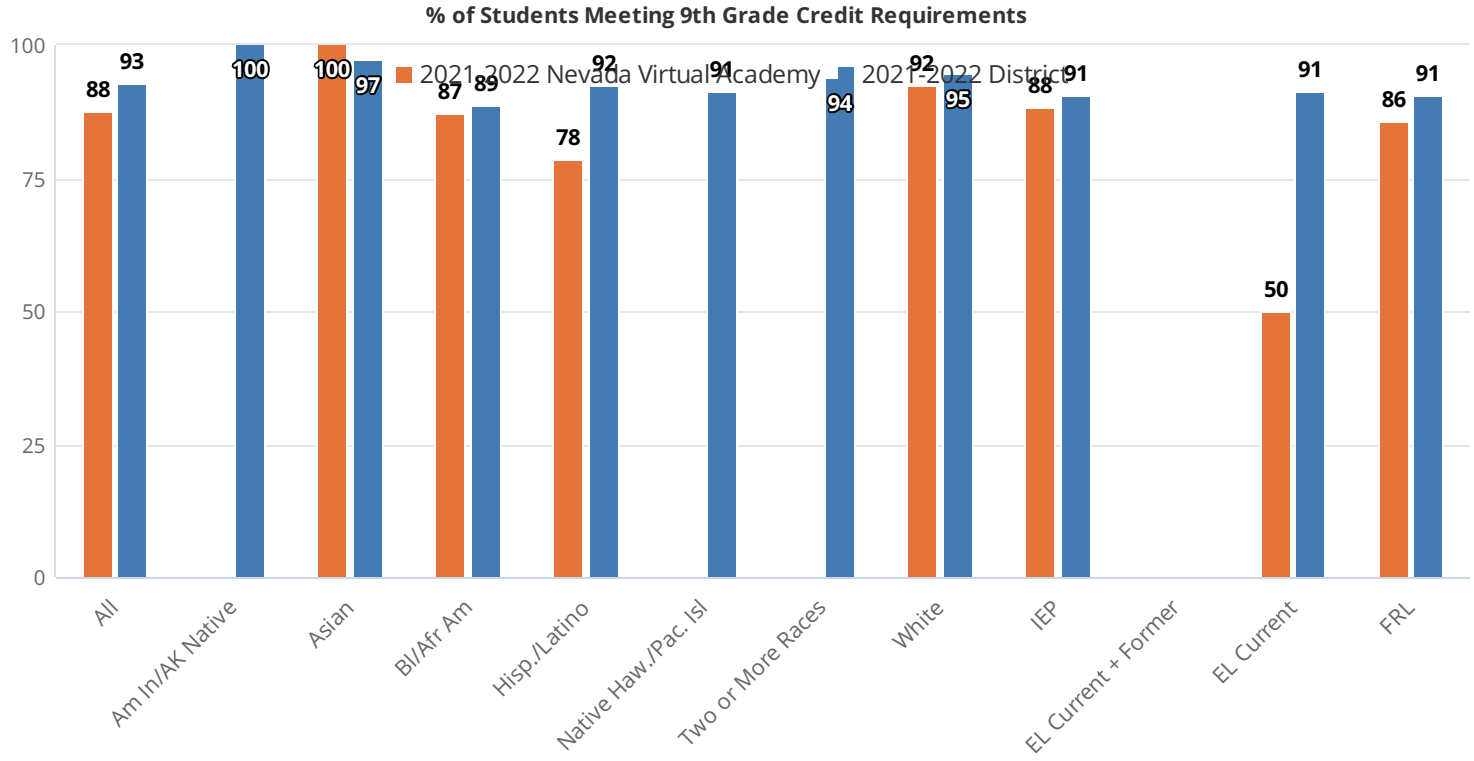
Student Engagement

Attachment 56-60 - TPP

9th Grade Credit Sufficiency

9th Grade Credit Sufficiency Points Earned 3/5

Groups	2022 % 9th Grade Credit Sufficiency	2022 % 9th Grade Credit Sufficiency District	2021 % 9th Grade Credit Sufficiency	2021 % 9th Grade Credit Sufficiency District
All Students	87.6	93.0		
American Indian/Alaska Native	-	100.0		
Asian	100.0	97.2		
Black/African American	87.3	88.7		
Hispanic/Latino	78.4	92.4		
Pacific Islander	-	91.4		
Two or More Races	-	93.8		
White/Caucasian	92.3	94.7		
Special Education	88.3	90.6		
English Learners Current + Former	N/A	N/A		
English Learners Current	50.0	91.2		
Economically Disadvantaged	85.8	90.5		

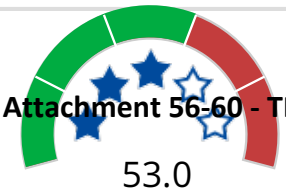


'N/A' indicates that this population was not present. '*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.

Nevada Virtual Academy

School Year 2018-2019 Nevada School Rating

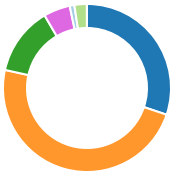
School Level: High School
Grade Levels: 0K-12
District: State Public Charter School Authority
School Address: 4801 S. Sandhill Rd. Las Vegas, NV 89121



Attachment 56-60 - TPP

53.0
Total Index Score

School Type: *Charter SPCSA Virtual*
School Designation: *No Designation*
95% Assessment Participation: *Met*



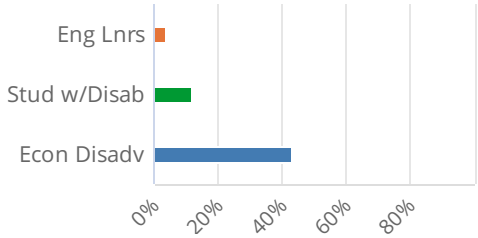
Student Race/Ethnicity

48.2%	White
13.1%	Bl/Afr Am
30.1%	Hisp/Latino
5.1%	Asian
0.9%	Am Ind/AK Nat
2.4%	Pac Isl
0.0%	Two or More

School Performance History

School Year	Index Score/ Star Rating
2017-2018	52.0 ★★★
2016-2017	N/A N/A

Additional Student Groups



What does my school rating mean?

Three-Star school: Identifies an **adequate** schoool that has met the state's standard for performance. The all-students group has met expectations for academic achievement. Subgroups meet expectations for academic achievement or show progress with little exception; however, no group is far below standard. The school must submit an improvement plan that identifies supports tailored to subgroups and indicators that are below standard.

How are school star ratings determined?

Schools receive points based on student performance across various Indicators and Measures. These points are totaled and divided by the points possible to produce an index score from 1-100. This index score is associated with a one- to five-star school rating.

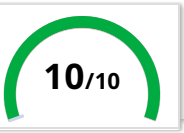
How are star ratings determined based on total index score?

Below 27	★
At or above 27 but less than 50	★★
At or above 50 and less than 67	★★★
At or above 67 and less than 84	★★★★
At or above 84	★★★★★

2018-2019 School Performance

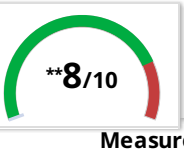
9.5/25 Academic Achievement Indicator

Measure	School Rate	District Rate
Math Proficiency	13.9	25.8
ELA Proficiency	40.7	53.9
Science Proficiency	36.1	28.8



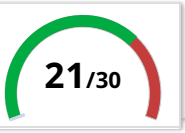
10/10 English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	25.0	24.4



**8/10 Student Engagement Indicator

Measure	School Rate	District Rate
9th Grade Credit Sufficiency	86.1	90.7
Chronic Absenteeism	<5	10.3
Climate Survey Participation	<5	N/A



21/30 Graduation Rates Indicator

Measure	School Rate	District Rate
4-Year	83.7	70.0
5-Year	87.3	69.1

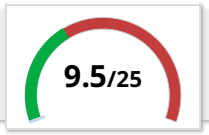
4.5/25 College and Career Readiness Indicator

Measure	School Rate	District Rate
Post-Secondary Preparation Participation	23.0	46.3
Post-Secondary Preparation Completion	10.5	32.9
Advanced or CCR Diploma	22.1	29.6

** Reduction in Chronic Absenteeism (CA): Received 0.5 points in Student Engagement for reducing CA rate by 10% or more over prior year.

Climate Survey Participation is not a point-earning measure.

Graduation and diploma rates are based on the class of 2017-2018.



Academic Achievement

Attachment 56-60 - TPP

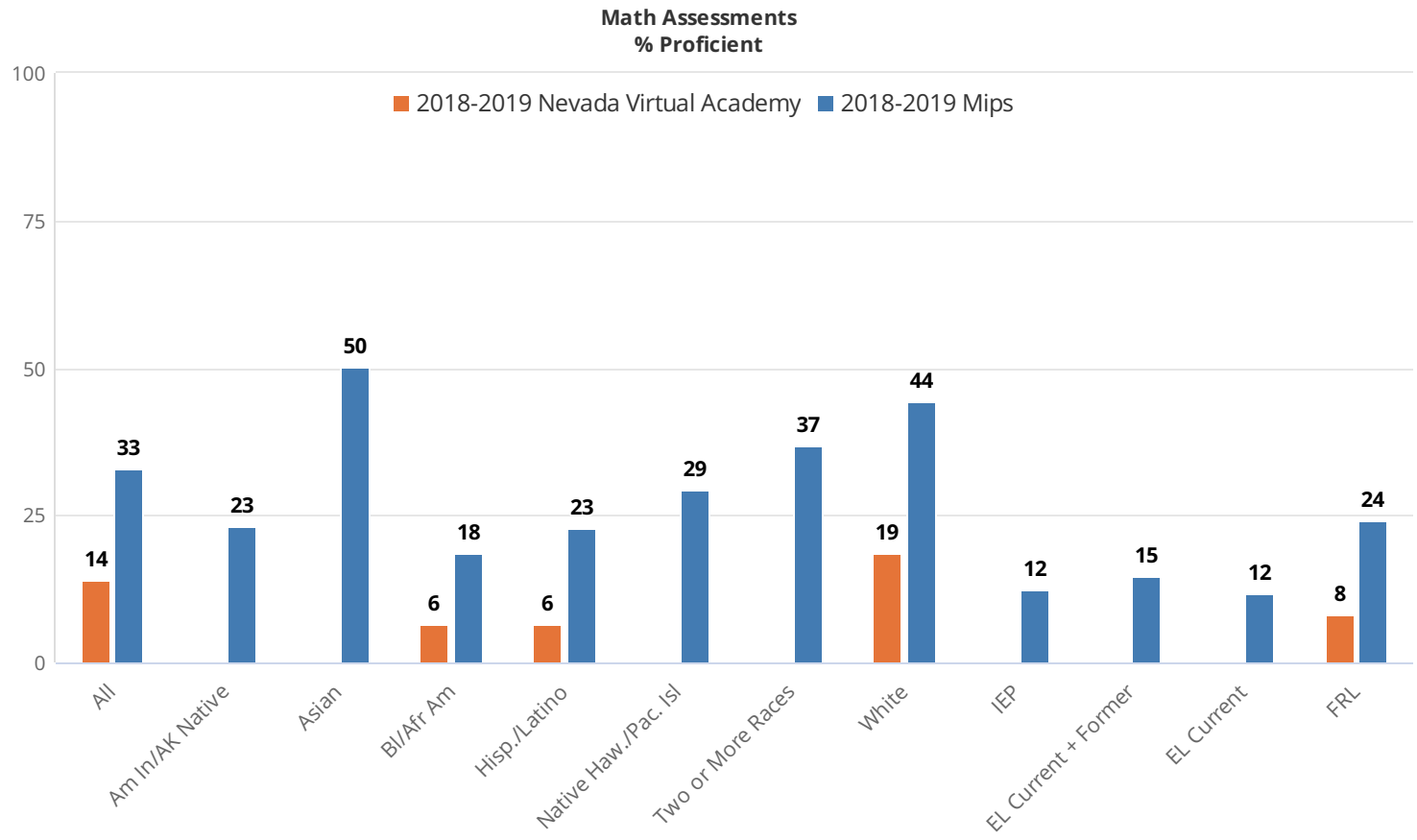
Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set to determine the achievement level needed to be proficient on the assessment. Points are earned based on the percent of students proficient in the areas of English Language Arts (ELA), Math and Science based on the ACT, Nevada Science, and Nevada Alternate assessments.

Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year ill be included in the Measures in this Indicator.

Math Proficient

Math Proficient Points Earned: 2.5/10

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	13.9	25.8	32.83	18.2	23.8	29.29
American Indian/Alaska Native	-	-	23.12	-	16.6	19.07
Asian	-	50.0	50.27	35.7	54.7	47.65
Black/African American	6.4	7.5	18.42	<5	6.2	14.12
Hispanic/Latino	6.4	18.5	22.93	10.2	17.5	18.87
Pacific Islander	-	16.0	29.26	-	6.2	25.54
Two or More Races	-	26.0	36.96	-	26.1	33.64
White/Caucasian	18.5	32.0	44.25	24.5	28.4	41.31
Special Education	<5	6.1	12.38	<5	<5	7.77
English Learners Current + Former	<5	5.0	14.52	-	10.9	10.02
English Learners Current	-	<5	11.62	-	<5	6.96
Economically Disadvantaged	8.2	14.6	24	11.7	13.3	20.01



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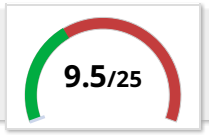


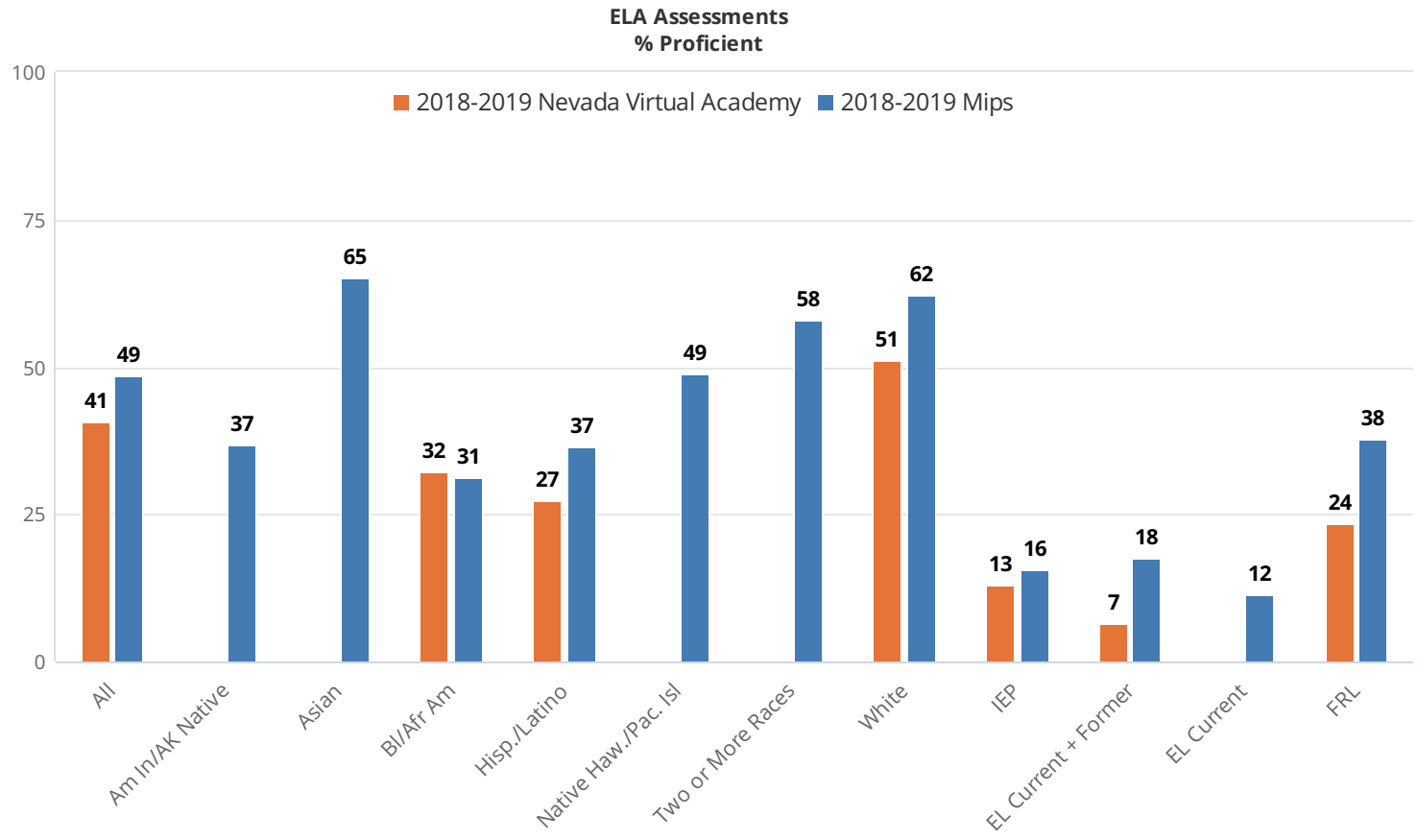
Academic Achievement

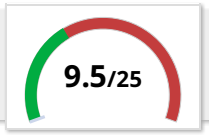
Attachment 56-60 - TPP

ELA Proficient

ELA Proficient Points Earned: 4/10

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	40.7	53.9	48.54	39.8	44.5	45.83
American Indian/Alaska Native	-	-	36.76	-	36.3	33.43
Asian	-	71.0	65.11	57.1	68.4	63.27
Black/African American	32.2	32.8	31.39	22.2	21.6	27.78
Hispanic/Latino	27.4	47.3	36.5	30.6	39.5	33.15
Pacific Islander	-	52.0	48.75	-	37.5	46.05
Two or More Races	-	62.5	58.07	-	46.9	55.86
White/Caucasian	51.2	59.7	62.25	47.0	50.0	60.26
Special Education	13.0	18.8	15.71	12.5	9.0	11.27
English Learners Current + Former	6.6	18.1	17.52	-	21.8	13.18
English Learners Current	-	10.6	11.55	-	9.7	6.9
Economically Disadvantaged	23.5	41.9	37.66	30.8	31.2	34.37





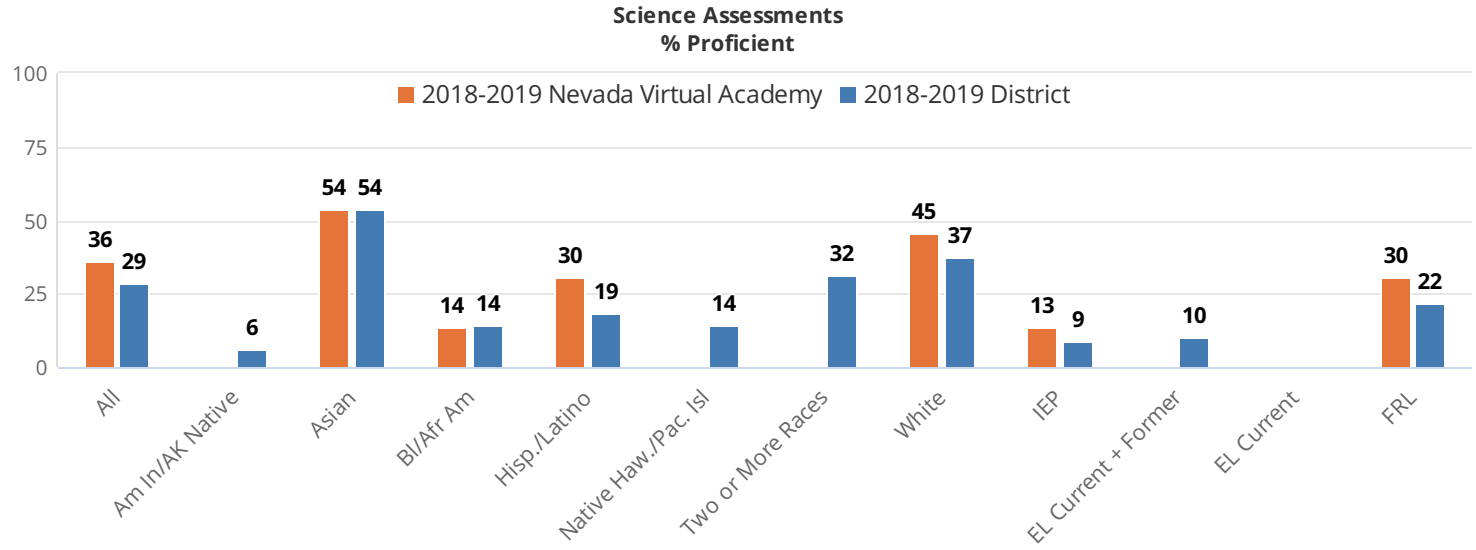
Academic Achievement

Attachment 56-60 - TPP

Science Proficient

Science Proficient Points Earned: 3/5

Groups	2019 %	2019 % District	2018 %	2018 % District
All Students	36.1	28.8	33.3	33.1
American Indian/Alaska Native	-	5.8	-	30.7
Asian	53.8	53.8	50.0	48.2
Black/African American	13.7	14.1	16.2	18.7
Hispanic/Latino	30.4	18.5	25.0	23.5
Pacific Islander	-	14.2	-	22.7
Two or More Races	-	31.5	-	36.9
White/Caucasian	45.4	37.3	41.4	39.7
Special Education	13.3	9.0	11.1	12.9
English Learners Current + Former	-	9.9	-	8.6
English Learners Current	-	<5	-	<5
Economically Disadvantaged	30.4	21.8	27.5	26.4



Participation on State Assessments

At least 95% of all students and 95% of students in each subgroup must participate in the state Math and ELA assessments. Any group or subgroup that does not meet 95% participation on each assessment will be flagged. In the first year of flags, a school will receive a "participation warning" but will have no points deducted. A second consecutive year of flags will result in a school receiving a "participation penalty" and points will be deducted from the Academic Achievement Indicator, based upon the number of flags. Subsequent consecutive years of flags will result in points deducted. Note that the same subgroups do not need to be flagged each year to receive warnings/penalties. Only Math and ELA assessments impact participation warnings/penalties.

Participation Penalty: 0

Groups	2019 % Math	2019 % ELA	2018 % Math	2018 % ELA
All Students	>=95%	>=95%	>=95%	>=95%
American Indian/Alaska Native	-	-	-	-
Asian	-	-	-	-
Black/African American	>=95%	>=95%	>=95%	>=95%
Hispanic/Latino	>=95%	>=95%	>=95%	>=95%
Pacific Islander	-	-	-	-
Two or More Races	-	-	-	-
White/Caucasian	>=95%	>=95%	>=95%	>=95%
Special Education	>=95%	>=95%	>=95%	>=95%
English Learners Current + Former	N/A	N/A	-	-
English Learners Current	-	-	-	-
Economically Disadvantaged	>=95%	>=95%	>=95%	>=95%

Yellow indicates 95% participation requirement not met.

21/30

Graduation Rates

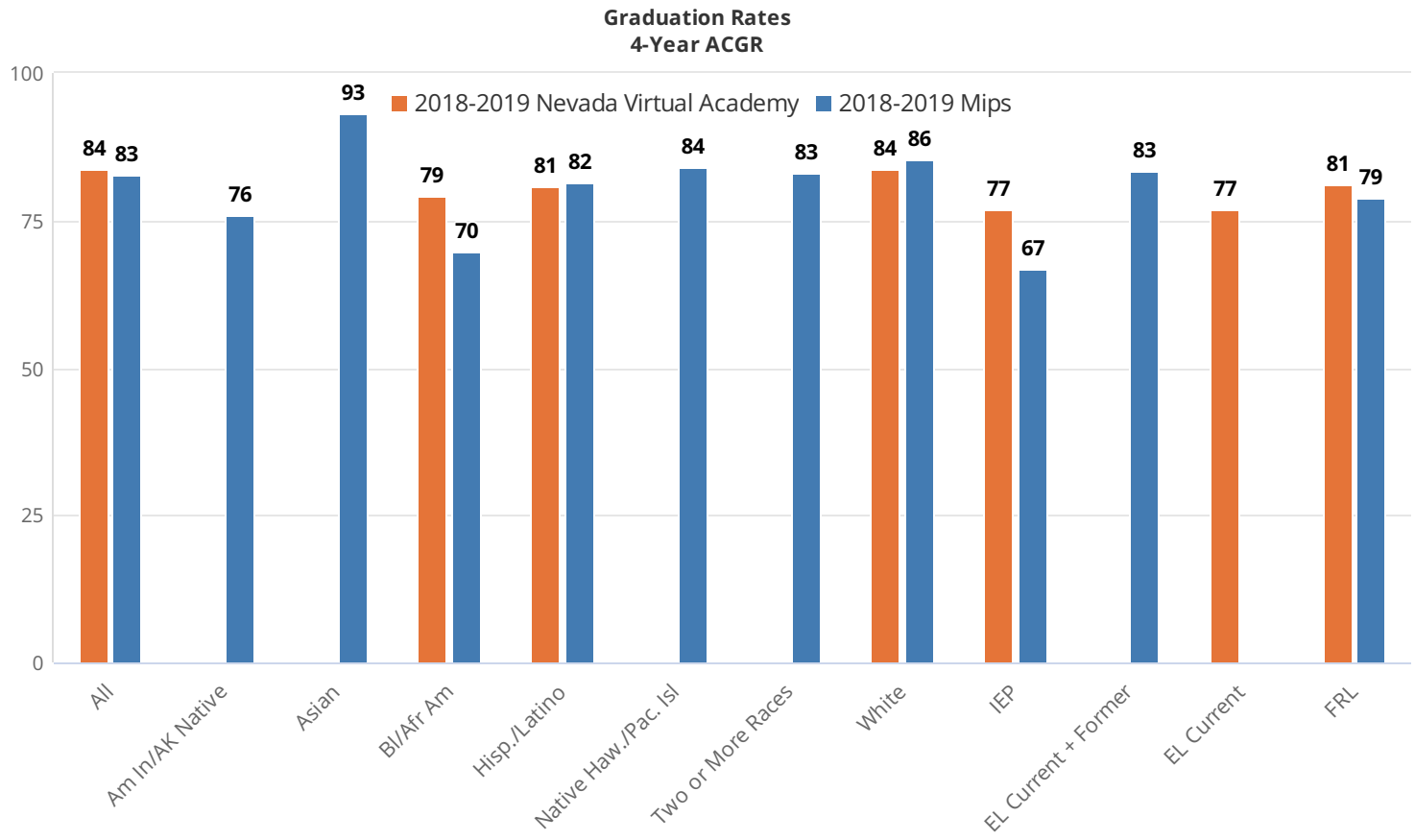
Attachment 56-60 - TPP

The cohort graduation rate is determined through the adjusted cohort graduation rate (ACGR) process and follows federal guidelines for computing the rate. This process usually results in preliminary graduation rates in October, with disaggregated rates determined in December. Because these dates are past the required State accountability reporting date of September 15th, the cohort rates used for this indicator lag one year behind the other accountability data in the school rating system. Schools need to have ten records in the "all students" group to receive points. Any subgroup with a population less than ten will not be reported on the given measures. Any student whoever belonged to any special population subgroup (IEP, EL, or FRL) during their high school career are included in the subgroup rates.

4-Year ACGR Data

4-Year ACGR Points Earned: 17/25

Groups	2018 % 4-Year ACGR	2018 % District	2018 % 4-Year ACGR MIP	2017 % 4-Year ACGR	2017 % District	2017 % 4-Year ACGR MIP
All Students	83.7	70.0	82.6	84.1	65.2	80.9
American Indian/Alaska Native	-	63.6	75.9	-	35.2	73.9
Asian	>95	82.8	93.3	-	84.1	93.1
Black/African American	79.3	59.6	69.8	72.2	58.5	67.7
Hispanic/Latino	80.7	68.9	81.5	91.1	59.5	79.7
Pacific Islander	-	63.3	83.9	-	46.6	82.3
Two or More Races	N/A	68.9	83	-	66.3	81.3
White/Caucasian	83.7	71.9	85.5	84.2	68.6	84.2
Special Education	76.9	61.8	66.9	64.5	50.8	64.7
English Learners Current + Former	N/A	N/A	83.4	N/A	N/A	81.7
English Learners Current	76.9	68.4		-	62.2	
Economically Disadvantaged	81.0	65.0	78.7	80.1	56.5	76.8



21/30

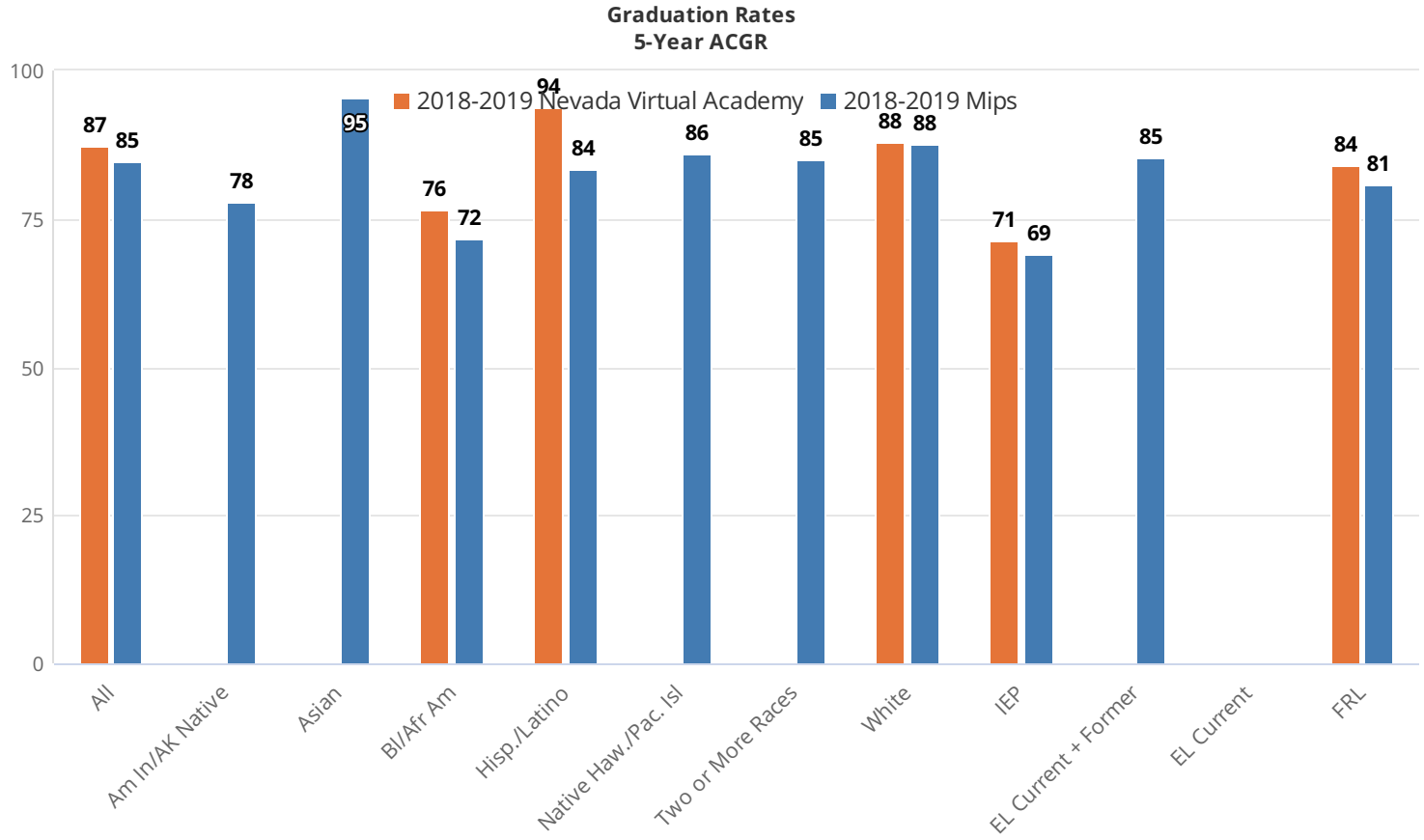
Graduation Rates

Attachment 56-60 - TPP

5-Year ACGR Data

5-Year Cohort Graduation Points Earned: 4/5

Groups	2018 % 5-Year ACGR	2018 % District	2018 % 5-Year ACGR MIP	2017 % 5-Year ACGR	2017 % District	2017 % 5-Year ACGR MIP
All Students	87.3	69.1	84.6	86.8	66.9	82.9
American Indian/Alaska Native	-	58.8	77.9	-	-	75.9
Asian	-	80.9	95.3	-	84.6	95.1
Black/African American	76.4	67.4	71.8	92.3	54.0	69.7
Hispanic/Latino	93.7	64.4	83.5	83.3	70.1	81.7
Pacific Islander	-	52.0	85.9	-	69.2	84.3
Two or More Races	-	72.0	85	-	54.2	83.3
White/Caucasian	87.8	71.0	87.5	85.7	68.1	86.2
Special Education	71.4	56.3	68.9	71.4	46.6	66.7
English Learners Current + Former	N/A	N/A	85.4	N/A	N/A	83.7
English Learners Current	-	64.1		-	52.0	
Economically Disadvantaged	84.1	61.4	80.7	86.3	58.5	78.8



'N/A' indicates that this population was not present. '*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.

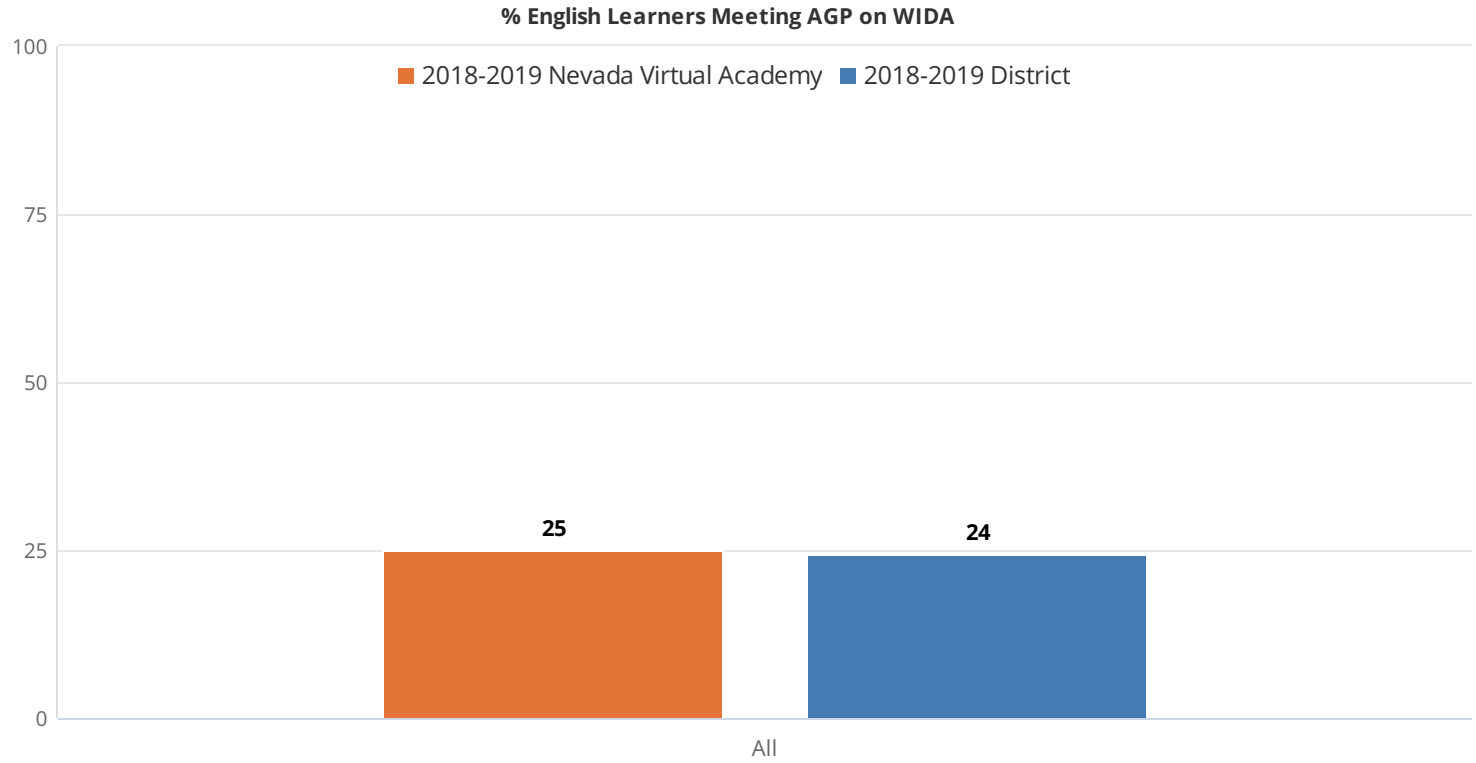
English Language

Attachment 56-60 - TPP

English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs are meeting the goal toward English Language proficiency. Students meeting their growth targets should be on track to become English proficient and exit EL status in five years. Schools need to have ten records in the EL subgroup to receive points. Any school with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

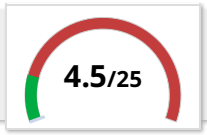
English Language Points Earned: 10/10

	2019 number of ELs With AGP Target	2019 % of EL Meeting AGP	2019 % District	2018 number of ELs With AGP Target	2018 % of EL Meeting AGP	2018 % District
ELPA	20	25.0	24.4	11	27.2	26.8



For additional information, please see https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/

'N/A' indicates that this population was not present. '*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.



College and Career Readiness

Attachment 56-60 - TPP

The College and Career Readiness Indicator is made up of three measures. These include the percent of students:

- Participating in post-secondary preparation programs including Advanced Placement (AP), International Baccalaureate (IB), Dual Credit/Dual Enrollment (DC/DE) and Career and Technical Education (CTE).
- Completing post-secondary preparation programs including AP, IB, DC/DE, and CTE.
- Earning an Advanced or College and Career Ready (CCR) Diploma.

Since dates for Advanced and CCR Diploma are past the required State accountability reporting date of September 15th, the cohort rates used for this indicator lag one year behind the other accountability data in the school rating system. Schools need to have ten records in the "all students" group to receive points. Any subgroup with a population less than ten will not be reported on the given measures.

Post-Secondary Preparation Participation

Post-Secondary Preparation Participation Points Earned: 0.5/10

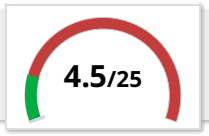
Groups	2019 % Participation	2019 % Participation District	2018 % Participation	2018 % Participation District
All Students	23.0	46.3	20.4	38.3
American Indian/Alaska Native	-	50.0	-	-
Asian	40.0	67.0	23.0	61.1
Black/African American	20.6	27.5	22.7	25.7
Hispanic/Latino	18.4	48.6	22.5	38.6
Pacific Islander	-	25.0	-	26.9
Two or More Races	-	46.2	-	49.3
White/Caucasian	25.7	46.3	18.5	37.6
Special Education	8.0	25.0	10.5	6.8
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	-	58.9	-	8.5
Economically Disadvantaged	21.0	40.0	16.9	28.2

Post-Secondary Preparation Completion

Post-Secondary Preparation Completion Points Earned: 2/10

Groups	2019 % Completion	2019 % Completion District	2018 % Completion	2018 % Completion District
All Students	10.5	32.9	9.6	24.7
American Indian/Alaska Native	-	40.0	-	-
Asian	26.6	54.6	<5	45.8
Black/African American	13.7	20.1	13.6	13.2
Hispanic/Latino	6.1	30.9	7.5	23.2
Pacific Islander	-	18.7	-	15.3
Two or More Races	-	39.7	-	27.7
White/Caucasian	10.8	33.2	11.3	25.6
Special Education	<5	21.3	<5	<5
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	-	52.0	-	<5
Economically Disadvantaged	9.2	28.9	5.6	18.0

'N/A' indicates that this population was not present. '*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.



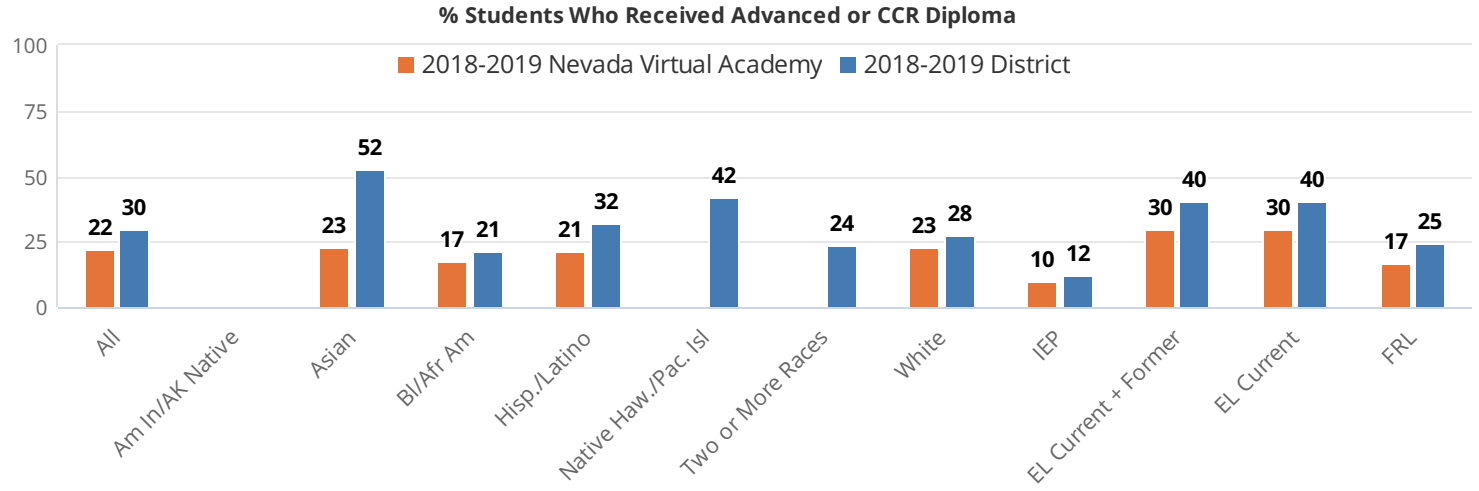
College and Career Readiness

Attachment 56-60 - TPP

Advanced or CCR Diploma

Advanced or CCR Diploma Points Earned: 2/5

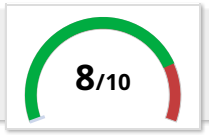
Groups	2019 % Advanced or CCR Diploma	2019 % Advanced or CCR Diploma District	2018 % Advanced or CCR Diploma	2018 % Advanced or CCR Diploma District
All Students	22.1	29.6	33.3	23.4
American Indian/Alaska Native	-	-	-	-
Asian	23.0	52.3	-	46.2
Black/African American	17.3	21.4	30.7	20.0
Hispanic/Latino	21.4	32.3	22.5	14.8
Pacific Islander	-	42.1	-	14.2
Two or More Races	-	23.9	-	27.9
White/Caucasian	23.1	27.5	34.5	24.5
Special Education	10.0	12.3	15.0	9.8
English Learners Current + Former	30.0	40.4	-	27.5
English Learners Current	30.0	40.4	-	27.5
Economically Disadvantaged	17.1	24.7	27.6	18.2



Post-Secondary Preparation Program Information

Groups	AP % Part.	AP % Comp.	DC/DE % Part.	DC/DE % Comp.	IB % Part.	IB % Comp.	CTE % Part.	CTE % Comp.
All Students	13.8	<5	11.9	8.7	<5	<5	<5	<5
American Indian/Alaska Native	-	-	-	-	-	-	-	-
Asian	33.3	6.6	20.0	20.0	<5	<5	<5	<5
Black/African American	13.7	6.8	10.3	6.8	<5	<5	<5	<5
Hispanic/Latino	12.3	<5	7.6	6.1	<5	<5	<5	<5
Pacific Islander	-	-	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-	-	-
White/Caucasian	12.8	<5	14.8	9.9	<5	<5	<5	<5
Special Education	<5	<5	8.0	<5	<5	<5	<5	<5
English Learners Current + Former	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Learners Current	-	-	-	-	-	-	-	-
Economically Disadvantaged	11.8	<5	11.8	9.2	<5	<5	<5	<5

This table shows the breakdown of the percentage of students, by subgroup, who participated and completed college and career readiness program coursework. The four programs that are used in Nevada are Advanced Placement (AP), International Baccalaureate (IB), DualCredit/Dual Enrollment (DC/DE), and Career and Technical Education (CTE). The AP is a program created by the College Board offering college-level curriculum and examinations to high school students. Colleges often grant placement and credit to students who obtain high scores on the examinations. The IB Diploma Program is a two-year comprehensive and rigorous pre-university curriculum leading to an IB diploma. The IB Program was designed through an international cooperative effort and is based in Geneva, Switzerland. Both the Advanced Placement and International Baccalaureate Programs give high school students an opportunity to pursue college-level studies while still in high school. DC/DE allows students to take college courses while still in high school. Students can earn college credits upon successful completion of the coursework. CTE provides students with the academic and technical skills, knowledge and training necessary to succeed in future careers by introducing them to workplace competencies, and makes academic content accessible to students by providing it in a hands-on context. Note that not all schools in Nevada have all these programs available. For example, only a few schools in the state offer an IB program.



Student Engagement

Attachment 56-60 - TPP

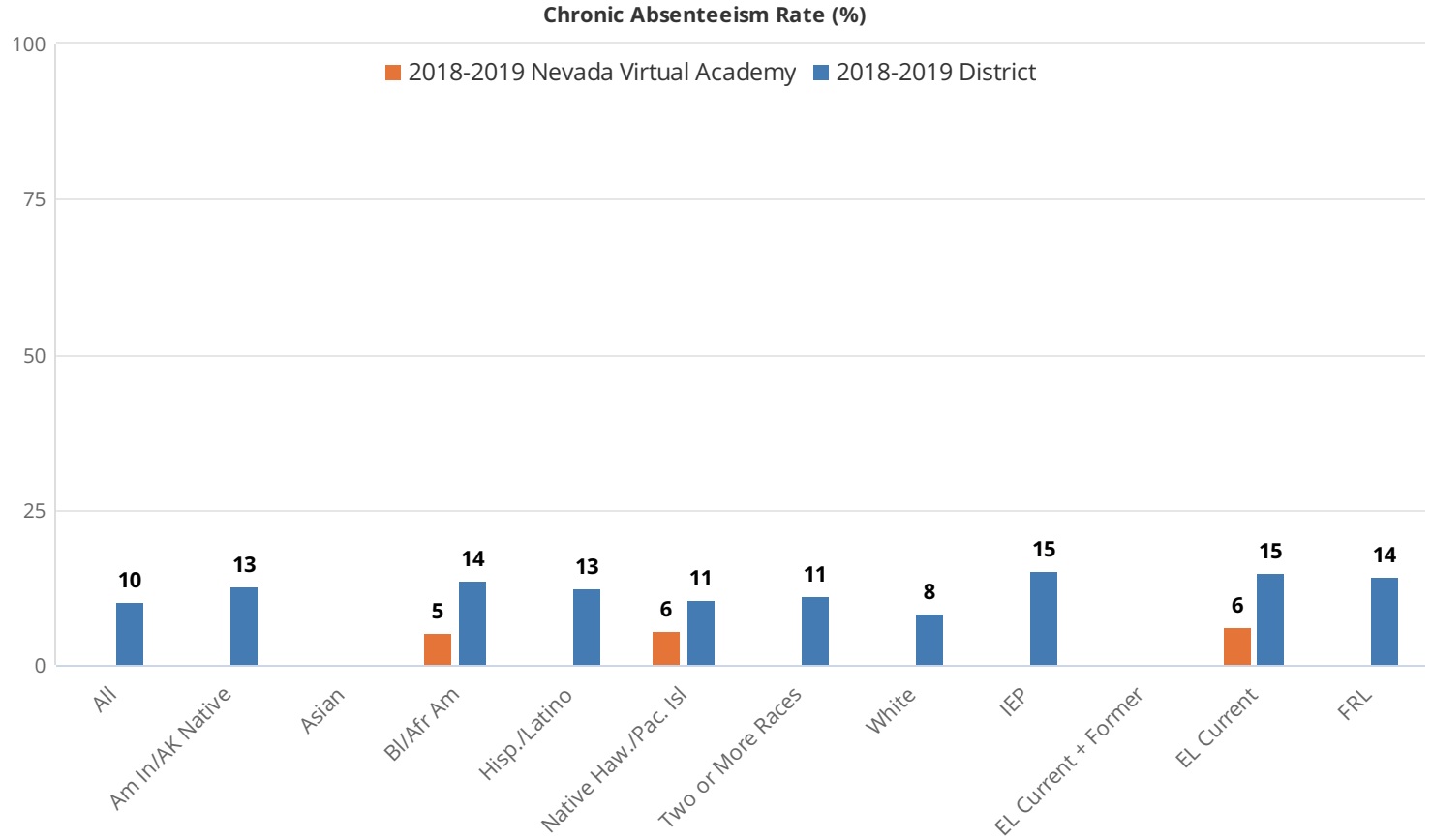
9th Grade Credit Sufficiency and Chronic Absenteeism are Measures of Student Engagement. 9th Grade Credit Sufficiency represents the percent of students earning at least five (5) credits by the end of the first year of high school. Research shows that attendance is tied to student achievement. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused, or disciplinary absences. Students who are absent due to school-sponsored activities are not considered absent for the purposes of this calculation. Schools that reduce their chronic absenteeism rate by 10 percent or more over the prior year may receive incentive points up to the maximum points possible. Schools need to have ten records in the "all students" group to receive points. Any subgroup with a population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

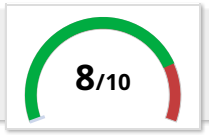
Chronic Absenteeism

Chronic Absenteeism Points Earned: 5/5

Groups	2019 % Chronically Absent	2019 % District	2018 % Chronically Absent	2018 % District
All Students	<5	10.3	13.0	21.0
American Indian/Alaska Native	-	12.7	16.6	30.0
Asian	<5	<5	9.6	11.9
Black/African American	5.4	13.8	9.7	27.0
Hispanic/Latino	<5	12.6	16.9	24.2
Pacific Islander	5.5	10.6	30.4	25.0
Two or More Races	-	11.2	-	20.7
White/Caucasian	<5	8.4	11.4	18.3
Special Education	<5	15.2	7.5	27.4
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	6.2	15.1	12.8	29.3
Economically Disadvantaged	<5	14.3	13.8	27.7

Reducing Chronic Absenteeism by 10% bonus points: 0.5





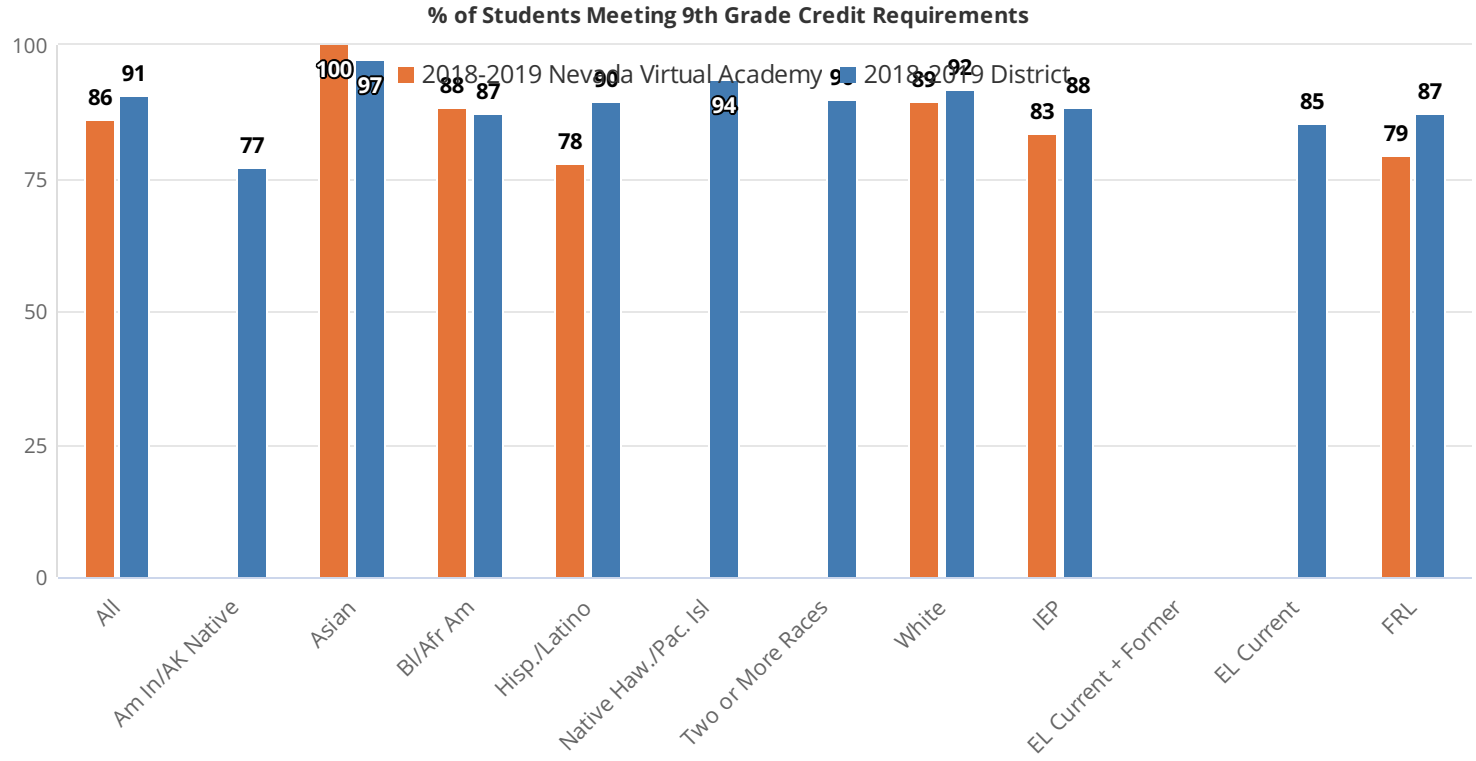
Student Engagement

Attachment 56-60 - TPP

9th Grade Credit Sufficiency

9th Grade Credit Sufficiency Points Earned 3/5

Groups	2019 % 9th Grade Credit Sufficiency	2019 % 9th Grade Credit Sufficiency District	2018 % 9th Grade Credit Sufficiency	2018 % 9th Grade Credit Sufficiency District
All Students	86.1	90.7	76.2	87.3
American Indian/Alaska Native	-	76.9	-	87.5
Asian	100.0	97.3	77.7	94.7
Black/African American	88.2	87.3	64.8	82.6
Hispanic/Latino	77.7	89.6	77.1	87.0
Pacific Islander	-	93.7	-	86.4
Two or More Races	-	89.7	-	88.6
White/Caucasian	89.3	91.8	80.9	87.8
Special Education	83.3	88.2	75.8	79.1
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	-	85.4	71.7	82.4
Economically Disadvantaged	79.3	87.3	71.7	82.4



'N/A' indicates that this population was not present. '*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.

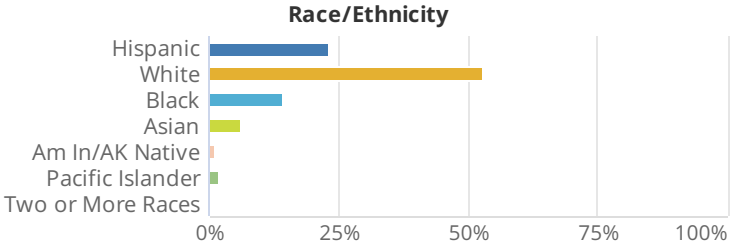
School Year 2017-2018 Nevada School Rating for

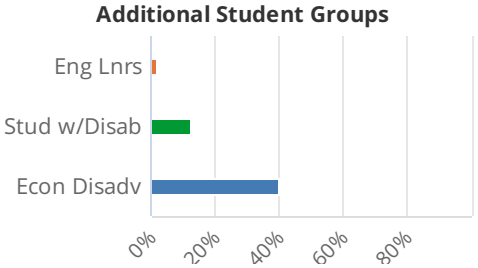
Nevada Virtual Academy

Attachment 56-60 - TPP

School Type: Charter SPCSA Virtual
School Level: High School
Grade Levels: 0K-12
District: State Public Charter School Authority
Website:

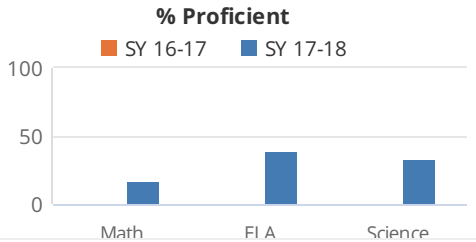
Total Index Score: 52.0
School Designation:
4801 S. Sandhill Rd.
Las Vegas, NV 89121
Phone: 702-407-1825



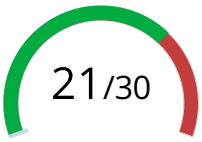


Academic Achievement

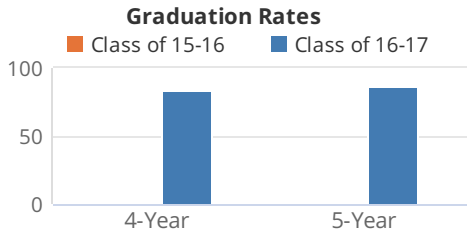
	% Proficient	% District
CCR Math	18.2	23.8
CCR ELA	39.8	44.5
Nevada High School Science	33.3	33.1



Graduation

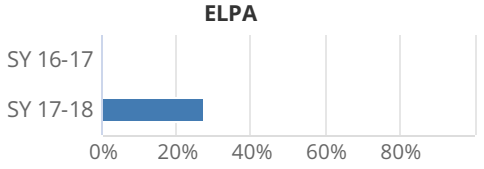


Graduation Rate	% School	% District
4-Year	84.1	65.2
5-Year	86.8	66.9



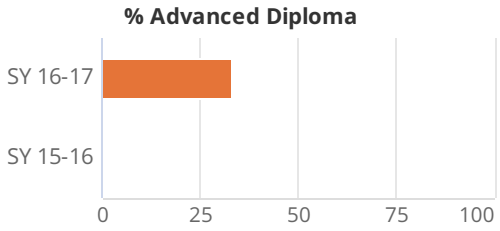
English Language Proficiency

	% of EL Meeting AGP	% District
ELPA	27.2	26.8



College and Career Readiness

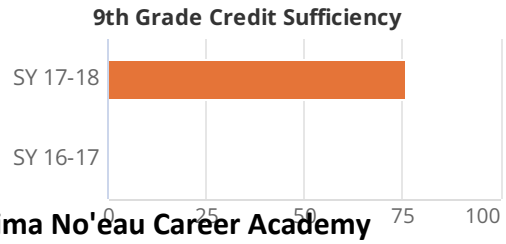
	% School	% District
Post-Secondary Preparation Participation	20.4	38.3
Post-Secondary Preparation Completion	9.6	24.7
Advanced Diploma	33.3	23.4



Student Engagement

*Bonus points included

	% School	% District
9th Grade Credit Sufficiency	76.2	87.3
Chronic Absenteeism	13.0	21.0
	% Participation	**Met Target**
Climate Survey	86.2	YES



Academic Achievement

	% Above the Cut					
	Math	Math MIP	ELA	ELA MIP	Science	Science MIP
American Indian/Alaska Native	-	19.07	-	33.43	-	N/A
Asian	35.7	47.65	57.1	63.27	50.0	N/A
Black/African American	<5	14.12	22.2	27.78	16.2	N/A
Hispanic/Latino	10.2	18.87	30.6	33.15	25.0	N/A
Pacific Islander	-	25.54	-	46.05	-	N/A
Two or More Races	-	33.64	-	55.86	-	N/A
White/Caucasian	24.5	41.31	47.0	60.26	41.4	N/A
Special Education	<5	7.77	12.5	11.27	11.1	N/A
English Learners Current + Former	-	10.02	-	13.18	-	N/A
English Learners Current	-	6.96	-	6.9	-	N/A
Economically Disadvantaged	11.7	20.01	30.8	34.37	27.5	N/A

Attachment 56-60 - TPP

Graduation Rates

Graduation Measures	% 4-year	% 4-year MIP	% 5 year	% 5 year MIP
American Indian/Alaska Native	-	73.9	-	75.9
Asian	-	93.1	-	95.1
Black/African American	72.2	67.7	92.3	69.7
Hispanic/Latino	91.1	79.7	83.3	81.7
Pacific Islander	-	82.3	-	84.3
Two or More Races	-	81.3	-	83.3
White/Caucasian	84.2	84.2	85.7	86.2
Special Education	64.5	64.7	71.4	66.7
English Learners Current + Former	-	81.7	-	83.7
Economically Disadvantaged	80.1	76.8	86.3	78.8

College and Career Readiness

	Post-Secondary Preparation		Advanced Diploma	
	% Participation	% Completion	% School	% District
American Indian/Alaska Native	-	-	-	-
Asian	23.0	<5	-	46.2
Black/African American	22.7	13.6	30.7	20.0
Hispanic/Latino	22.5	7.5	22.5	14.8
Pacific Islander	-	-	-	14.2
Two or More Races	-	-	-	27.9
White/Caucasian	18.5	11.3	34.5	24.5
Special Education	10.5	<5	15.0	9.8
English Learners Current + Former	N/A	N/A	-	27.5
English Learners Current	-	-	-	27.5
Economically Disadvantaged	16.9	5.6	27.6	18.2

Student Engagement

	% 9th Grade Credit Sufficiency Measure		% Chronically Absent	
	School	District	School	District
American Indian/Alaska Native	-	87.5	16.6	30.0
Asian	77.7	94.7	9.6	11.9
Black/African American	64.8	82.6	9.7	27.0
Hispanic/Latino	77.1	87.0	16.9	24.2
Pacific Islander	-	86.4	30.4	25.0
Two or More Races	-	88.6	-	20.7
White/Caucasian	80.9	87.8	11.4	18.3
Special Education	75.8	79.1	7.5	27.4
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	71.7	82.4	12.8	29.3
Economically Disadvantaged	71.7	82.4	13.8	27.7

Attachment 56-60 - TPP

*95% Participation on State Assessments

	% Math	% ELA
All Students	>=95%	>=95%
American Indian/Alaska Native	-	-
Asian	-	-
Black/African American	>=95%	>=95%
Hispanic/Latino	>=95%	>=95%
Pacific Islander	-	-
Two or More Races	-	-
White/Caucasian	>=95%	>=95%
Special Education	>=95%	>=95%
English Learners Current + Former	-	-
English Learners Current	-	-
Economically Disadvantaged	>=95%	>=95%

Post-Secondary Preparation Program Information

	Advanced Placement (AP)		Dual Credit/Dual Enrollment		International Baccalaureate		Career and Technical Education	
	Participation (%)	Completion (%)	Participation (%)	Completion (%)	Participation (%)	Completion (%)	Participation (%)	Completion (%)
American Indian/Alaska Native	-	-	-	-	-	-	-	-
Asian	15.3	<5	7.6	<5	<5	<5	<5	<5
Black/African American	9.0	<5	13.6	13.6	<5	<5	<5	<5
Hispanic/Latino	12.5	<5	12.5	7.5	<5	<5	<5	<5
Pacific Islander	-	-	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-	-	-
White/Caucasian	5.1	<5	13.4	11.3	<5	<5	<5	<5
Special Education	5.2	<5	5.2	<5	<5	<5	<5	<5
English Learners Current + Former	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Learners Current	-	-	-	-	-	-	-	-
Economically Disadvantaged	8.4	<5	9.8	5.6	<5	<5	<5	<5

What does my school rating mean?

Note: Some NSPF reports were updated on December 15, 2018 to reflect updated SBAC Mathematics scores.

3 Star school: Identifies an **adequate school** that has met the state's standard for performance where all students group has met expectations for academic achievement. Subgroups meet expectations for academic achievement or show progress with little exception; however, no group is far below standard. The school must submit an improvement plan that identifies supports tailored to subgroups and indicators that are below standard. Schools identified for comprehensive support and improvement are not eligible to be classified as a three star school or higher. Schools identified for targeted support and improvement are eligible to be classified as three star schools.

Attachment 56-60 - TPD

What do the performance indicators mean?

Academic Achievement-Student Proficiency

Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set to determine the achievement level needed to be proficient on the assessment.

Points are earned based on the percent of students proficient in the areas of English Language Arts (ELA), Math and Science based on assessment scores.

English Language Proficiency

English Language Proficiency is a measure of English Learners achieving English Language proficiency on the State English Language Proficiency assessment, WIDA.

The NSPF includes Adequate Growth Percentiles (AGP) to determine if English Language Learners are meeting the goal toward English Language Proficiency.

Students meeting their growth targets should be on track to become English proficient and exit English Language Learner status in five years.

Student Engagement

Student Engagement is a measure of 9th Grade Credit Sufficiency and Chronic Absenteeism.

Ninth-grade credit sufficiency represents the percent of students earning at least five (5) credits by the end of the first year of high school.

Research shows attendance matters and chronic absenteeism places students at risk of academic failure. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason including excused, unexcused or disciplinary absences. Students who are absent due to school sponsored activities are not considered absent for the purposes of this calculation.

Climate Survey Bonus

The Climate Survey is a State Survey administered to students in certain grades across the State. Schools meeting or exceeding the 75% participation threshold can receive bonus points. Two additional bonus points are reflected in the Student Engagement section.

Graduation

The cohort graduation rate is determined through the adjusted cohort graduation rate (ACGR) process and follows federal guidelines for computing the rate. This process usually results in preliminary graduation rates in October, with disaggregated rates determined in December.

Because these dates are past the required State accountability reporting date of September 15th, the cohort rates used for this indicator lags one year behind the other accountability data in the school rating system.

College and Career Readiness

The college and career readiness indicator is made up of three measures. These include the percent of students:

- participating in post-secondary preparation programs
- completing post-secondary preparation programs
- earning an Advanced Diploma*

Post-secondary preparation programs includes Advanced Placement (AP), International Baccalaureate, Dual Credit/Dual Enrollment and Career and Technical Education.

Dates a for Advanced Diploma are past the required State accountability reporting date of September 15th, the cohort rates used for this indicator lags one year behind the other accountability data in the school rating system.

Star Rating	Index Score
★★★★★	At or above 82
★★★★	At or above 70, below 82
★★★	At or above 50, below 70
★★	At or above 27, below 50
★	below 27

Florida Cyber Charter Academy @ Duval

Florida Cyber Academy @ Duval has increased its overall “Percentage of Total Possible Points” annually since 2016-2017. The school has surpassed the state average graduation rate, receiving 93 out of a possible 100 points for SY 2021-2022.

Attachment 56-60 - TPP

SY 2021-2022

Print_Titles | District Number

2021-22 School Grades - As of February 13, 2023

Legend for School Types: 01=Elementary; 02=Middle; 03=High; 04=Combination
Additional information is available in the School Grades calculations guide at http://www.fldoe.org/accountability/accountability-reporting/school-grades/.
***Pursuant to FDOE Emergency Order No. 2021-EO-02, only schools for which an opt-in request was submitted by the school district superintendent or charter school governing board have a letter grade assigned for the 2020-21 school year.**

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y
5	District Number	District Name	School Number	School Name	English Language Arts Achievement	English Language Arts Learning Gains	English Language Arts Learning Gains of the Lowest 25%	Mathematics Achievement	Mathematics Learning Gains	Mathematics Learning Gains of the Lowest 25%	Science Achievement	Social Studies Achievement	Middle School Acceleration	Graduation Rate 2020-21	College and Career Acceleration 2020-21	Total Points Earned	Total Components	Percent of Total Possible Points	Percent Tested	Grade 2022	Optional Grade 2021*	Grade 2019	Grade 2018	Grade 2017	Grad
1279	16	DUVAL	5371	FLORIDA CYBER CHARTER ACADEMY	40	44	27	24	40	48	40	46	48	93	17	467	11	42	93	C		D		D	

Attachment 56-60 - TPP

SY 2020-2021

D9 SEASIDE COMMUNITY CHARTER SCHOOL

2020-21 School Grades

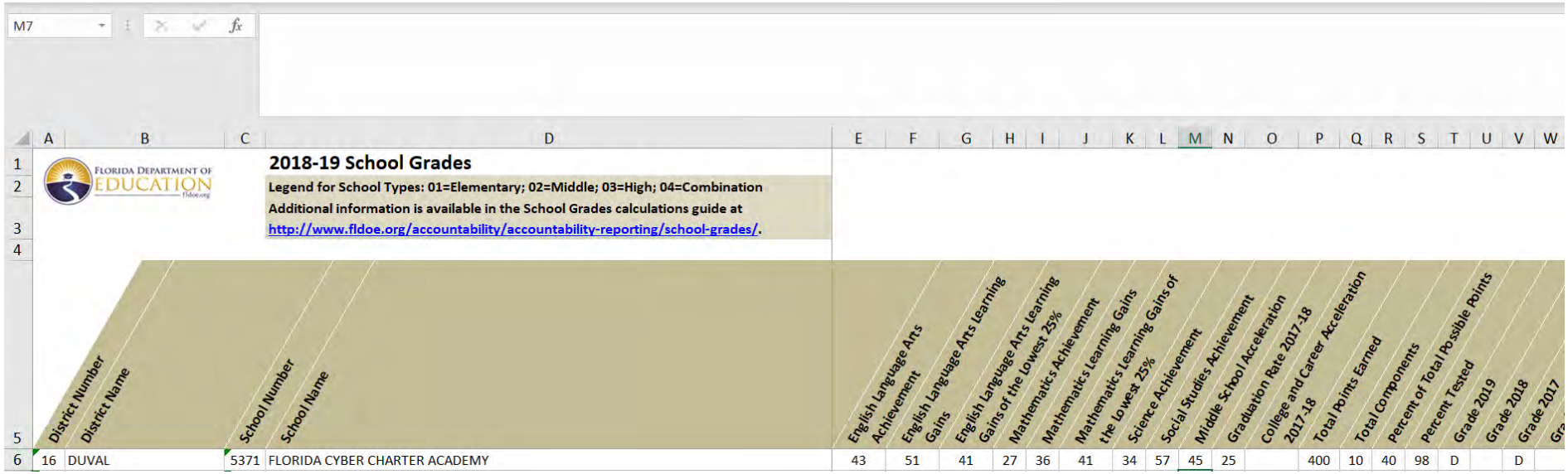
Legend for School Types: 01=Elementary; 02=Middle; 03=High; 04=Combination

Pursuant to FDOE Emergency Order No. 2021-EO-02, only schools for which an opt in request was submitted by the school district superintendent or charter school governing board have a letter grade assigned for the 2020-21 school year. More information can be found at https://www.fldoe.org/core/fileparse.php/19861/urlt/2021-EO-02.pdf.

Additional information is available in the School Grades calculations guide at http://www.fldoe.org/accountability/accountability-reporting/school-grades/.

District Number	District Name	School Number	School Name	English Language Arts Achievement	English Language Arts Learning Gains	English Language Arts Learning Gains of the Lowest 25%	Mathematics Achievement	Mathematics Learning Gains	Mathematics Learning Gains of the Lowest 25%	Science Achievement	Social Studies Achievement	Middle School Acceleration	Graduation Rate 2019-20	College and Career Acceleration 2019-20	Total Points Earned	Total Components	Percent of Total Possible Points	Percent Tested	Were at least 95% of Survey 3 Students Tested?	Did the school submit an opt-in request?	Grade 2021	Grade
16	DUVAL	5371	FLORIDA CYBER CHARTER ACADEMY	42	43	27	24	33	47	44	51	42	78	15	446	11	41	81	NO	Ineligible		D

Attachment 56-60 - TPP
SY 2018-2019

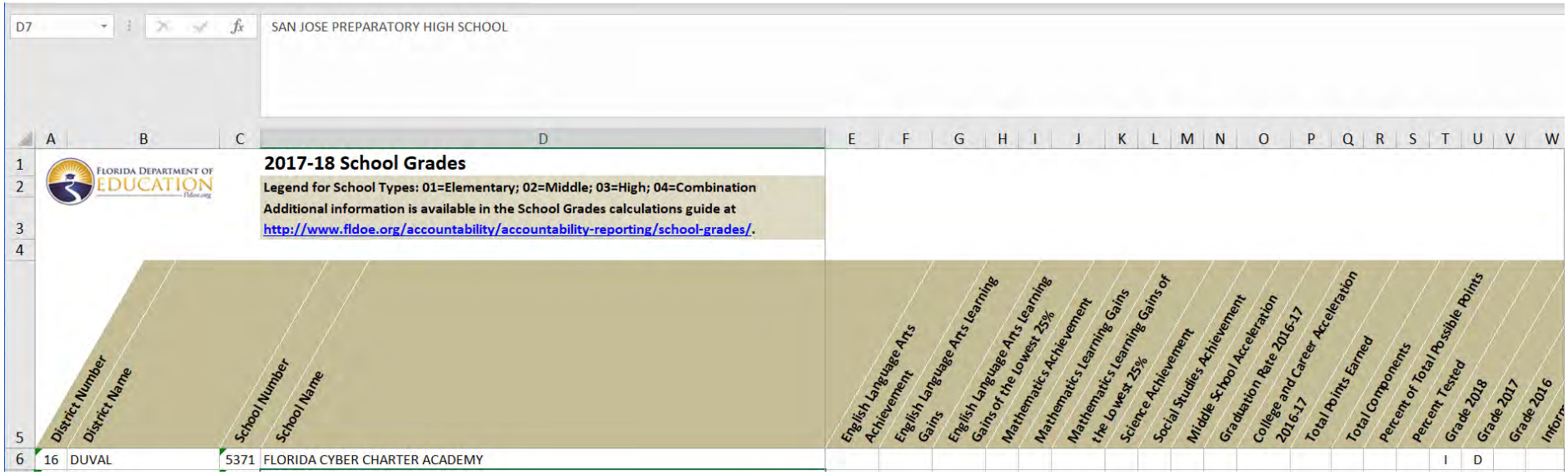


2018-19 School Grades

Legend for School Types: 01=Elementary; 02=Middle; 03=High; 04=Combination
Additional information is available in the School Grades calculations guide at
http://www.fldoe.org/accountability/accountability-reporting/school-grades/.

District Number	District Name	School Number	School Name	English Language Arts Achievement	English Language Arts Learning Gains	English Language Arts Learning Gains of the Lowest 25%	Mathematics Achievement	Mathematics Learning Gains	Mathematics Learning Gains of the Lowest 25%	Science Achievement	Social Studies Achievement	Middle School Acceleration	Graduation Rate 2017-18	College and Career Acceleration 2017-18	Total Points Earned	Total Components	Percent of Total Possible Points	Percent Tested	Grade 2019	Grade 2018	Grade 2017
16	DUVAL	5371	FLORIDA CYBER CHARTER ACADEMY	43	51	41	27	36	41	34	57	45	25		400	10	40	98	D		D	

Attachment 56-60 - TPP
SY 2017-2018



D7 | SAN JOSE PREPARATORY HIGH SCHOOL

2017-18 School Grades

Legend for School Types: 01=Elementary; 02=Middle; 03=High; 04=Combination
Additional information is available in the School Grades calculations guide at
http://www.fldoe.org/accountability/accountability-reporting/school-grades/.

District Number	District Name	School Number	School Name	English Language Arts Achievement	English Language Arts Learning Gains	English Language Arts Learning Gains of the Lowest 25%	Mathematics Achievement	Mathematics Learning Gains	Mathematics Learning Gains of the Lowest 25%	Science Achievement	Social Studies Achievement	Middle School Acceleration	Graduation Rate 2016-17	College and Career Acceleration 2016-17	Total Points Earned	Total Components	Percent of Total Possible Points	Percent Tested	Grade 2018	Grade 2017	Grade 2016	Inform
16	DUVAL	5371	FLORIDA CYBER CHARTER ACADEMY																I	D		

Attachment 56-60 - TPP

SY 2016-2017

English_La... | English Language Arts Learning Gains

2016-17 School Grades

Legend for School Types: 01=Elementary; 02=Middle; 03=High; 04=Combination

Additional information is available in the School Grades calculations guide at

http://www.fldoe.org/accountability/accountability-reporting/school-grades/.

District Number	District Name	School Number	School Name	English Language Arts Achievement	English Language Arts Learning Gains	English Language Arts Learning Gains of the Lowest 25%	Mathematics Achievement	Mathematics Learning Gains	Mathematics Learning Gains of the Lowest 25%	Science Achievement	Social Studies Achievement	Middle School Acceleration	Graduation Rate 2015-16	College and Career Acceleration 2015-16	Total Points Earned	Total Components	Percent of Total Possible Points	Percent Tested	Grade 2017	Grade 2016	Informational Ba... 2015
16	DUVAL	5371	FLORIDA CYBER CHARTER ACADEMY	40	45	44	20	27	34	26	52	25			313	9	35	91	D		

Attachment 56-60 - TPP

Ohio Digital Learning School

Ohio Digital Learning School is a “dropout prevention and recovery school”, so although the school’s data is way below the state average, in 2021-2022 it received “Meet Standards” and “Exceeds Standards” in all categories of its Alternative framework.

Ohio School Report Cards

Attachment 56-60 - TPP

Exceeds Standards
School Rating

2021 - 2022 Report Card for

Ohio Digital Learning School

Schools that receive the dropout prevention and recovery report card receive ratings for up to eight measures and four components.

Achievement Component

The Achievement component, previously called the High School Test Passage Rate component, represents the number of students who meet applicable criteria on assessments that are required for graduation.

Meets Standards
Rating

Progress

The Progress component looks closely at the growth all students are making during the school year.

Meets Standards
Rating

Gap Closing

This component shows how well schools are improving or meeting the performance expectations for all students in English language arts, math, graduation, and English language proficiency.

Exceeds Standards
Rating

Graduation Rate

The Graduation Rate component looks at the percent of students who are successfully finishing high school with a diploma in four, five, six, seven or eight years.

Exceeds Standards
Rating

Graduation Rates

A Graduation rate is not calculated if there are not at least 10 students in the graduating class

40.5% of students graduated in 4 years
41.8% of students graduated in 5 years
38.0% of students graduated in 6 years
39.3% of students graduated in 7 years
59.1% of students graduated in 8 years
41.0% is the weighted average of all graduation rates.

Exceeds Standards
4-Year Rating

Exceeds Standards
5-Year Rating

Meets Standards
6-Year Rating

Meets Standards
7-Year Rating

Exceeds Standards
8-Year Rating

Exceeds Standards
Combined Rating

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Ohio School Report Cards

Not Rated

School Rating

2020 - 2021 Report Card for

Ohio Digital Learning School

Schools that receive the dropout prevention and recovery report card receive ratings for up to eight measures and four components. *The 2020 - 2021 report card will not have grades or ratings per Ohio law.*

Achievement Component

The Achievement component, previously called the High School Test Passage Rate component, represents the number of students who meet applicable criteria on assessments that are required for graduation.

Not Rated

Rating

Students who Passed all Five Tests **70.3%**

Progress

The Progress component looks closely at the growth all students are making during the school year.

Not Rated

Rating

Gap Closing

This component shows how well schools are improving or meeting the performance expectations for all students in English language arts, math, graduation, and English language proficiency. *The English language proficiency data is not available this year.*

Not Rated

Rating

Graduation Rate

The Graduation Rate component looks at the percent of students who are successfully finishing high school with a diploma in four, five, six, seven or eight years.

Not Rated

Rating

Graduation Rates

A Graduation rate is not calculated if there are not at least 10 students in the graduating class

30.4% of students graduated in 4 years
19.3% of students graduated in 5 years
20.0% of students graduated in 6 years
44.4% of students graduated in 7 years
0.0% of students graduated in 8 years
27.1% is the weighted average of all graduation rates.

Not Rated 4-Year Rating	Not Rated 5-Year Rating	Not Rated 6-Year Rating
Not Rated 7-Year Rating	Not Rated 8-Year Rating	Not Rated Combined Rating

Ohio School Report Cards

2019 - 2020 Report Card for

Ohio Digital Learning School

Not Rated

School Rating

Schools that receive the dropout prevention and recovery report card receive ratings for up to eight measures and four components. The 2019-2020 report cards will not have grades or ratings. Limited data is available due to the coronavirus pandemic and ordered school-building closure.

Achievement Component

The Achievement component, previously called the High School Test Passage Rate component, represents the number of students who meet applicable criteria on assessments that are required for graduation. The data for this component is not available this year.

Not Rated

Rating

Progress

The Progress component looks closely at the growth all students are making during the school year. The data for this component is not available this year.

Not Rated

Rating

Gap Closing

This component shows how well schools are improving or meeting the performance expectations for all students in English language arts, math, graduation and English language proficiency. The data for this component is not available this year.

Not Rated

Rating

Graduation Rate

The Graduation Rate component looks at the percent of students who are successfully finishing high school with a diploma in four, five, six, seven or eight years. This data is available and was not impacted for the reporting years.

Not Rated

Rating

Graduation Rates

A Graduation rate is not calculated if there are not at least 10 students in the graduating class

0.0% of students graduated in 4 years
0.0% of students graduated in 5 years
0.0% of students graduated in 6 years
0.0% of students graduated in 7 years
0.0% of students graduated in 8 years
0.0% is the weighted average of all graduation rates.

Not Rated

4-Year Rating

Not Rated

5-Year Rating

Not Rated

6-Year Rating

Not Rated

7-Year Rating

Not Rated

8-Year Rating

Not Rated

Combined Rating

Attachment 56-60 - TPP

Insight School of Wisconsin

Like Ohio Digital Learning School, Insight School of Wisconsin received a “Satisfactory Progress” rating on its Alternative framework despite having lower than state average outcomes due to its “Alternative School” status.

OVERVIEW

School Details

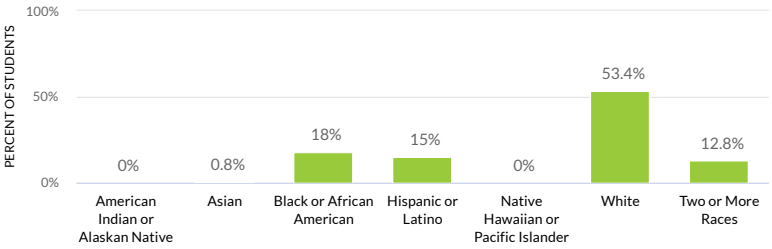
Grades : 9-12
Enrollment : 133
Percent open enrollment : 99.2%

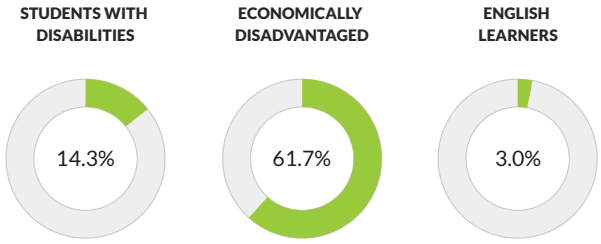
Attachment 56-60 - TPP

ISWI is an online virtual charter alternative high school, authorized as a non-instrumentality charter by the McFarland School District and operated by Four Lakes Education Board, along with K12 Stride Inc. Insight is dedicated to inspiring and empowering students via an education experience tailored to their needs. https://insightwi.k12.com/

The statement above is provided by the school. It is not an evaluation by the Wisconsin DPI.

Student Groups





Score Summary

Due to the COVID-19 pandemic, please use caution when interpreting scores and ratings. Careful review of the detailed data on all pages is encouraged. Also, see https://dpi.wi.gov/accountability/resources.

Overall Score

AR

Alternate Rating - Satisfactory Progress

Star rating not applicable

Report Cards without Scores

Some schools, because of size or grade range, do not have enough data to receive a score. Public schools with insufficient data participate in an alternate accountability process. Private schools with insufficient data are not rated.

Priority Area Scores

ACHIEVEMENT

NA

NO DATA TO DISPLAY

GROWTH

NA

NO DATA TO DISPLAY

TARGET GROUP OUTCOMES

NA

NO DATA TO DISPLAY

ON-TRACK TO GRADUATION

NA

NO DATA TO DISPLAY

Lima No'eau Career Academy
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Attachment 56-60 - TPP

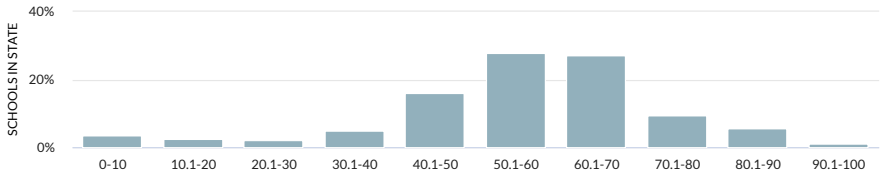
ACHIEVEMENT

This priority area summarizes how this school's students performed on state assessments using a points-based proficiency system that gives partial credit for Basic test performance and extra credit for Advanced performance. The score is a multi-year average of English language arts and mathematics subscores.

Priority Area Score

English Language Arts Score: NA
Mathematics Score: NA

This is the distribution of scores for 9-12 schools in the state.



Student Group Achievement, 2021-22 (for information only)

Group size is given in parentheses. Groups with fewer than 20 students do not have a score displayed.

ENGLISH LANGUAGE ARTS

NO DATA TO DISPLAY

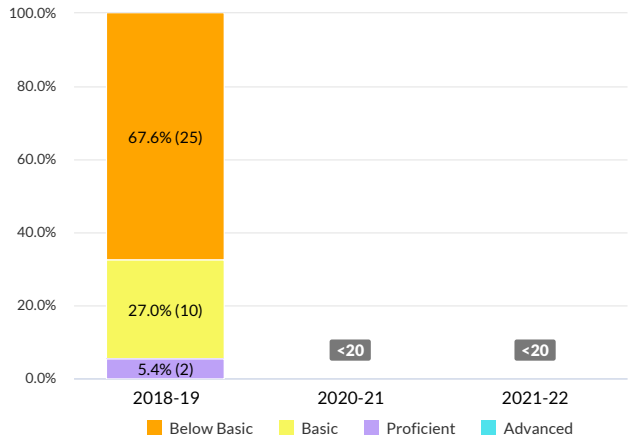
MATHEMATICS

NO DATA TO DISPLAY

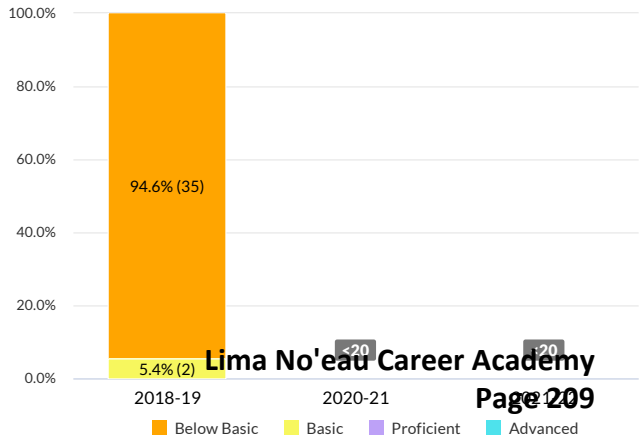
Performance Levels by Year

These graphs show school-wide percentages and group sizes of students performing at each level.

ENGLISH LANGUAGE ARTS



MATHEMATICS



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ACHIEVEMENT - ADDITIONAL INFORMATION

Attachment 56-60 - TPP

The data on this page is for information only.

Test Participation Rates, 2021-22

ENGLISH LANGUAGE ARTS

All students	Lowest-participating group: White
42.7%	42.6%

MATHEMATICS

All students	Lowest-participating group: White
42.7%	42.6%

Student Group Performance Levels by Year

All student groups are shown. Student data is shown for full academic year students in tested grades.

ENGLISH LANGUAGE ARTS

	2018-19					2020-21					2021-22				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: 9-12 State	190,978	8.3%	32.5%	32.2%	26.9%	167,123	6.8%	32.4%	34.5%	26.4%	183,681	7.6%	31.2%	32.4%	28.8%
All Students	37	0.0%	5.4%	27.0%	67.6%	<20	*	*	*	*	<20	*	*	*	*
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Black or African American	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Hispanic or Latino	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	23	0.0%	8.7%	39.1%	52.2%	<20	*	*	*	*	<20	*	*	*	*
Two or More Races	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Economically Disadvantaged	22	0.0%	0.0%	22.7%	77.3%	<20	*	*	*	*	<20	*	*	*	*
English Learners	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Students with Disabilities	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*

MATHEMATICS

	2018-19					2020-21					2021-22				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: 9-12 State	191,248	9.7%	27.8%	28.6%	33.9%	167,297	6.2%	27.7%	29.8%	36.4%	184,002	10.9%	23.1%	26.4%	39.6%
All Students	37	0.0%	0.0%	5.4%	94.6%	<20	*	*	*	*	<20	*	*	*	*
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Black or African American	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Hispanic or Latino	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	23	0.0%	0.0%	8.7%	91.3%	<20	*	*	*	*	<20	*	*	*	*
Two or More Races	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Economically Disadvantaged	22	0.0%	0.0%	9.1%	90.9%	<20	*	*	*	*	<20	*	*	*	*
English Learners	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Students with Disabilities	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*

Lima Noʻeau Career Academy
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GROWTH

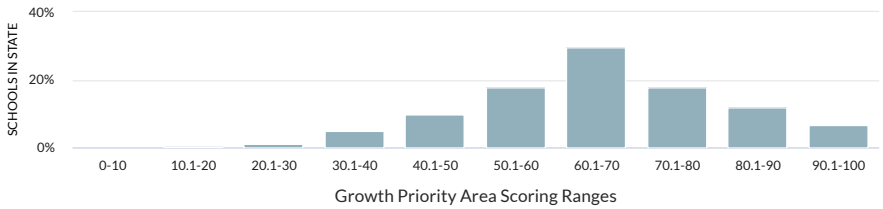
Attachment 56-60 - TPP

This priority area measures year-to-year student progress on statewide tests. It uses a value-added model that seeks to control for circumstances beyond the influence of educators. A high value-added score means that on average students in the school are progressing more quickly than other, similar students. Growth is scored from 0 to 100 to match the other priority areas and is a conversion from the roughly 0 to 6 value-added score.

Priority Area Score

English Language Arts Score: NA
Mathematics Score: NA

This is the distribution of scores for 9-12 schools in the state.



Student Group Value-Added (for information only)

Value-added scores cover an approximately 0-6 range. Higher scores mean greater positive impact. A score of 3.0 is average. Group size is shown in parentheses. Groups with fewer than 20 students do not have a score displayed. Shaded boxes indicate higher-than-average scores.

ENGLISH LANGUAGE ARTS

NO DATA TO DISPLAY

MATHEMATICS

NO DATA TO DISPLAY

Lima No'eau Career Academy
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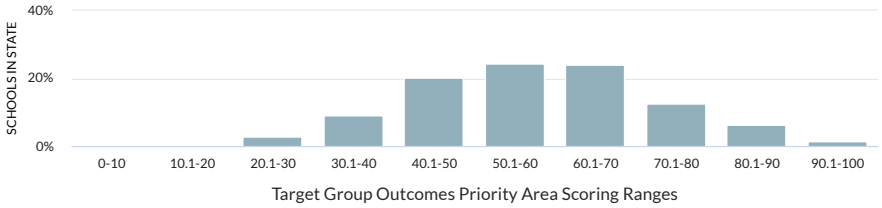
TARGET GROUP OUTCOMES

Attachment 56-60 - TPP

This priority area examines outcomes for students with the lowest test scores — the Target Group. It is designed to promote equity by helping schools focus on learners who need the most support while also improving outcomes for all students. The priority area score combines component scores for achievement, growth, chronic absenteeism, and attendance or graduation rate. Data are not displayed when target groups have fewer than 20 students.

Priority Area Score

This is the distribution of scores for 9-12 schools in the state.



Target Group Outcomes Priority Area Scoring Ranges

Component Scores

ACHIEVEMENT Score: NA

Average points-based proficiency rates.

English Language Arts

NO DATA TO DISPLAY

Mathematics

NO DATA TO DISPLAY

GROWTH Score: NA

Value-added scores converted onto a 0-100 growth scale.

English Language Arts

NO DATA TO DISPLAY

Mathematics

NO DATA TO DISPLAY

CHRONIC ABSENTEEISM Score: NA

Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.

NO DATA TO DISPLAY

ATTENDANCE Score: NA

This score is the overall attendance rate for the Target Group in 2020-21.

NO DATA TO DISPLAY

Lima No'eau Career Academy
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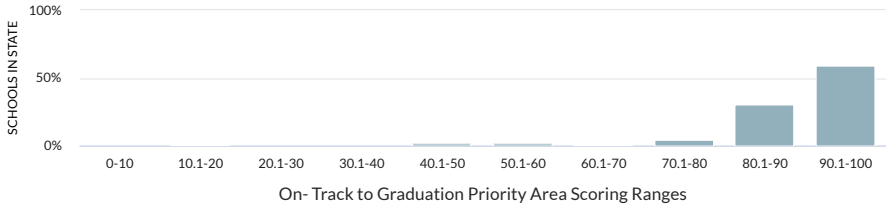
ON-TRACK TO GRADUATION

Attachment 56-60 - TPP

This priority area indicates how successfully students are progressing toward completing their K-12 education. The score combines component scores for measures of student engagement and achievement.

Priority Area Score

This is the distribution of scores for 9-12 schools in the state.



Component Scores

CHRONIC ABSENTEEISM Score: NA

Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.

DATA NOT APPLICABLE

SCHOOL-WIDE ATTENDANCE Score: NA

This score is the overall attendance rate for the school in 2020-21.

DATA NOT APPLICABLE

3RD GRADE ENGLISH LANGUAGE ARTS Score: NA

Multi-year average points-based proficiency rates.

NO GRADE 3

8TH GRADE MATHEMATICS Score: NA

Multi-year average points-based proficiency rates.

NO GRADE 8

ON-TRACK TO GRADUATION - ADDITIONAL INFORMATION

Attachment 56-60 - TPP

This page provides additional detail about chronic absenteeism and graduation and is for information only.

Student Group Chronic Absenteeism Rates, Single-Year

	2018-19		2019-20		2020-21	
	Students	Rate	Students	Rate	Students	Rate
All Students: 9-12 State	265,360	18.9%	264,746	17.9%	264,138	19.7%
All Students	206	0.0%	193	0.0%	129	0.0%
American Indian or Alaskan Native	<20	*	<20	*	<20	*
Asian	<20	*	<20	*	<20	*
Black or African American	28	0.0%	33	0.0%	<20	*
Hispanic or Latino	25	0.0%	30	0.0%	<20	*
Native Hawaiian or Pacific Islander	<20	*	<20	*	<20	*
White	131	0.0%	105	0.0%	78	0.0%
Two or More Races	<20	*	20	0.0%	<20	*
Economically Disadvantaged	117	0.0%	119	0.0%	77	0.0%
English Learners	<20	*	<20	*	<20	*
Students with Disabilities	36	0.0%	31	0.0%	27	0.0%

Student Group Graduation Rates

This table shows for each of two cohorts the percentage of students starting high school together who graduated by 2020-21. The four-year rate pertains to students who started high school four years earlier, and the seven-year rate pertains to students who started seven years earlier.

	Four-year cohort graduation rate			Seven-year cohort graduation rate		
	Students in cohort	Graduates	Rate	Students in cohort	Graduates	Rate
All Students: 9-12 State	67,264	60,134	89.4%	66,412	61,851	93.1%
All Students	121	50	41.3%	63	35	55.6%
American Indian or Alaskan Native	<20	*	*	<20	*	*
Asian	<20	*	*	<20	*	*
Black or African American	24	7	29.2%	<20	*	*
Hispanic or Latino	<20	*	*	<20	*	*
Native Hawaiian or Pacific Islander	<20	*	*	<20	*	*
White	65	31	47.7%	43	27	62.8%
Two or More Races	<20	*	*	<20	*	*
Economically Disadvantaged	80	29	36.3%	28	11	39.3%
English Learners	<20	*	*	<20	*	*
Students with Disabilities	<20	*	*	<20	*	*

POSTSECONDARY PREPARATION, 2020-21

Attachment 56-60 - TPP

Section 115.385 (d)1.-5., Wis. Stat., requires report cards to include data on pupil participation in various postsecondary preparation opportunities. All data are for grades 9-12. This is for information only and does not affect scores. Course and program data are reported by schools and districts to DPI. Please use caution when interpreting these data. Asterisks replace all-student participation data if the school enrolled fewer than 20 students.

Participation by Type of Postsecondary Preparation

ADVANCED COURSES

School	State
0.0%	19.9%

No students successfully completed an Advanced Placement or International Baccalaureate course.

DUAL ENROLLMENT

School	State
0.0%	18.6%

No students successfully completed a dual enrollment course.

INDUSTRY-RECOGNIZED CREDENTIALS

School	State
0.0%	2.8%

No students earned an industry-recognized credential.

WORK-BASED LEARNING

School	State
0.0%	3.4%

No students participated in a work-based learning program.

Student Group Participation

This table compares the percentages of students in the school participating in different types of postsecondary preparation opportunities with the percentages for the state. Total student enrollments are given for reference.

	Total # Enrolled		Advanced Courses		Dual Enrollment		Industry-Recognized Credentials		Work-Based Learning	
	School	State	School	State	School	State	School	State	School	State
American Indian or Alaskan Native	<20	2,799	*	6.5%	*	10.0%	*	1.8%	*	2.4%
Asian	<20	9,945	*	28.6%	*	16.9%	*	2.2%	*	1.9%
Black or African American	<20	25,104	*	12.2%	*	6.2%	*	0.6%	*	0.9%
Hispanic or Latino	<20	34,372	*	15.8%	*	13.4%	*	1.9%	*	1.8%
Native Hawaiian or Pacific Islander	<20	198	*	17.7%	*	17.2%	*	3.0%	*	1.0%
White	78	181,931	0.0%	21.7%	0.0%	21.7%	0.0%	3.4%	0.0%	4.2%
Two or More Races	<20	9,829	*	15.9%	*	13.7%	*	1.8%	*	1.9%
Economically Disadvantaged	77	96,593	0.0%	10.8%	0.0%	12.0%	0.0%	2.1%	0.0%	2.6%
English Learners	<20	14,562	*	9.7%	*	12.0%	*	1.3%	*	1.3%
Students with Disabilities	27	34,324	0.0%	3.6%	0.0%	9.6%	0.0%	1.9%	0.0%	2.5%

Attachment 56-60 - TPP

ARTS COURSE INFORMATION, 2020-21

Section 115.385 (d)6., Wis. Stat., requires report cards to include data on the percentage of high school pupils participating in various kinds of arts courses. All data are for grades 9-12. This is for information only and does not affect scores. Course and program data are reported by schools and districts to DPI. Please use caution when interpreting these data. Asterisks replace all-student participation data if the school enrolled fewer than 20 students.

Participation by Type of Arts Course

ART & DESIGN

School	State
0.0%	23.0%

No students successfully completed an art & design course.

DANCE

School	State
0.0%	0.3%

No students successfully completed a dance course.

MUSIC

School	State
0.0%	18.3%

No students successfully completed a music course.

THEATER

School	State
0.0%	1.6%

No students successfully completed a theater course.

Student Group Participation

This table compares the percentages of students in the school completing different types of arts courses with the percentages for the state. Total student enrollments are given for reference.

	Total # Enrolled		Art & Design		Dance		Music		Theater	
	School	State	School	State	School	State	School	State	School	State
American Indian or Alaskan Native	<20	2,799	*	21.5%	*	0.0%	*	12.5%	*	0.5%
Asian	<20	9,945	*	20.6%	*	0.3%	*	16.3%	*	0.9%
Black or African American	<20	25,104	*	18.7%	*	0.4%	*	8.9%	*	2.5%
Hispanic or Latino	<20	34,372	*	21.3%	*	0.2%	*	12.1%	*	1.5%
Native Hawaiian or Pacific Islander	<20	198	*	22.7%	*	0.0%	*	21.2%	*	0.5%
White	78	181,931	0.0%	24.2%	0.0%	0.3%	0.0%	21.0%	0.0%	1.5%
Two or More Races	<20	9,829	*	21.5%	*	0.2%	*	16.5%	*	1.6%
Economically Disadvantaged	77	96,593	0.0%	21.8%	0.0%	0.2%	0.0%	13.6%	0.0%	1.5%
English Learners	<20	14,562	*	21.6%	*	0.2%	*	9.4%	*	1.1%
Students with Disabilities	27	34,324	0.0%	23.4%	0.0%	0.2%	0.0%	12.0%	0.0%	1.5%

Wisconsin Department of Public Instruction
Office of Educational Accountability
125 S. Webster Street
Madison, WI 53703
dpi.wi.gov

November 2022

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Attachment 56-60 - TPP

OVERVIEW

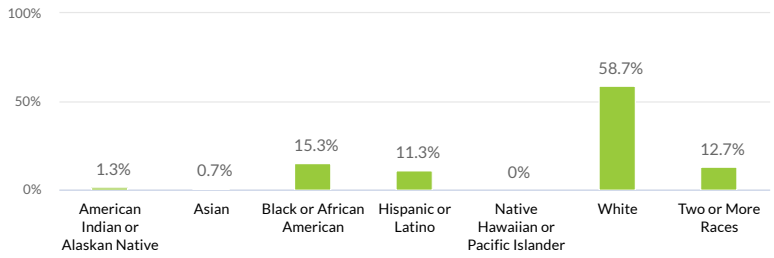
School Details

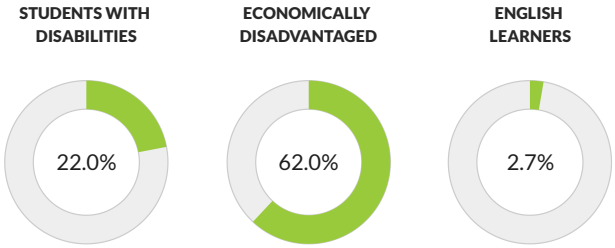
Grades : 9-12
Enrollment : 150
Percent open enrollment : 88%

Please visit our school website for additional information.
https://www.mcfarland.k12.wi.us/schools/virtual/

The statement above is provided by the school. It is not an evaluation by the Wisconsin DPI.

Student Groups





Score Summary

Due to the COVID-19 pandemic, please use caution when interpreting scores and ratings. Careful review of the detailed data on all pages is encouraged. Also, see https://dpi.wi.gov/accountability/resources.

Overall Score

AR

Alternate Rating - Needs Improvement

Star rating not applicable

Report Cards without Scores

Some schools, because of size or grade range, do not have enough data to receive a score. Public schools with insufficient data participate in an alternate accountability process. Private schools with insufficient data are not rated.

Priority Area Scores

ACHIEVEMENT

NA

NO DATA TO DISPLAY

GROWTH

NA

NO DATA TO DISPLAY

TARGET GROUP OUTCOMES

NA

NO DATA TO DISPLAY

ON-TRACK TO GRADUATION

NA

NO DATA TO DISPLAY

Lima No'eau Career Academy
Page 217

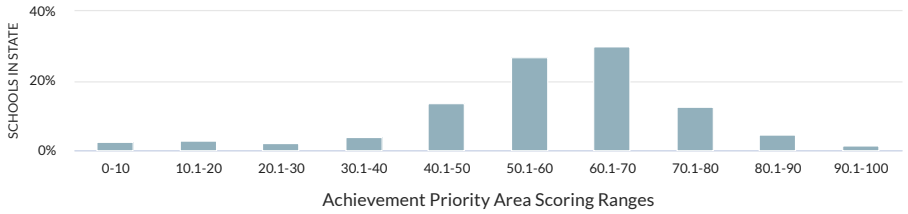
Attachment 56-60 - TPP

ACHIEVEMENT

This priority area summarizes how this school's students performed on state assessments using a points-based proficiency system that gives partial credit for Basic test performance and extra credit for Advanced performance. The score is a multi-year average of English language arts and mathematics subscores.

Priority Area Score

This is the distribution of scores for 9-12 schools in the state.



English Language Arts Score: NA

Mathematics Score: NA

Student Group Achievement, 2020-21 (for information only)

Group size is given in parentheses. Groups with fewer than 20 students are not displayed.

ENGLISH LANGUAGE ARTS

NO DATA TO DISPLAY

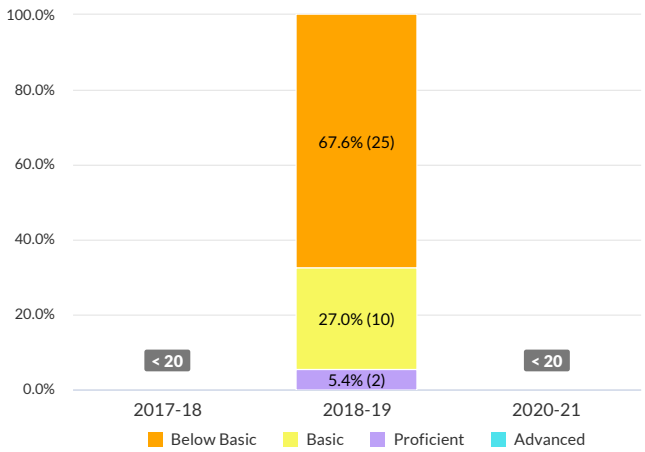
MATHEMATICS

NO DATA TO DISPLAY

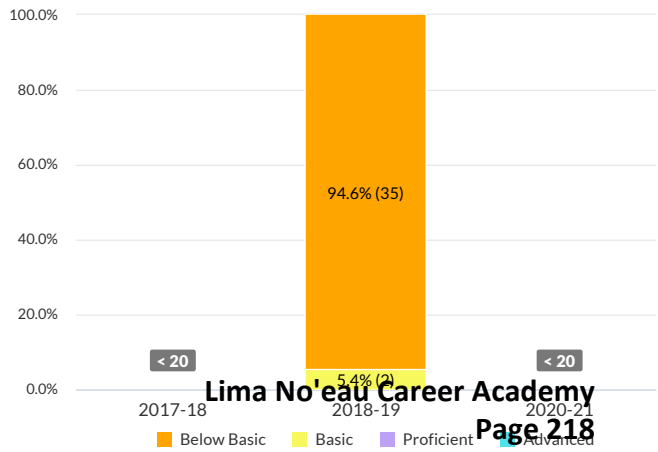
Performance Levels by Year

These graphs show school-wide percentages and group sizes of students performing at each level.

ENGLISH LANGUAGE ARTS



MATHEMATICS



Attachment 56-60 - TPP

ACHIEVEMENT - ADDITIONAL INFORMATION

The data on this page is for information only.

Test Participation Rates, 2020-21

ENGLISH LANGUAGE ARTS

All students	Lowest-participating group:
	NA
48.3%	NA

MATHEMATICS

All students	Lowest-participating group:
	NA
48.3%	NA

Student Group Performance Levels by Year

Groups with any full academic year students in tested grades are shown.

ENGLISH LANGUAGE ARTS

	2017-18					2018-19					2020-21				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: 9-12 State	190,484	8.7%	34.2%	32.2%	24.9%	190,984	8.3%	32.5%	32.2%	26.9%	167,122	6.8%	32.4%	34.4%	26.4%
All Students	< 20	*	*	*	*	37	0.0%	5.4%	27.0%	67.6%	< 20	*	*	*	*
American Indian or Alaskan Native	< 20	*	*	*	*	< 20	*	*	*	*	0	NA	NA	NA	NA
Black or African American	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*
Hispanic or Latino	0	NA	NA	NA	NA	< 20	*	*	*	*	0	NA	NA	NA	NA
White	< 20	*	*	*	*	23	0.0%	8.7%	39.1%	52.2%	< 20	*	*	*	*
Two or More Races	< 20	*	*	*	*	< 20	*	*	*	*	0	NA	NA	NA	NA
Economically Disadvantaged	< 20	*	*	*	*	22	0.0%	0.0%	22.7%	77.3%	0	NA	NA	NA	NA
English Learners	0	NA	NA	NA	NA	< 20	*	*	*	*	0	NA	NA	NA	NA
Students with Disabilities	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*

MATHEMATICS

	2017-18					2018-19					2020-21				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: 9-12 State	190,833	9.9%	29.3%	29.0%	31.8%	191,249	9.7%	27.8%	28.6%	33.9%	167,297	6.2%	27.7%	29.8%	36.3%
All Students	< 20	*	*	*	*	37	0.0%	0.0%	5.4%	94.6%	< 20	*	*	*	*
American Indian or Alaskan Native	< 20	*	*	*	*	< 20	*	*	*	*	0	NA	NA	NA	NA
Black or African American	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*
Hispanic or Latino	0	NA	NA	NA	NA	< 20	*	*	*	*	0	NA	NA	NA	NA
White	< 20	*	*	*	*	23	0.0%	0.0%	8.7%	91.3%	< 20	*	*	*	*
Two or More Races	< 20	*	*	*	*	< 20	*	*	*	*	0	NA	NA	NA	NA
Economically Disadvantaged	< 20	*	*	*	*	22	0.0%	0.0%	9.1%	90.9%	0	NA	NA	NA	NA
English Learners	0	NA	NA	NA	NA	< 20	*	*	*	*	0	NA	NA	NA	NA
Students with Disabilities	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*

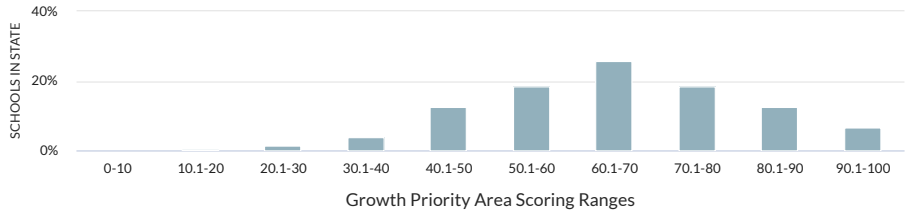
GROWTH

Attachment 56-60 - TPP

This priority area measures year-to-year student progress on statewide tests. It uses a value-added model that seeks to control for circumstances beyond the influence of educators. A high value-added score means that on average students in the school are progressing more quickly than other, similar students. Growth is scored from 0 to 100 to match the other priority areas and is a conversion from the roughly 0 to 6 value-added score.

Priority Area Score

This is the distribution of scores for 9-12 schools in the state.



English Language Arts Score: NA

Mathematics Score: NA

Student Group Value-Added (for information only)

Value-added scores cover an approximately 0-6 range. Higher scores mean greater positive impact. A score of 3.0 is average. Group size is shown in parentheses. Groups with fewer than 20 students are not displayed. Shaded boxes indicate higher-than-average scores.

ENGLISH LANGUAGE ARTS

NO DATA TO DISPLAY

MATHEMATICS

NO DATA TO DISPLAY

Lima No'eau Career Academy
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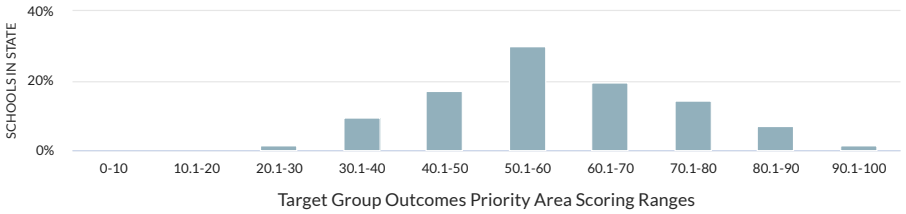
TARGET GROUP OUTCOMES

Attachment 56-60 - TPP

This priority area examines outcomes for students with the lowest test scores — the Target Group. It is designed to promote equity by helping schools focus on learners who need the most support while also improving outcomes for all students. The priority area score combines component scores for achievement, growth, chronic absenteeism, and attendance or graduation rate. Data are not displayed when target groups have fewer than 20 students.

Priority Area Score

This is the distribution of scores for 9-12 schools in the state.



Component Scores

ACHIEVEMENT

Score: NA

Average points-based proficiency rates.

English Language Arts

NO DATA TO DISPLAY

Mathematics

NO DATA TO DISPLAY

GROWTH

Score: NA

Value-added scores converted onto a 0-100 growth scale.

English Language Arts

NO DATA TO DISPLAY

Mathematics

NO DATA TO DISPLAY

CHRONIC ABSENTEEISM

Score: NA

Score is 1 minus actual chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.

NO DATA TO DISPLAY

ATTENDANCE

Score: NA

This score is the overall attendance rate for the Target Group in 2019-20.

NO DATA TO DISPLAY

Lima No'eau Career Academy
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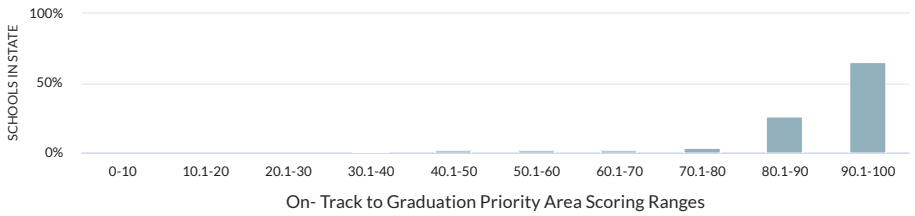
ON-TRACK TO GRADUATION

Attachment 56-60 - TPP

This priority area indicates how successfully students are progressing toward completing their K-12 education. The score combines component scores for measures of student engagement and achievement.

Priority Area Score

This is the distribution of scores for 9-12 schools in the state.



Component Scores

CHRONIC ABSENTEEISM

Score: NA

Score is 1 minus actual chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.

NO DATA TO DISPLAY

SCHOOL-WIDE ATTENDANCE

Score: NA

This score is the overall attendance rate for the school in 2019-20.

NO DATA TO DISPLAY

3RD GRADE ENGLISH LANGUAGE ARTS

Score: NA

Average points-based proficiency rates.

NO GRADE 3

8TH GRADE MATHEMATICS

Score: NA

Average points-based proficiency rates.

NO GRADE 8

Attachment 56-60 - TPP

ON-TRACK TO GRADUATION - ADDITIONAL INFORMATION

This page provides additional detail about chronic absenteeism and graduation and is for information only.

Student Group Chronic Absenteeism Rates, Single-Year

	2017-18		2018-19		2019-20	
	Students	Rate	Students	Rate	Students	Rate
All Students: 9-12 State	265,727	18.9%	265,360	18.9%	264,745	17.9%
All Students	57	0.0%	206	0.0%	193	0.0%
American Indian or Alaskan Native	< 20	*	< 20	*	< 20	*
Black or African American	< 20	*	28	0.0%	33	0.0%
Hispanic or Latino	< 20	*	25	0.0%	30	0.0%
White	40	0.0%	131	0.0%	105	0.0%
Two or More Races	< 20	*	< 20	*	20	0.0%
Economically Disadvantaged	33	0.0%	117	0.0%	119	0.0%
English Learners	< 20	*	< 20	*	< 20	*
Students with Disabilities	< 20	*	36	0.0%	31	0.0%

Student Group Graduation Rates

This table shows for each of two cohorts the percentage of students starting high school together who graduated by 2019-20. The four-year rate pertains to students who started high school four years earlier, and the seven-year rate pertains to students who started seven years earlier.

	Four-year cohort graduation rate			Seven-year cohort graduation rate		
	Students in cohort	Graduates	Rate	Students in cohort	Graduates	Rate
All Students: 9-12 State	66,987	60,500	90.3%	65,509	60,787	92.8%
All Students	128	54	42.2%	< 20	*	*
American Indian or Alaskan Native	< 20	*	*	< 20	*	*
Asian	< 20	*	*	0	NA	NA
Black or African American	26	15	57.7%	< 20	*	*
Hispanic or Latino	< 20	*	*	< 20	*	*
White	68	26	38.2%	< 20	*	*
Two or More Races	< 20	*	*	0	NA	NA
Economically Disadvantaged	81	35	43.2%	< 20	*	*
English Learners	< 20	*	*	0	NA	NA
Students with Disabilities	22	3	13.6%	0	NA	NA

POSTSECONDARY PREPARATION, 2019-20

Attachment 56-60 - TPP

Section 115.385 (d)1.-5., Wis. Stat., requires report cards to include data on pupil participation in various postsecondary preparation opportunities. All data are for grades 9-12. This is for information only and does not affect scores. Course and program data are reported by schools and districts to DPI, and this is the first time these data are included on report cards. Please use caution when interpreting these data. Asterisks replace all-student participation data if the school enrolled fewer than 20 students.

Participation by Type of Postsecondary Preparation

ADVANCED COURSES

School	State
0.0%	19.2%

No students successfully completed an Advanced Placement or International Baccalaureate course.

DUAL ENROLLMENT

School	State
0.0%	17.8%

No students successfully completed a dual enrollment course.

INDUSTRY-RECOGNIZED CREDENTIALS

School	State
0.0%	1.4%

No students earned an industry-recognized credential.

WORK-BASED LEARNING

School	State
0.0%	2.4%

No students participated in a work-based learning program.

Student Group Participation

This table compares the percentages of students in the school participating in different types of postsecondary preparation opportunities with the percentages for the state. All groups present in the school are shown. Total student enrollments are given for reference.

	Total # Enrolled		Advanced Courses		Dual Enrollment		Industry-Recognized Credentials		Work-Based Learning	
	School	State	School	State	School	State	School	State	School	State
American Indian or Alaskan Native	< 20	3,044	*	7.7%	*	12.3%	*	0.5%	*	0.9%
Asian	< 20	10,028	*	27.3%	*	17.9%	*	1.1%	*	1.4%
Black or African American	52	24,232	0.0%	11.5%	0.0%	9.9%	0.0%	0.3%	0.0%	0.8%
Hispanic or Latino	44	31,812	0.0%	14.7%	0.0%	14.1%	0.0%	0.9%	0.0%	1.4%
White	161	188,332	0.0%	20.8%	0.0%	19.7%	0.0%	1.6%	0.0%	2.8%
Two or More Races	35	9,226	0.0%	16.1%	0.0%	13.3%	0.0%	1.1%	0.0%	1.4%
Economically Disadvantaged	191	97,617	0.0%	11.0%	0.0%	13.7%	0.0%	0.8%	0.0%	1.7%
English Learners	< 20	13,412	*	8.7%	*	14.1%	*	0.5%	*	1.3%
Students with Disabilities	60	34,473	0.0%	2.9%	0.0%	10.2%	0.0%	0.5%	0.0%	1.4%

Lima No'eau Career Academy
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Attachment 56-60 - TPP

ARTS COURSE INFORMATION, 2019-20

Section 115.385 (d)6., Wis. Stat., requires report cards to include data on the percentage of high school pupils participating in various kinds of arts courses. All data are for grades 9-12. This is for information only and does not affect scores. Course and program data are reported by schools and districts to DPI, and this is the first time these data are included on report cards. Please use caution when interpreting these data. Asterisks replace all-student participation data if the school enrolled fewer than 20 students.

Participation by Type of Arts Course

ART & DESIGN

School	State
8.0%	24.7%

24 students successfully completed at least one art & design course.

DANCE

School	State
0.0%	0.3%

No students successfully completed a dance course.

MUSIC

School	State
0.0%	21.3%

No students successfully completed a music course.

THEATER

School	State
0.0%	1.9%

No students successfully completed a theater course.

Student Group Participation

This table compares the percentages of students in the school completing different types of arts courses with the percentages for the state. All groups present in the school are shown. Total student enrollments are given for reference.

	Total # Enrolled		Art & Design		Dance		Music		Theater	
	School	State	School	State	School	State	School	State	School	State
American Indian or Alaskan Native	< 20	3,044	*	27.9%	*	0.1%	*	17.3%	*	1.2%
Asian	< 20	10,028	*	25.8%	*	0.3%	*	21.8%	*	1.5%
Black or African American	52	24,232	3.8%	27.9%	0.0%	0.5%	0.0%	13.8%	0.0%	4.1%
Hispanic or Latino	44	31,812	6.8%	26.2%	0.0%	0.3%	0.0%	15.5%	0.0%	1.8%
White	161	188,332	8.7%	23.9%	0.0%	0.3%	0.0%	23.4%	0.0%	1.7%
Two or More Races	35	9,226	8.6%	23.9%	0.0%	0.4%	0.0%	19.8%	0.0%	1.9%
Economically Disadvantaged	191	97,617	6.8%	26.9%	0.0%	0.3%	0.0%	17.4%	0.0%	2.3%
English Learners	< 20	13,412	*	29.0%	*	0.2%	*	13.0%	*	1.4%
Students with Disabilities	60	34,473	5.0%	25.4%	0.0%	0.3%	0.0%	14.3%	0.0%	1.9%

Wisconsin Department of Public Instruction
Office of Educational Accountability
125 S. Webster Street, P.O. Box 7841
Madison, WI 53707-7841
dpi.wi.gov

November 2021

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Lima No'eau Career Academy
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WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

Insight School of Wisconsin High McFarland | Public - All Students

Attachment 56-60 TPP

School Report Card | 2018-19 | Summary

Overall Score

☆☆☆☆☆

Alternate Rating - Satisfactory Progress

This school participates in the Alternate Accountability Process:
http://dpi.wi.gov/accountability/alternate-accountability

Overall Accountability Ratings	Score
Significantly Exceeds Expectations	83-100 ★★★★★
Exceeds Expectations	73-82.9 ★★★★☆
Meets Expectations	63-72.9 ★★★☆☆
Meets Few Expectations	53-62.9 ★★☆☆☆
Fails to Meet Expectations	0-52.9 ★☆☆☆☆

School Information

Grades	9-12
School Type	High School
Enrollment	162
Percent Open Enrollment	98.1%
Race/Ethnicity	
American Indian or Alaskan Native	4.9%
Asian	0.0%
Black or African American	10.5%
Hispanic/Latino	13.0%
Native Hawaiian or Other Pacific Islander	0.0%
White	63.6%
Two or More Races	8.0%
Student Groups	
Students with Disabilities	20.4%
Economically Disadvantaged	55.6%
English Learners	0.6%

Priority Areas	School Score	Max Score	9-12 State	9-12 Max
Student Achievement	**NA/NA**		**59.8/100**	
English Language Arts (ELA) Achievement	NA/NA		31.1/50	
Mathematics Achievement	NA/NA		28.7/50	
School Growth	**NA/NA**		**66.0/100**	
English Language Arts (ELA) Growth	NA/NA		33.0/50	
Mathematics Growth	NA/NA		33.0/50	
Closing Gaps	**NA/NA**		**67.3/100**	
English Language Arts (ELA) Achievement Gaps	NA/NA		17.4/25	
Mathematics Achievement Gaps	NA/NA		17.2/25	
Graduation Rate Gaps	NA/NA		32.7/50	
On-Track and Postsecondary Readiness	**NA/NA**		**90.8/100**	
Graduation Rate	NA/NA		90.8/100	
Attendance Rate	NA/NA		NA/NA	
3rd Grade English Language Arts (ELA) Achievement	NA/NA		NA/NA	
8th Grade Mathematics Achievement	NA/NA		NA/NA	

Priority Area Weights	Percentage Weight
Student Achievement	NA
School Growth	NA
Closing Gaps	NA
On-Track and Postsecondary Readiness	NA

Note: For details about how weights are determined, see weighting calculator:
https://oea-dpi.shinyapps.io/overall_weighting_calculator/

Student Engagement Indicators	Total Deductions: NA
Absenteeism Rate (goal <13%)	NA
Dropout Rate (goal <6%)	NA

Test Participation Information

Includes Forward Exam (grades 3-8), ACT Aspire (9 and 10), ACT (11), and Dynamic Learning Maps (3-11)

Group	ELA 1-Year	ELA 3-Year	Math 1-Year	Math 3-Year
All-Students Rate	81.8%	85.8%	81.8%	85.0%
Lowest Subgroup Rate: Econ Disadv	81.8%	85.0%	81.8%	83.8%

^ denotes at least a 10-point Overall Score change in a single year when present. Wisconsin DPI considers this amount of change an outlier which may not reflect the actual magnitude of change in performance.

Insight School of Wisconsin High
McFarland | Public - All Students
School Report Card Detail | 2018-19 | Student Achievement

Attachment 56-60 - TPP

Student Achievement

Total Score: NA/NA

English Language Arts Achievement Score: NA/NA

Performance Level	Points Multiplier	2016-17			2017-18			2018-19		
		Students		Points	Students		Points	Students		Points
		Count	Percent		Count	Percent		Count	Percent	
Advanced	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Proficient	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Basic	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Below Basic	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Total Tested	-	NA	NA	NA	NA	NA	NA	NA	NA	NA

Mathematics Achievement Score: NA/NA

Performance Level	Points Multiplier	2016-17			2017-18			2018-19		
		Students		Points	Students		Points	Students		Points
		Count	Percent		Count	Percent		Count	Percent	
Advanced	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Proficient	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Basic	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Below Basic	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Total Tested	-	NA	NA	NA	NA	NA	NA	NA	NA	NA

Notes

- Details on student achievement calculations can be found at https://dpi.wi.gov/accountability/resources .
- Student Achievement only includes assessment results for students enrolled for the full academic year (FAY) in the school.
- Points displayed in the tables above are weighted so that larger numbers of students and more recent years contribute more to the score for the Priority Area.

Questions to consider

- Are more students in the basic or below basic performance level, compared to proficient and advanced?
- Has the percent of students who are proficient and advanced increased, decreased, or stayed the same over the last three years?

Student Achievement Supplemental Data

Group performance is provided on this page for informational purposes only. These data are not used to determine the Student Achievement scores used in the accountability system.

English Language Arts Supplemental Data

Group	2016-17					2017-18					2018-19				
	Total Tested	Percent Advanced	Percent Proficient	Percent Basic	Percent Below Basic	Total Tested	Percent Advanced	Percent Proficient	Percent Basic	Percent Below Basic	Total Tested	Percent Advanced	Percent Proficient	Percent Basic	Percent Below Basic
All Students: State	572,116	9.5%	33.8%	33.9%	22.7%	572,332	8.5%	33.7%	34.0%	23.7%	570,957	8.0%	32.7%	34.1%	25.3%
All Students: School	<20	*	*	*	*	<20	*	*	*	*	37	0.0%	5.4%	27.0%	67.6%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Black or African American	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Hispanic/Latino	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Native Hawaiian or Other Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	<20	*	*	*	*	<20	*	*	*	*	23	0.0%	8.7%	39.1%	52.2%
Two or More Races	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Students with Disabilities	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Economically Disadvantaged	<20	*	*	*	*	<20	*	*	*	*	22	0.0%	0.0%	22.7%	77.3%
English Learners	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*

Mathematics Supplemental Data

Group	2016-17					2017-18					2018-19				
	Total Tested	Percent Advanced	Percent Proficient	Percent Basic	Percent Below Basic	Total Tested	Percent Advanced	Percent Proficient	Percent Basic	Percent Below Basic	Total Tested	Percent Advanced	Percent Proficient	Percent Basic	Percent Below Basic
All Students: State	573,124	8.3%	32.3%	32.2%	27.2%	573,251	9.2%	32.6%	31.2%	27.0%	571,751	9.4%	31.6%	30.8%	28.2%
All Students: School	<20	*	*	*	*	<20	*	*	*	*	37	0.0%	0.0%	5.4%	94.6%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Black or African American	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Hispanic/Latino	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Native Hawaiian or Other Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	<20	*	*	*	*	<20	*	*	*	*	23	0.0%	0.0%	8.7%	91.3%
Two or More Races	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Students with Disabilities	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Economically Disadvantaged	<20	*	*	*	*	<20	*	*	*	*	22	0.0%	0.0%	9.1%	90.9%
English Learners	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*

Insight School of Wisconsin High
McFarland | Public - All Students
School Report Card Detail | 2018-19 | School Growth

Attachment 56-60 - TPP

School Growth

Total Score: NA/NA

The following growth scores are derived from a value-added model. Value-added growth estimates how much student scores are expected to change based on the actual growth of similar students. If the student's performance improved more than predicted by the model, we say her school had high value added. That is, the value the school's impact on student learning resulted in higher-than-predicted growth. A value-added score of 3.0 is average.

English Language Arts Growth Score: NA/NA **Mathematics Growth Score: NA/NA**

Group	English Language Arts		Mathematics	
	Count	Value-Added Score	Count	Value-Added Score
All Students: School	NA	NA	NA	NA

School Growth Supplemental Data

This table has information about groups of students in this school. Higher value-added means the school's impact is greater for that group than the italicized comparison group (e.g., students with disabilities compared to students without disabilities).

Group	English Language Arts		Mathematics	
	Count	Value-Added Score	Count	Value-Added Score
American Indian or Alaskan Native	<20	*	<20	*
Asian	<20	*	<20	*
Black or African American	<20	*	<20	*
Hispanic/Latino	<20	*	<20	*
Native Hawaiian or Other Pacific Islander	<20	*	<20	*
Two or More Races	<20	*	<20	*
White	<20	*	<20	*
Students with Disabilities	<20	*	<20	*
Students without Disabilities	23	1.6	23	1.7
Economically Disadvantaged	<20	*	<20	*
Not Economically Disadvantaged	<20	*	<20	*
English Learners	<20	*	<20	*
English Proficient	30	1.6	30	1.7
Proficient Last Year	<20	*	<20	*
Not Proficient Last Year	25	1.6	29	1.6

The value-added scores in the table above are for informational purposes only and do not directly impact overall value-added scores for the school. See the value-added technical manual for additional details: https://dpi.wi.gov/accountability/resources.

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

Insight School of Wisconsin High
McFarland | Public - All Students
School Report Card Detail | 2018-19 | Closing Gaps

Attachment 56-60 - TPP

Closing Gaps

Total Score: NA/NA

Closing Achievement Gaps - English Language Arts | Score: NA/NA

School Target Group Points-Based Proficiency Rates						State Comparison Group Points-Based Proficiency Rates						Rate of Change		
Group	2014-15 Points	2015-16 Points	2016-17 Points	2017-18 Points	2018-19 Points	Group	2014-15 Points	2015-16 Points	2016-17 Points	2017-18 Points	2018-19 Points	School Target Group	State Comparison Group	Difference in Rate of Change
American Indian or Alaskan Native	NA	NA	NA	NA	NA	White	NA	NA	NA	NA	NA	NA	NA	NA
Asian	NA	NA	NA	NA	NA		NA	NA	NA	NA	NA	NA	NA	NA
Black or African American	NA	NA	NA	NA	NA		NA	NA	NA	NA	NA	NA	NA	NA
Hispanic/Latino	NA	NA	NA	NA	NA		NA	NA	NA	NA	NA	NA	NA	NA
Native Hawaiian or Pacific Islander	NA	NA	NA	NA	NA		NA	NA	NA	NA	NA	NA	NA	NA
Two or More Races	NA	NA	NA	NA	NA		NA	NA	NA	NA	NA	NA	NA	NA
Students with Disabilities	NA	NA	NA	NA	NA	Students without Disabilities	NA	NA	NA	NA	NA	NA	NA	NA
Economically Disadvantaged	NA	NA	NA	NA	NA	Not Economically Disadvantaged	NA	NA	NA	NA	NA	NA	NA	NA
English Learners	NA	NA	NA	NA	NA	English Proficient	NA	NA	NA	NA	NA	NA	NA	NA
"All 3" Supergroup	NA	NA	NA	NA	NA	Not in "All 3" Supergroup	NA	NA	NA	NA	NA	NA	NA	NA
"SwD-ECD" Supergroup	NA	NA	NA	NA	NA	Not in "SwD-ECD" Supergroup	NA	NA	NA	NA	NA	NA	NA	NA
"SwD-EL" Supergroup	NA	NA	NA	NA	NA	Not in "SwD-EL" Supergroup	NA	NA	NA	NA	NA	NA	NA	NA
"ECD-EL" Supergroup	NA	NA	NA	NA	NA	Not in "ECD-EL" Supergroup	NA	NA	NA	NA	NA	NA	NA	NA

Closing Achievement Gaps - Mathematics | Score: NA/NA

School Target Group Points-Based Proficiency Rates						State Comparison Group Points-Based Proficiency Rates						Rate of Change		
Group	2014-15 Points	2015-16 Points	2016-17 Points	2017-18 Points	2018-19 Points	Group	2014-15 Points	2015-16 Points	2016-17 Points	2017-18 Points	2018-19 Points	School Target Group	State Comparison Group	Difference in Rate of Change
American Indian or Alaskan Native	NA	NA	NA	NA	NA	White	NA	NA	NA	NA	NA	NA	NA	NA
Asian	NA	NA	NA	NA	NA		NA	NA	NA	NA	NA	NA	NA	NA
Black or African American	NA	NA	NA	NA	NA		NA	NA	NA	NA	NA	NA	NA	NA
Hispanic/Latino	NA	NA	NA	NA	NA		NA	NA	NA	NA	NA	NA	NA	NA
Native Hawaiian or Pacific Islander	NA	NA	NA	NA	NA		NA	NA	NA	NA	NA	NA	NA	NA
Two or More Races	NA	NA	NA	NA	NA		NA	NA	NA	NA	NA	NA	NA	NA
Students with Disabilities	NA	NA	NA	NA	NA	Students without Disabilities	NA	NA	NA	NA	NA	NA	NA	NA
Economically Disadvantaged	NA	NA	NA	NA	NA	Not Economically Disadvantaged	NA	NA	NA	NA	NA	NA	NA	NA
English Learners	NA	NA	NA	NA	NA	English Proficient	NA	NA	NA	NA	NA	NA	NA	NA
"All 3" Supergroup	NA	NA	NA	NA	NA	Not in "All 3" Supergroup	NA	NA	NA	NA	NA	NA	NA	NA
"SwD-ECD" Supergroup	NA	NA	NA	NA	NA	Not in "SwD-ECD" Supergroup	NA	NA	NA	NA	NA	NA	NA	NA
"SwD-EL" Supergroup	NA	NA	NA	NA	NA	Not in "SwD-EL" Supergroup	NA	NA	NA	NA	NA	NA	NA	NA
"ECD-EL" Supergroup	NA	NA	NA	NA	NA	Not in "ECD-EL" Supergroup	NA	NA	NA	NA	NA	NA	NA	NA

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

Insight School of Wisconsin High
Attachment 56-60 TPP
McFarland | Public - All Students
School Report Card Detail | 2018-19 | Closing Gaps

Closing Gaps

Total Score: NA/NA

Graduation Rate Gaps Score: NA/NA

Closing Graduation Gaps - Four Year | Score: NA/NA

School Target Group Graduation Rates						State Comparison Group Graduation Rates						Rate of Change		
Group	2013-14 Graduation Rate	2014-15 Graduation Rate	2015-16 Graduation Rate	2016-17 Graduation Rate	2017-18 Graduation Rate	Group	2013-14 Graduation Rate	2014-15 Graduation Rate	2015-16 Graduation Rate	2016-17 Graduation Rate	2017-18 Graduation Rate	School Target Group	State Comparison Group	Difference in Rate of Change
American Indian or Alaskan Native	NA	NA	NA	NA	NA	White	NA	NA	NA	NA	NA	NA	NA	NA
Asian	NA	NA	NA	NA	NA		NA	NA	NA	NA	NA	NA	NA	NA
Black or African American	NA	NA	NA	NA	NA		NA	NA	NA	NA	NA	NA	NA	NA
Hispanic/Latino	NA	NA	NA	NA	NA		NA	NA	NA	NA	NA	NA	NA	NA
Native Hawaiian or Pacific Islander	NA	NA	NA	NA	NA		NA	NA	NA	NA	NA	NA	NA	NA
Two or More Races	NA	NA	NA	NA	NA		NA	NA	NA	NA	NA	NA	NA	NA
Students with Disabilities	NA	NA	NA	NA	NA	Students without Disabilities	NA	NA	NA	NA	NA	NA	NA	NA
Economically Disadvantaged	NA	NA	NA	NA	NA	Not Economically Disadvantaged	NA	NA	NA	NA	NA	NA	NA	NA
English Learners	NA	NA	NA	NA	NA	English Proficient	NA	NA	NA	NA	NA	NA	NA	NA
“All 3” Supergroup	NA	NA	NA	NA	NA	Not in “All 3” Supergroup	NA	NA	NA	NA	NA	NA	NA	NA
“SwD-ECD” Supergroup	NA	NA	NA	NA	NA	Not in “SwD-ECD” Supergroup	NA	NA	NA	NA	NA	NA	NA	NA
“SwD-EL” Supergroup	NA	NA	NA	NA	NA	Not in “SwD-EL” Supergroup	NA	NA	NA	NA	NA	NA	NA	NA
“ECD-EL” Supergroup	NA	NA	NA	NA	NA	Not in “ECD-EL” Supergroup	NA	NA	NA	NA	NA	NA	NA	NA

Closing Graduation Gaps - Six Year| Score: NA/NA

School Target Group Graduation Rates						State Comparison Group Graduation Rates						Rate of Change		
Group	2013-14 Graduation Rate	2014-15 Graduation Rate	2015-16 Graduation Rate	2016-17 Graduation Rate	2017-18 Graduation Rate	Group	2013-14 Graduation Rate	2014-15 Graduation Rate	2015-16 Graduation Rate	2016-17 Graduation Rate	2017-18 Graduation Rate	School Target Group	State Comparison Group	Difference in Rate of Change
American Indian or Alaskan Native	NA	NA	NA	NA	NA	White	NA	NA	NA	NA	NA	NA	NA	NA
Asian	NA	NA	NA	NA	NA		NA	NA	NA	NA	NA	NA	NA	NA
Black or African American	NA	NA	NA	NA	NA		NA	NA	NA	NA	NA	NA	NA	NA
Hispanic/Latino	NA	NA	NA	NA	NA		NA	NA	NA	NA	NA	NA	NA	NA
Native Hawaiian or Pacific Islander	NA	NA	NA	NA	NA		NA	NA	NA	NA	NA	NA	NA	NA
Two or More Races	NA	NA	NA	NA	NA		NA	NA	NA	NA	NA	NA	NA	NA
Students with Disabilities	NA	NA	NA	NA	NA	Students without Disabilities	NA	NA	NA	NA	NA	NA	NA	NA
Economically Disadvantaged	NA	NA	NA	NA	NA	Not Economically Disadvantaged	NA	NA	NA	NA	NA	NA	NA	NA
English Learners	NA	NA	NA	NA	NA	English Proficient	NA	NA	NA	NA	NA	NA	NA	NA
“All 3” Supergroup	NA	NA	NA	NA	NA	Not in “All 3” Supergroup	NA	NA	NA	NA	NA	NA	NA	NA
“SwD-ECD” Supergroup	NA	NA	NA	NA	NA	Not in “SwD-ECD” Supergroup	NA	NA	NA	NA	NA	NA	NA	NA
“SwD-EL” Supergroup	NA	NA	NA	NA	NA	Not in “SwD-EL” Supergroup	NA	NA	NA	NA	NA	NA	NA	NA
“ECD-EL” Supergroup	NA	NA	NA	NA	NA	Not in “ECD-EL” Supergroup	NA	NA	NA	NA	NA	NA	NA	NA

Closing Gaps

Total Score: NA/NA

Notes - Prior Three Pages

• Details on Closing Gaps calculations can be found at https://dpi.wi.gov/accountability/resources.
• Closing Graduation Gaps is based on graduation data from prior years because data from the most recent year are not yet available.
• The points-based proficiency rate is calculated by multiplying the number of students with scores in the advanced category by 1.5, proficient by 1.0, basic by 0.5 and below basic by 0.0.
• The count of students for achievement calculations can be found in the Achievement Priority Area of the Report Card.
• The symbol "!" means that the group's average points-based proficiency rate or graduation rate is at least 0.9 and that the highest points possible have been awarded. This is to ensure that districts with very high achievement or graduation are not penalized with low Closing Gaps scores for small increases in gaps.
• Each student group included in Closing Gaps calculations is compared to its statewide comparison group using the same number of years of data. For example, if three years of data are available to determine the trend for the students with disabilities group, three years of data are included in the statewide comparison group trend for students without disabilities.

About Supergroups

Supergroups are a way to look at closing gaps among groups of students that would ordinarily be too small to include. A supergroup is made up of all the students that belong to any of the following categories:

- “All 3” Supergroup: students with disabilities, economically disadvantaged, and English Learners.
- “SwD-ECD” Supergroup: students with disabilities and economically disadvantaged students.
- “SwD-LEP” Supergroup: students with disabilities and limited English proficient students.
- “ECD-LEP” Supergroup: economically disadvantaged and English Learners.

A supergroup is used to evaluate Closing Gaps only when there are fewer than 20 students in each of the individual groups within the supergroup, but more than 20 students in the supergroup. For example, if a district had fewer than 20 students with disabilities and fewer than 20 economically disadvantaged students, but more than 20 students when those groups are combined, the “SwD-ECD” supergroup would be used to evaluate Closing Gaps. Students are not double-counted in a supergroup. In the example above, an economically disadvantaged student with a disability is only counted once in the supergroup.

Insight School of Wisconsin High
McFarland | Public - All Students
Attachment 56-60 - TPP
School Report Card Detail | 2018-19 | On-Track and Postsecondary Readiness

On-Track and Postsecondary Readiness

Total Score: NA/NA

2017-18 Attendance Score: NA/NA

Group	Enrollment	Attended Days	Possible Days	Rate
All Students	114	12,371.0	12,371.0	100.0%
Lowest Group: White Students	79	8,641.0	8,641.0	100.0%

2017-18 Graduation Score: NA/NA

Group	Four-Year Cohort Graduation Rate			Six-Year Cohort Graduation Rate		
	Students in Cohort	Graduates	Rate	Students in Cohort	Graduates	Rate
All Students	42	16	38.1%	<20	*	*

On-Track and Postsecondary Readiness Supplemental Data

Group performance is provided for informational purposes only and is not used to determine the On-Track and Postsecondary Readiness scores used in the accountability system.

Group	Four-Year Cohort Graduation Rate			Six-Year Cohort Graduation Rate		
	Students in Cohort	Graduates	Rate	Students in Cohort	Graduates	Rate
American Indian or Alaskan Native	<20	*	*	<20	*	*
Asian	<20	*	*	<20	*	*
Black or African American	<20	*	*	<20	*	*
Hispanic/Latino	<20	*	*	<20	*	*
Native Hawaiian or Other Pacific Islander	<20	*	*	<20	*	*
White	31	13	41.9%	<20	*	*
Two or More Races	<20	*	*	<20	*	*
Students with Disabilities	<20	*	*	<20	*	*
Economically Disadvantaged	25	6	24.0%	<20	*	*
English Learners	<20	*	*	<20	*	*

Notes

- Details on On-Track and Postsecondary Readiness calculations can be found at https://dpi.wi.gov/accountability/resources
- Due to data availability, Attendance and Graduation data lag by one year.

Attachment 56-60 TPP

On-Track and Postsecondary Readiness — Total Score: NA/NA

2018-19 3rd Grade English Language Arts Achievement Score: NA/NA

Performance Level	Points Multiplier	2016-17			2017-18			2018-19		
		Students		Points	Students		Points	Students		Points
		Count	Percent		Count	Percent		Count	Percent	
Advanced	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Proficient	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Basic	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Below Basic	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Total Tested	-	NA	NA	NA	NA	NA	NA	NA	NA	NA

2018-19 8th Grade Mathematics Achievement Score: NA/NA

Performance Level	Points Multiplier	2016-17			2017-18			2018-19		
		Students		Points	Students		Points	Students		Points
		Count	Percent		Count	Percent		Count	Percent	
Advanced	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Proficient	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Basic	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Below Basic	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Total Tested	-	NA	NA	NA	NA	NA	NA	NA	NA	NA

Notes

- Details on On-Track and Postsecondary Readiness calculations can be found at https://dpi.wi.gov/accountability/resources .
- Third grade English Language Arts and 8th grade Mathematics Scores are determined in the same way as the Student Achievement Priority Area. However, if there are fewer than 20 students in the most recent year, then the most recent two years of data are combined so that the cell size requirement is met.
- Student Achievement only includes assessment results for students enrolled for the full academic year (FAY) in the school.
- Points displayed in the tables above are weighted so that larger numbers of students and more recent years contribute more to the score for the Priority Area.

Student Engagement Indicators

Goals Met: NA/NA

All schools are expected to meet Student Engagement Indicator goals in these areas. Absenteeism Rate and Dropout Rate are not rounded. Absenteeism Rate is the percent of students who are chronically absent (have attendance rates below 84%).

Indicator	Goal	One-Year School Rate	Three-Year School Rate	Points Deducted
Absenteeism Rate	Less than 13%	NA	NA	NA
Dropout Rate	Less than 6%	NA	NA	NA

Student Engagement Indicators Data

Group performance for Absenteeism Rate, Dropout Rate, and Test Participation is provided below for informational purposes, to facilitate analysis of achievement gaps, and to drive continuous improvement planning. If either the one-year or three-year rate meets the goal then no points are deducted.Test Participation data reflect the one-year test participation of groups.

Group	Absenteeism Rate				Dropout Rate				Test Participation Rate (Not Scored)			
	One Year		Three Year		One Year		Three Year					
	Students	Rate	Students	Rate	Students	Rate	Students	Rate	ELA Students	ELA Rate	Mathematics Students	Mathematics Rate
All Students: School	99	NA	NA	NA	105	NA	NA	NA	88	81.8%	88	81.8%
American Indian or Alaskan Native	<20	*	NA	NA	<20	*	NA	NA	<20	*	<20	*
Asian	<20	*	NA	NA	<20	*	NA	NA	<20	*	<20	*
Black or African American	<20	*	NA	NA	<20	*	NA	NA	<20	*	<20	*
Hispanic/Latino	<20	*	NA	NA	<20	*	NA	NA	<20	*	<20	*
Native Hawaiian or Other Pacific Islander	<20	*	NA	NA	<20	*	NA	NA	<20	*	<20	*
Two or More Races	<20	*	NA	NA	<20	*	NA	NA	<20	*	<20	*
White	68	0.0%	NA	NA	75	14.7%	NA	NA	51	82.4%	51	82.4%
Students with Disabilities	<20	*	NA	NA	23	8.7%	NA	NA	<20	*	<20	*
Economically Disadvantaged	55	0.0%	NA	NA	59	15.3%	NA	NA	55	81.8%	55	81.8%
English Learners	<20	*	NA	NA	<20	*	NA	NA	<20	*	<20	*

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

Insight School of Wisconsin High
Attachment 56-60 TPP
McFarland | Public - All Students

School Report Card | 2017-18 | Summary

Overall Score

☆☆☆☆☆

Alternate Rating - Satisfactory Progress

This school participates in the Alternate Accountability Process:
http://dpi.wi.gov/accountability/alternate-accountability

Overall Accountability Ratings	Score
Significantly Exceeds Expectations	83-100 ★★★★★
Exceeds Expectations	73-82.9 ★★★★☆
Meets Expectations	63-72.9 ★★★☆☆
Meets Few Expectations	53-62.9 ★★☆☆☆
Fails to Meet Expectations	0-52.9 ★☆☆☆☆

School Information

Grades	9-12
School Type	High School
Enrollment	49
Percent Open Enrollment	100.0%
Race/Ethnicity	
American Indian or Alaskan Native	4.1%
Asian	0.0%
Black or African American	14.3%
Hispanic/Latino	4.1%
Native Hawaiian or Other Pacific Islander	0.0%
White	69.4%
Two or More Races	8.2%
Student Groups	
Students with Disabilities	16.3%
Economically Disadvantaged	57.1%
English Learners	0.0%

Priority Areas	School Score	Max Score	9-12 State	9-12 Max
Student Achievement	**NA/NA**		**57.3/100**	
English Language Arts (ELA) Achievement	NA/NA		29.8/50	
Mathematics Achievement	NA/NA		27.5/50	
School Growth	**NA/NA**		**NA/NA**	
English Language Arts (ELA) Growth	NA/NA		NA/NA	
Mathematics Growth	NA/NA		NA/NA	
Closing Gaps	**NA/NA**		**67.7/100**	
English Language Arts (ELA) Achievement Gaps	NA/NA		17.4/25	
Mathematics Achievement Gaps	NA/NA		17.5/25	
Graduation Rate Gaps	NA/NA		32.8/50	
On-Track and Postsecondary Readiness	**NA/NA**		**90.6/100**	
Graduation Rate	NA/NA		90.6/100	
Attendance Rate	NA/NA		NA/NA	
3rd Grade English Language Arts (ELA) Achievement	NA/NA		NA/NA	
8th Grade Mathematics Achievement	NA/NA		NA/NA	

Priority Area Weights	Percentage Weight
Student Achievement	NA
School Growth	NA
Closing Gaps	NA
On-Track and Postsecondary Readiness	NA

Note: For details about how weights are determined, see weighting calculator:
https://oea-dpi.shinyapps.io/overall_weighting_calculator/

Student Engagement Indicators	Total Deductions: NA
Absenteeism Rate (goal <13%)	NA
Dropout Rate (goal <6%)	NA

Test Participation Information

Includes Forward Exam (grades 3-8), ACT (grade 11), and Dynamic Learning Maps (grades 3-8 and 11)

Group	ELA 1-Year	ELA 3-Year	Math 1-Year	Math 3-Year
All-Students Rate	93.5%	<20	90.3%	<20
Lowest Subgroup Rate: White	100%	NA	95.2%	NA

^Note: Outlier score fluctuation is noted by ^ when any school or district report card has a 10-point or greater change (up or down) in its Overall Score. This amount of change in a single year is considered an outlier, and may or may not be reflective of actual school/district change in performance. Careful and cautious review of the report card and all supplemental pages is recommended. For assistance in better understanding this report card, contact the Office of Educational Accountability: reportcardhelp@dpi.wi.gov.

Insight School of Wisconsin High
McFarland | Public - All Students
School Report Card Detail | 2017-18 | Student Achievement

Attachment 56-60 - TPP

Student Achievement

Total Score: NA/NA

English Language Arts Achievement Score: NA/NA

Performance Level	Points Multiplier	2015-16			2016-17			2017-18		
		Students		Points	Students		Points	Students		Points
		Count	Percent		Count	Percent		Count	Percent	
Advanced	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Proficient	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Basic	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Below Basic	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Total Tested	-	NA	NA	NA	NA	NA	NA	NA	NA	NA

Mathematics Achievement Score: NA/NA

Performance Level	Points Multiplier	2015-16			2016-17			2017-18		
		Students		Points	Students		Points	Students		Points
		Count	Percent		Count	Percent		Count	Percent	
Advanced	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Proficient	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Basic	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Below Basic	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Total Tested	-	NA	NA	NA	NA	NA	NA	NA	NA	NA

Notes

- Details on student achievement calculations can be found at https://dpi.wi.gov/accountability/resources .
- Student Achievement is based on Wisconsin Student Assessment System (WSAS) results for full academic year (FAY) students in all tested grades in the school.
- Scores are based on student performance on WSAS mathematics and English language arts statewide assessments.
- Points displayed in the tables above are weighted so that larger numbers of students and more recent years contribute more to the score for the Priority Area.

Student Achievement Supplemental Data

Group performance is provided on this page for informational purposes only. These data are not used to determine the Student Achievement scores used in the accountability system.

English Language Arts Supplemental Data

Group	2015-16					2016-17					2017-18				
	Total Tested	Percent Advanced	Percent Proficient	Percent Basic	Percent Below Basic	Total Tested	Percent Advanced	Percent Proficient	Percent Basic	Percent Below Basic	Total Tested	Percent Advanced	Percent Proficient	Percent Basic	Percent Below Basic
All Students: State	437,905	8.6%	33.8%	34.8%	22.8%	444,382	9.4%	34.1%	34.3%	22.2%	445,203	8.1%	33.5%	34.7%	23.8%
All Students: School	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Black or African American	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Hispanic/Latino	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Native Hawaiian or Other Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Two or More Races	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Students with Disabilities	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Economically Disadvantaged	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
English Learners	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*

Mathematics Supplemental Data

Group	2015-16					2016-17					2017-18				
	Total Tested	Percent Advanced	Percent Proficient	Percent Basic	Percent Below Basic	Total Tested	Percent Advanced	Percent Proficient	Percent Basic	Percent Below Basic	Total Tested	Percent Advanced	Percent Proficient	Percent Basic	Percent Below Basic
All Students: State	439,081	7.9%	33.1%	32.7%	26.3%	445,061	8.1%	33.2%	32.5%	26.2%	445,804	8.7%	33.3%	31.9%	26.1%
All Students: School	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Black or African American	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Hispanic/Latino	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Native Hawaiian or Other Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Two or More Races	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Students with Disabilities	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Economically Disadvantaged	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
English Learners	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*

Insight School of Wisconsin High
McFarland | Public - All Students
School Report Card Detail | 2017-18 | School Growth

Attachment 56-60 - TPP

School Growth

Total Score: NA/NA

The following growth scores are derived from a value-added model. Value-added growth estimates how much student scores are expected to change based on the actual growth of similar students. If the student's performance improved more than predicted by the model, we say her school had high value added. That is, the value the school's impact on student learning resulted in higher-than-predicted growth.

English Language Arts Growth Score: NA/NA **Mathematics Growth Score: NA/NA**

Group	English Language Arts		Mathematics	
	Count	Value-Added Score	Count	Value-Added Score
All Students: School	NA	NA	NA	NA

School Growth Supplemental Data

Group performance provided in the table below is for informational purposes only. Supplemental value-added scores are calculated when 10 or more students are included in a group.

Group	English Language Arts		Mathematics	
	Count	Value-Added Score	Count	Value-Added Score
All Students: State	NA	NA	NA	NA
American Indian or Alaskan Native	NA	NA	NA	NA
Asian	NA	NA	NA	NA
Black or African American	NA	NA	NA	NA
Hispanic/Latino	NA	NA	NA	NA
Native Hawaiian or Other Pacific Islander	NA	NA	NA	NA
White	NA	NA	NA	NA
Two or More Races	NA	NA	NA	NA
Students with Disabilities	NA	NA	NA	NA
Economically Disadvantaged	NA	NA	NA	NA
English Learners	NA	NA	NA	NA

Note: Counts will display for schools with 10-19 students in a group, but they are not included in scoring, as the cell size rule for report cards is 20 students or more.

Growth scoring requires at least two consecutive years of test scores. Up to four years of test data on three growth intervals are used in the calculation, when available, to improve the validity and reliability of value-added calculations.

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

Insight School of Wisconsin High
McFarland | Public - All Students
School Report Card Detail | 2017-18 | Closing Gaps

Attachment 56-60 - TPP

Closing Gaps

Total Score: NA/NA

Closing Achievement Gaps - English Language Arts | Score: NA/NA

School Target Group Points-Based Proficiency Rates						State Comparison Group Points-Based Proficiency Rates						Rate of Change		
Group	2013-14 Points	2014-15 Points	2015-16 Points	2016-17 Points	2017-18 Points	Group	2013-14 Points	2014-15 Points	2015-16 Points	2016-17 Points	2017-18 Points	School Target Group	State Comparison Group	Difference in Rate of Change
American Indian or Alaskan Native	NA	NA	NA	NA	NA	White	NA	NA	NA	NA	NA	NA	NA	NA
Asian	NA	NA	NA	NA	NA		NA	NA	NA	NA	NA	NA	NA	NA
Black or African American	NA	NA	NA	NA	NA		NA	NA	NA	NA	NA	NA	NA	NA
Hispanic/Latino	NA	NA	NA	NA	NA		NA	NA	NA	NA	NA	NA	NA	NA
Native Hawaiian or Pacific Islander	NA	NA	NA	NA	NA		NA	NA	NA	NA	NA	NA	NA	NA
Two or More Races	NA	NA	NA	NA	NA		NA	NA	NA	NA	NA	NA	NA	NA
Students with Disabilities	NA	NA	NA	NA	NA	Students without Disabilities	NA	NA	NA	NA	NA	NA	NA	NA
Economically Disadvantaged	NA	NA	NA	NA	NA	Not Economically Disadvantaged	NA	NA	NA	NA	NA	NA	NA	NA
English Learners	NA	NA	NA	NA	NA	English Proficient	NA	NA	NA	NA	NA	NA	NA	NA
"All 3" Supergroup	NA	NA	NA	NA	NA	Not in "All 3" Supergroup	NA	NA	NA	NA	NA	NA	NA	NA
"SwD-ECD" Supergroup	NA	NA	NA	NA	NA	Not in "SwD-ECD" Supergroup	NA	NA	NA	NA	NA	NA	NA	NA
"SwD-EL" Supergroup	NA	NA	NA	NA	NA	Not in "SwD-EL" Supergroup	NA	NA	NA	NA	NA	NA	NA	NA
"ECD-EL" Supergroup	NA	NA	NA	NA	NA	Not in "ECD-EL" Supergroup	NA	NA	NA	NA	NA	NA	NA	NA

Closing Achievement Gaps - Mathematics | Score: NA/NA

School Target Group Points-Based Proficiency Rates						State Comparison Group Points-Based Proficiency Rates						Rate of Change		
Group	2013-14 Points	2014-15 Points	2015-16 Points	2016-17 Points	2017-18 Points	Group	2013-14 Points	2014-15 Points	2015-16 Points	2016-17 Points	2017-18 Points	School Target Group	State Comparison Group	Difference in Rate of Change
American Indian or Alaskan Native	NA	NA	NA	NA	NA	White	NA	NA	NA	NA	NA	NA	NA	NA
Asian	NA	NA	NA	NA	NA		NA	NA	NA	NA	NA	NA	NA	NA
Black or African American	NA	NA	NA	NA	NA		NA	NA	NA	NA	NA	NA	NA	NA
Hispanic/Latino	NA	NA	NA	NA	NA		NA	NA	NA	NA	NA	NA	NA	NA
Native Hawaiian or Pacific Islander	NA	NA	NA	NA	NA		NA	NA	NA	NA	NA	NA	NA	NA
Two or More Races	NA	NA	NA	NA	NA		NA	NA	NA	NA	NA	NA	NA	NA
Students with Disabilities	NA	NA	NA	NA	NA	Students without Disabilities	NA	NA	NA	NA	NA	NA	NA	NA
Economically Disadvantaged	NA	NA	NA	NA	NA	Not Economically Disadvantaged	NA	NA	NA	NA	NA	NA	NA	NA
English Learners	NA	NA	NA	NA	NA	English Proficient	NA	NA	NA	NA	NA	NA	NA	NA
"All 3" Supergroup	NA	NA	NA	NA	NA	Not in "All 3" Supergroup	NA	NA	NA	NA	NA	NA	NA	NA
"SwD-ECD" Supergroup	NA	NA	NA	NA	NA	Not in "SwD-ECD" Supergroup	NA	NA	NA	NA	NA	NA	NA	NA
"SwD-EL" Supergroup	NA	NA	NA	NA	NA	Not in "SwD-EL" Supergroup	NA	NA	NA	NA	NA	NA	NA	NA
"ECD-EL" Supergroup	NA	NA	NA	NA	NA	Not in "ECD-EL" Supergroup	NA	NA	NA	NA	NA	NA	NA	NA

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

Insight School of Wisconsin High
Attachment 56-60 TPP
McFarland | Public - All Students
School Report Card Detail | 2017-18 | Closing Gaps

Closing Gaps

Total Score: NA/NA

Graduation Rate Gaps Score: NA/NA

Closing Graduation Gaps - Four Year | Score: NA/NA

School Target Group Graduation Rates						State Comparison Group Graduation Rates						Rate of Change		
Group	2012-13 Graduation Rate	2013-14 Graduation Rate	2014-15 Graduation Rate	2015-16 Graduation Rate	2016-17 Graduation Rate	Group	2012-13 Graduation Rate	2013-14 Graduation Rate	2014-15 Graduation Rate	2015-16 Graduation Rate	2016-17 Graduation Rate	School Target Group	State Comparison Group	Difference in Rate of Change
American Indian or Alaskan Native	NA	NA	NA	NA	NA	White	NA	NA	NA	NA	NA	NA	NA	NA
Asian	NA	NA	NA	NA	NA		NA	NA	NA	NA	NA	NA	NA	NA
Black or African American	NA	NA	NA	NA	NA		NA	NA	NA	NA	NA	NA	NA	NA
Hispanic/Latino	NA	NA	NA	NA	NA		NA	NA	NA	NA	NA	NA	NA	NA
Native Hawaiian or Pacific Islander	NA	NA	NA	NA	NA		NA	NA	NA	NA	NA	NA	NA	NA
Two or More Races	NA	NA	NA	NA	NA		NA	NA	NA	NA	NA	NA	NA	NA
Students with Disabilities	NA	NA	NA	NA	NA	Students without Disabilities	NA	NA	NA	NA	NA	NA	NA	NA
Economically Disadvantaged	NA	NA	NA	NA	NA	Not Economically Disadvantaged	NA	NA	NA	NA	NA	NA	NA	NA
English Learners	NA	NA	NA	NA	NA	English Proficient	NA	NA	NA	NA	NA	NA	NA	NA
“All 3” Supergroup	NA	NA	NA	NA	NA	Not in “All 3” Supergroup	NA	NA	NA	NA	NA	NA	NA	NA
“SwD-ECD” Supergroup	NA	NA	NA	NA	NA	Not in “SwD-ECD” Supergroup	NA	NA	NA	NA	NA	NA	NA	NA
“SwD-EL” Supergroup	NA	NA	NA	NA	NA	Not in “SwD-EL” Supergroup	NA	NA	NA	NA	NA	NA	NA	NA
“ECD-EL” Supergroup	NA	NA	NA	NA	NA	Not in “ECD-EL” Supergroup	NA	NA	NA	NA	NA	NA	NA	NA

Closing Graduation Gaps - Six Year| Score: NA/NA

School Target Group Graduation Rates						State Comparison Group Graduation Rates						Rate of Change		
Group	2012-13 Graduation Rate	2013-14 Graduation Rate	2014-15 Graduation Rate	2015-16 Graduation Rate	2016-17 Graduation Rate	Group	2012-13 Graduation Rate	2013-14 Graduation Rate	2014-15 Graduation Rate	2015-16 Graduation Rate	2016-17 Graduation Rate	School Target Group	State Comparison Group	Difference in Rate of Change
American Indian or Alaskan Native	NA	NA	NA	NA	NA	White	NA	NA	NA	NA	NA	NA	NA	NA
Asian	NA	NA	NA	NA	NA		NA	NA	NA	NA	NA	NA	NA	NA
Black or African American	NA	NA	NA	NA	NA		NA	NA	NA	NA	NA	NA	NA	NA
Hispanic/Latino	NA	NA	NA	NA	NA		NA	NA	NA	NA	NA	NA	NA	NA
Native Hawaiian or Pacific Islander	NA	NA	NA	NA	NA		NA	NA	NA	NA	NA	NA	NA	NA
Two or More Races	NA	NA	NA	NA	NA		NA	NA	NA	NA	NA	NA	NA	NA
Students with Disabilities	NA	NA	NA	NA	NA	Students without Disabilities	NA	NA	NA	NA	NA	NA	NA	NA
Economically Disadvantaged	NA	NA	NA	NA	NA	Not Economically Disadvantaged	NA	NA	NA	NA	NA	NA	NA	NA
English Learners	NA	NA	NA	NA	NA	English Proficient	NA	NA	NA	NA	NA	NA	NA	NA
“All 3” Supergroup	NA	NA	NA	NA	NA	Not in “All 3” Supergroup	NA	NA	NA	NA	NA	NA	NA	NA
“SwD-ECD” Supergroup	NA	NA	NA	NA	NA	Not in “SwD-ECD” Supergroup	NA	NA	NA	NA	NA	NA	NA	NA
“SwD-EL” Supergroup	NA	NA	NA	NA	NA	Not in “SwD-EL” Supergroup	NA	NA	NA	NA	NA	NA	NA	NA
“ECD-EL” Supergroup	NA	NA	NA	NA	NA	Not in “ECD-EL” Supergroup	NA	NA	NA	NA	NA	NA	NA	NA

Attachment 56-60 TPP

Closing Gaps

Total Score: NA/NA

Notes - Prior Three Pages

- Details on Closing Gaps calculations can be found at https://dpi.wi.gov/accountability/resources .
- Closing Graduation Gaps is based on graduation data from prior years because data from the most recent year are not yet available. For graduation calculations, prior-year data are the most current.
- The points-based proficiency rate is calculated by multiplying the number of students with scores in the advanced category by 1.5, proficient by 1.0, and basic by 0.5 and below basic by 0.0.
- The count of students for achievement calculations can be found in the Achievement Priority Area of the Report Card.
- If the group's average points-based proficiency rate or graduation rate is greater than or equal to 0.9, the rate of change is adjusted to be equal to the rate of change that would earn the maximum score for that group. This will be indicated on the report card by the symbol "!". This is to ensure that schools with very high achievement or graduation are not penalized with low Closing Gaps scores for small increases in gaps.
- In 2015-16 two new race/ethnicity categories were added: "Native Hawaiian or Other Pacific Islander" and "Two or More Races". Closing Achievement Gaps results for these categories will be calculated as data become available.
- Beginning on 2016-17 report cards, each subgroup included in Closing Gaps calculations is compared to its statewide comparison group using the same number of years of data. For example, if three years of data are available to determine the trend for the students with disabilities subgroup, three years of data are included in the statewide comparison group trend for students without disabilities.

About Supergroups

Supergroups are a way to look at closing gaps among groups of students that would ordinarily be too small to include. A supergroup is made up of all the students that belong to any of the groups in the supergroup:

- "All 3" Supergroup: students with disabilities and economically disadvantaged and limited English proficient students.
- "SwD-ECD" Supergroup: students with disabilities and economically disadvantaged students.
- "SwD-EL" Supergroup: students with disabilities and English Learners.
- "ECD-EL" Supergroup: economically disadvantaged students and English Learners.

A supergroup is used to evaluate Closing Gaps only when there are fewer than 20 students in each of the individual groups within the supergroup, but more than 20 students in the supergroup. For example, if a school had fewer than 20 students with disabilities and fewer than 20 economically disadvantaged students, but more than 20 students when those groups are combined, the "SwD-ECD" supergroup would be used to evaluate Closing Gaps. Students are not double-counted in a supergroup. In the example above, an economically disadvantaged student with a disability is only counted once in the supergroup.

Insight School of Wisconsin High
McFarland | Public - All Students
Attachment 56-60 - TPP
School Report Card Detail | 2017-18 | On-Track and Postsecondary Readiness

On-Track and Postsecondary Readiness Total Score: NA/NA

2016-17 Attendance Score: NA/NA

Group	Enrollment	Attended Days	Possible Days	Rate
All Students	NA	NA	NA	NA
NA	NA	NA	NA	NA

2016-17 Graduation Score: NA/NA

Group	Four-Year Cohort Graduation Rate			Six-Year Cohort Graduation Rate		
	Students in Cohort	Graduates	Rate	Students in Cohort	Graduates	Rate
All Students	<20	*	*	<20	*	*

On-Track and Postsecondary Readiness Supplemental Data

Group performance is provided for informational purposes only and is not used to determine the On-Track and Postsecondary Readiness scores used in the accountability system.

Group	Four-Year Cohort Graduation Rate			Six-Year Cohort Graduation Rate		
	Students in Cohort	Graduates	Rate	Students in Cohort	Graduates	Rate
American Indian or Alaskan Native	<20	*	*	<20	*	*
Asian	<20	*	*	<20	*	*
Black or African American	<20	*	*	<20	*	*
Hispanic/Latino	<20	*	*	<20	*	*
Native Hawaiian or Other Pacific Islander	<20	*	*	<20	*	*
White	<20	*	*	<20	*	*
Two or More Races	<20	*	*	<20	*	*
Students with Disabilities	<20	*	*	<20	*	*
Economically Disadvantaged	<20	*	*	<20	*	*
English Learners	<20	*	*	<20	*	*

Notes

- Details on On-Track and Postsecondary Readiness calculations can be found at https://dpi.wi.gov/accountability/resources
- Due to data availability, Attendance and Graduation data are lagged by one year. For this year's report cards, On-Track and Postsecondar Readiness calculations use these data from the prior school year.

Attachment 56-60 TPP

On-Track and Postsecondary Readiness

Total Score: NA/NA

2017-18 3rd Grade English Language Arts Achievement Score: NA/NA

Performance Level	Points Multiplier	2015-16			2016-17			2017-18		
		Students		Points	Students		Points	Students		Points
		Count	Percent		Count	Percent		Count	Percent	
Advanced	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Proficient	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Basic	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Below Basic	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Total Tested	-	NA	NA	NA	NA	NA	NA	NA	NA	NA

2017-18 8th Grade Mathematics Achievement Score: NA/NA

Performance Level	Points Multiplier	2015-16			2016-17			2017-18		
		Students		Points	Students		Points	Students		Points
		Count	Percent		Count	Percent		Count	Percent	
Advanced	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Proficient	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Basic	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Below Basic	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Total Tested	-	NA	NA	NA	NA	NA	NA	NA	NA	NA

Notes

- Details on On-Track and Postsecondary Readiness calculations can be found at https://dpi.wi.gov/accountability/resources .
- Third Grade English Language Arts and 8th Grade Mathematics Scores are determined in the same way as the Student Achievement Priority Area. However, if there are fewer than 20 students in the most recent year, then the most recent two years of data are combined so that the cell size requirement is met.
- Student achievement is based on Wisconsin Student Assessment System (WSAS) results for full academic year (FAY) students.
- Points displayed in the tables above are weighted so that larger numbers of students and more recent years contribute more to the score for the Priority Area.

Attachment 56-60 TPP

Student Engagement Indicators

Goals Met: NA/NA

All schools are expected to meet Student Engagement Indicator goals in these areas. Absenteeism Rate and Dropout Rate are not rounded. Absenteeism Rate is the percent of students who are chronically absent (absent at least 16% of the time).

Indicator	Goal	One-Year School Rate	Three-Year School Rate	Points Deducted
Absenteeism Rate	Less than 13%	NA	NA	NA
Dropout Rate	Less than 6%	NA	NA	NA

Student Engagement Indicators Data

Group performance for Absenteeism Rate and Dropout Rate is provided below for informational purposes, to facilitate analysis of achievement gaps, and to drive continuous improvement planning. Test Participation data reflect the one-year test participation of groups. Note that there is no longer a score deduction associated with Test Participation on Report Cards.

Group	Absenteeism Rate				Dropout Rate				Test Participation Rate (Not Scored)			
	One Year		Three Year		One Year		Three Year					
	Students	Rate	Students	Rate	Students	Rate	Students	Rate	ELA Students	ELA Rate	Mathematics Students	Mathematics Rate
All Students: School	<20	NA	NA	NA	<20	NA	NA	NA	31	93.5%	31	90.3%
American Indian or Alaskan Native	<20	*	NA	NA	<20	*	NA	NA	<20	*	<20	*
Asian	<20	*	NA	NA	<20	*	NA	NA	<20	*	<20	*
Black or African American	<20	*	NA	NA	<20	*	NA	NA	<20	*	<20	*
Hispanic/Latino	<20	*	NA	NA	<20	*	NA	NA	<20	*	<20	*
Native Hawaiian or Other Pacific Islander	<20	*	NA	NA	<20	*	NA	NA	<20	*	<20	*
Two or More Races	<20	*	NA	NA	<20	*	NA	NA	<20	*	<20	*
White	<20	*	NA	NA	<20	*	NA	NA	21	100.0%	21	95.2%
Students with Disabilities	<20	*	NA	NA	<20	*	NA	NA	<20	*	<20	*
Economically Disadvantaged	<20	*	NA	NA	<20	*	NA	NA	<20	*	<20	*
English Learners	<20	*	NA	NA	<20	*	NA	NA	<20	*	<20	*

Both one-year and three-year rates are considered for Absenteeism and Dropout rates. If either the one-year or three-year rate meets the goal then no points are deducted. The three-year rate is based on two years of data when three years are not available.

Attachment 56-60 - TPP

Arizona Insight Academy

Arizona Insight Academy is an alternative public online charter school that received a “B” rating on the 2021-2022 Arizona Alternative framework. The school is proud of receiving 26.8 out of 35 points for its College and Career Readiness score, which is derived from senior completion in programs, assessments, and activities that have shown to predict success after high school.

Arizona Insight Academy

Portable Practical Educational Preparation, Inc. (PPEP, Inc.)

School Details

Overview

Grades Served [1]
Grade 7 - Grade 12

School Type
Charter School, Alternative School, Online School

District
Portable Practical Educational Preparation, Inc. (PPEP, Inc.)

Title I Status [2]
Yes

Principal
Charles Woods Jr.

School Grade
B

Location

5323 N 99TH AVE STE 210, GLENDALE, AZ, 85305-2213

Contact

(602) 476-1320

Mission Statement
Insight Academy of Arizona is a public online charter school that uses K12, Inc. programs and curricula to meet the needs of diverse student populations through innovative uses of technology, effective teachers and instruction, and partnerships with families and community, while specifically serving students who are struggling academically, severely academic credit deficient, and are at a higher risk for dropout. Insight empowers students to think critically and achieve academic success and personal growth with specialized support and programs. Insight Academy is accessible for all Arizona students- regardless of geographic, financial, or demographic circumstance therefore, providing online education alternatives that are as unique as the students we serve.

[1] Please review the data below to get more details on the grade levels a school serves. Some Arizona high schools offer specialty programs such as a Career and Technical Education Early Education classes (preschool) or advanced mathematics courses for junior high students. These students' actual grade levels will be reflected in their "grades served" and are not levels that exist in whole at the school site.

[2] A Title I school is a school receiving federal funds for Title I students. The basic principle of Title I is that schools with large concentrations of low-income students will receive supplemental funds to assist in meeting students educational goals. All other schools are Non-Title I.

School Characteristics [3]

Awards and Recognitions

No data available

Academic Offerings

No data available

Sports

No data available

Music/Arts

No data available

After School Opportunities and Clubs

No data available

Facilities

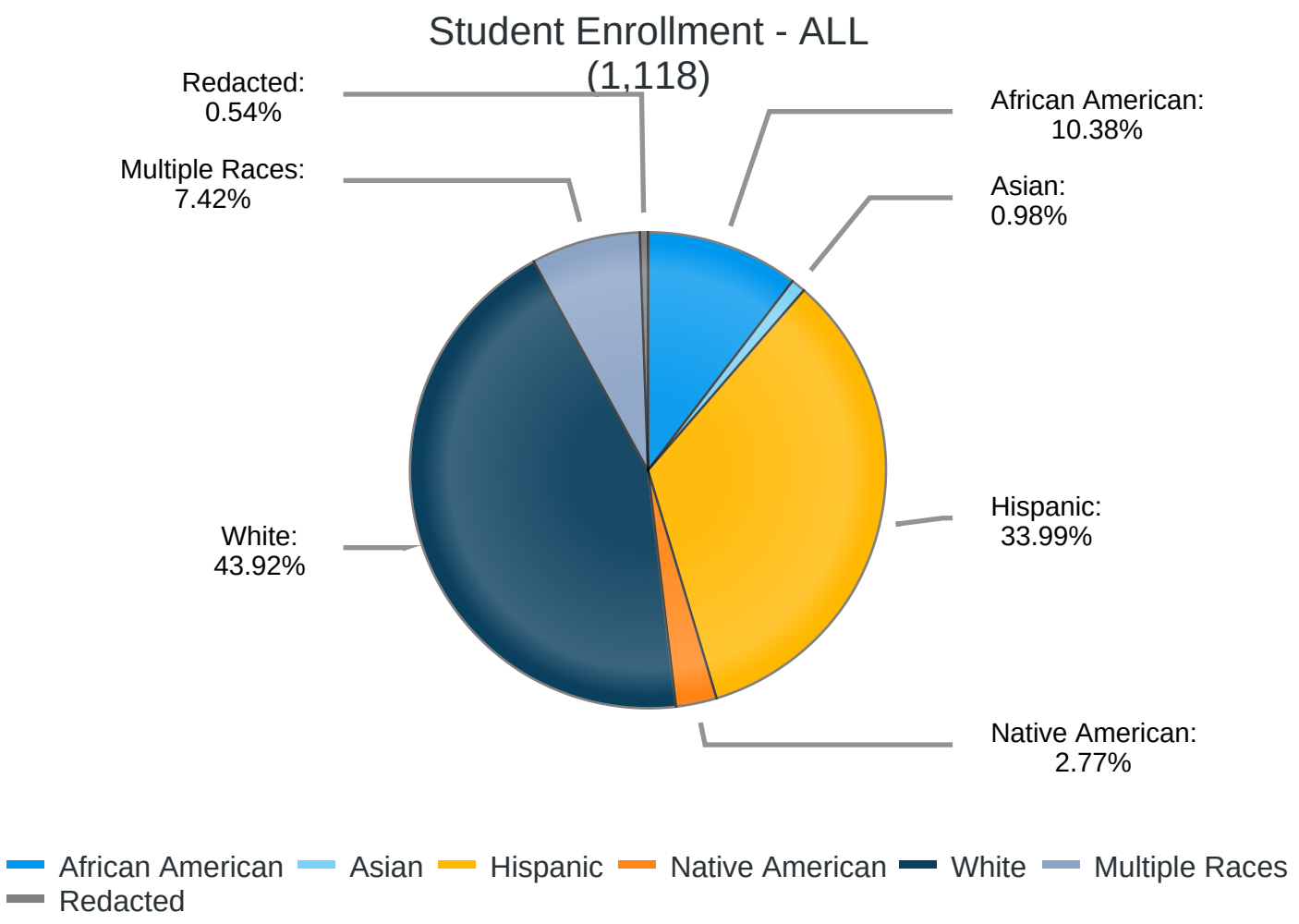
No data available

Student Services

No data available

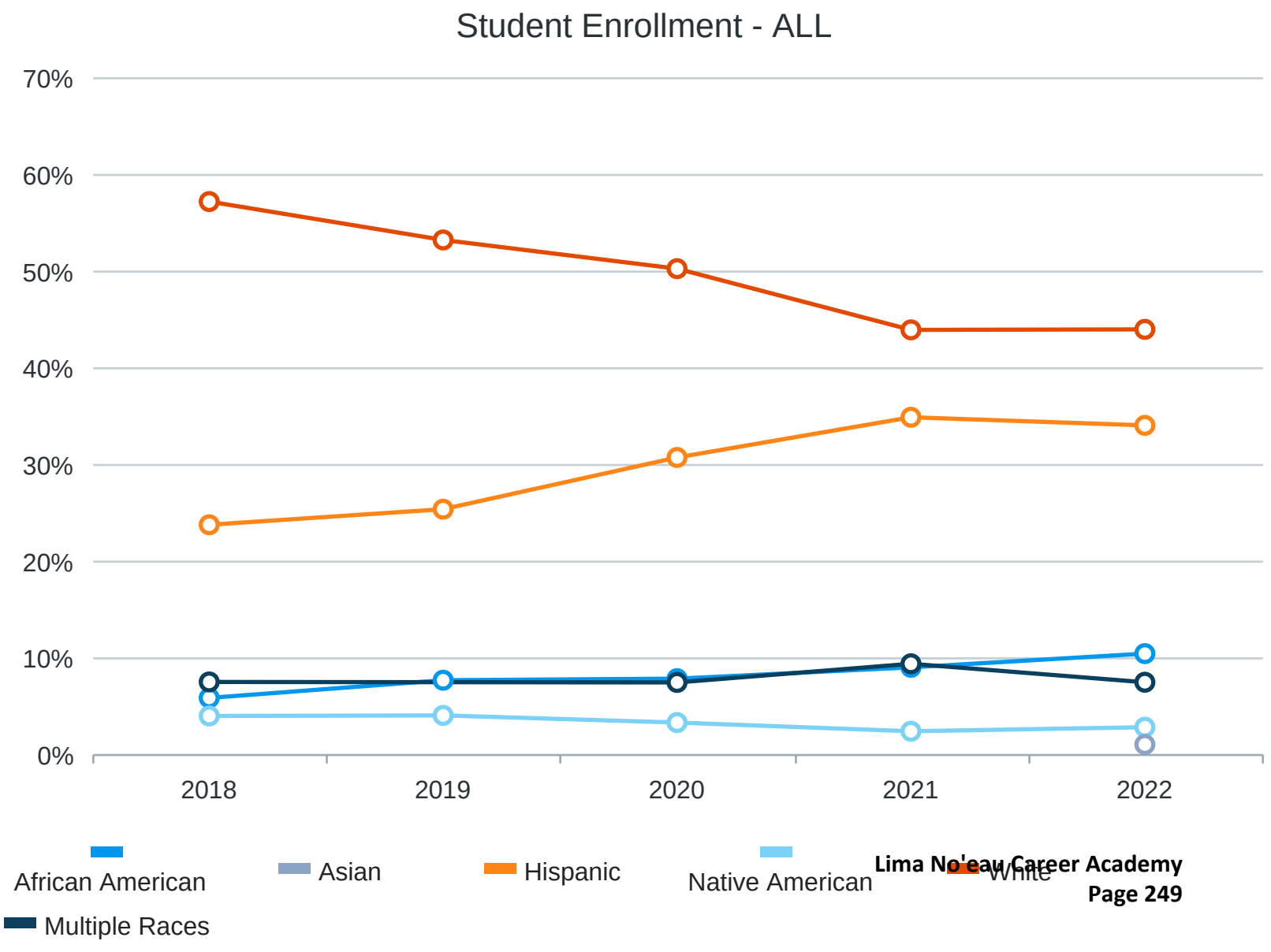
[3] Information in this section is provided and edited by the named school. Please contact the school for more information.

Student Enrollment



Note:

Redacted pie slice - When a subgroup in this report has 10 or fewer students, showing their information may risk an individual students anonymity. In this case, we do not report any information for that subgroup.



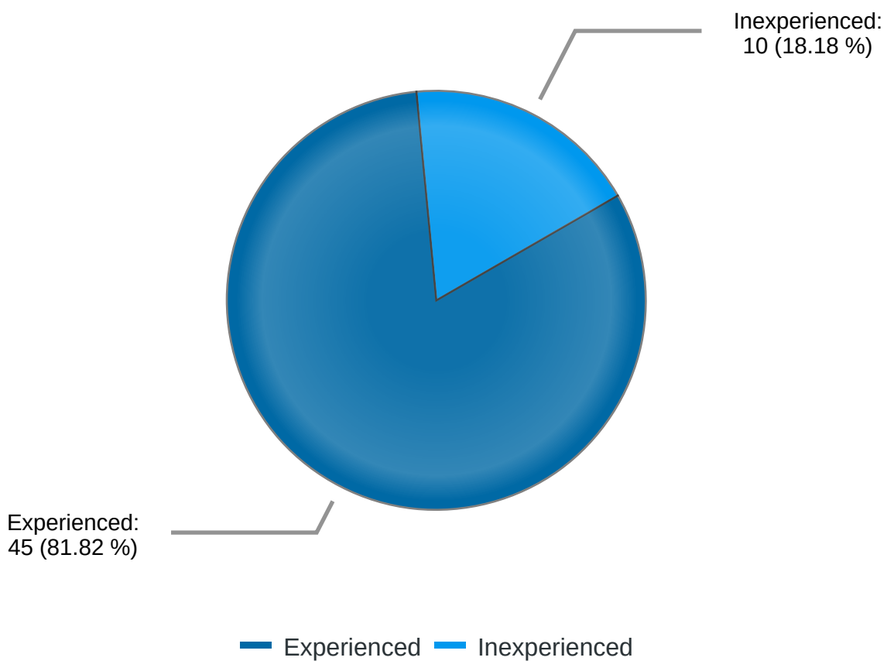
Teacher Qualification

Teacher Qualification data in Arizona includes educator experience and qualifications for principals, assistant principals, deans of students, and teachers.

Inexperienced Core Academic Teachers, Principals, and School Leaders

School leaders are self-reported by Local Education Agencies and could for example include, Principals, Assistant Principals, or Deans of Students.

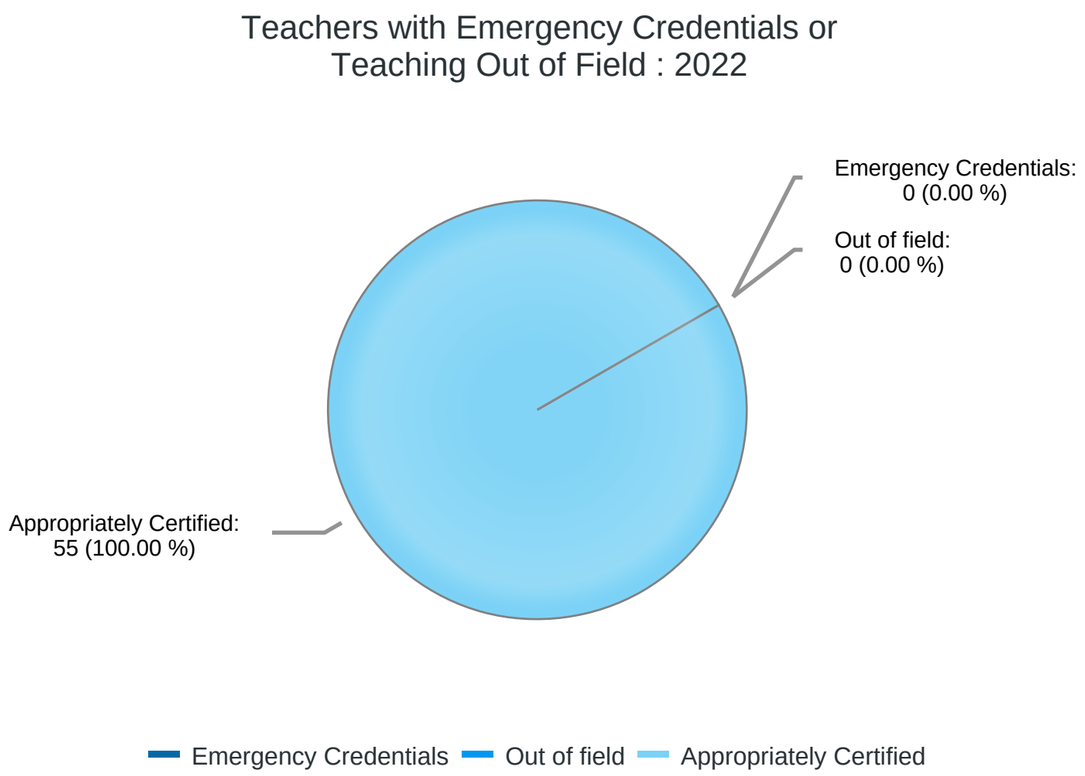
Arizona defines inexperienced educators as having less than 3 years of experience in their position as self-reported by the school or district.



Note:
The law allows, but does not require, teachers at public charter schools to maintain teaching certifications; therefore, teacher quality at public charter schools may not be accurately reflected solely by the number of certified teachers they employ. Instead, public charter schools hire and evaluate teachers based on other objective measures of teacher quality, such as subject matter expertise, student achievement results, and professionalism.

Teachers with Emergency Credentials or Teaching Out of Field

"Out of Field" teachers are not certified for the subject area they are teaching.



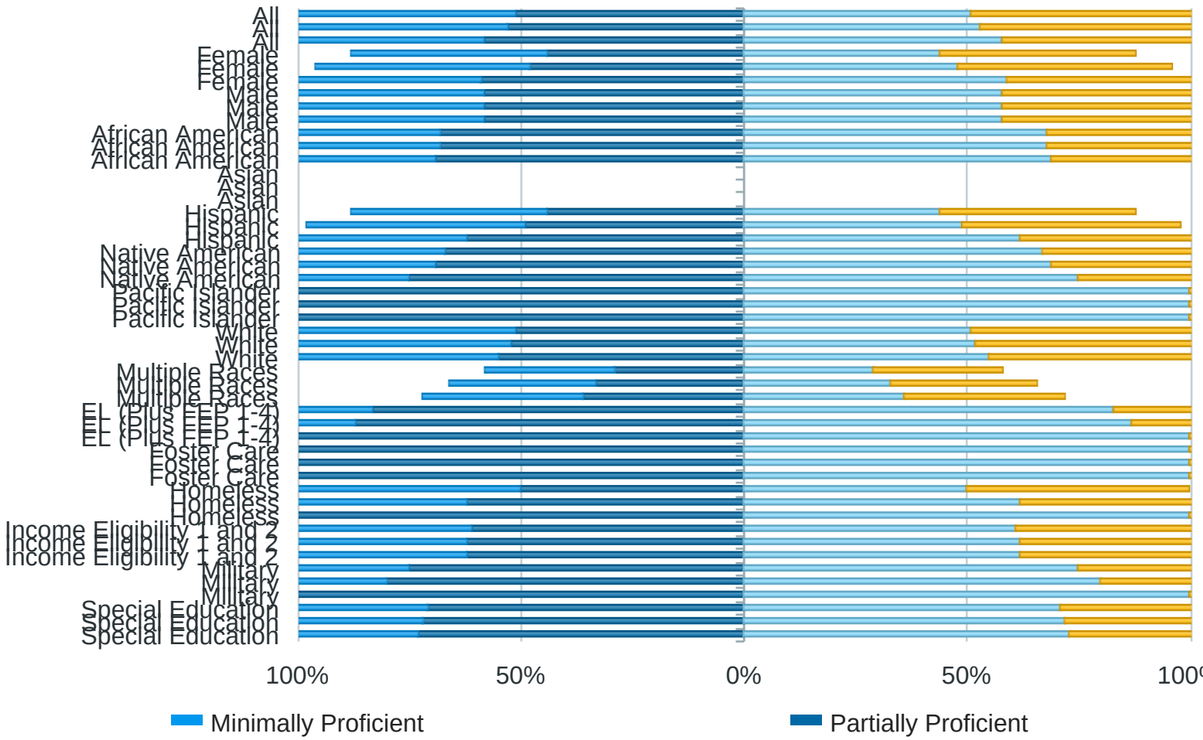
Note:
Appropriately Certified District teachers who hold valid certification for their primary teaching position, and are not on Emergency Credentials or teaching Out of Field . Charter school teachers who meet state requirements for teaching in a charter school, set by the Arizona State Charter Board.

The law allows, but does not require, teachers at public charter schools to maintain teaching certifications; therefore, teacher quality at public charter schools may not be accurately reflected solely by the number of certified teachers they employ. Instead, public charter schools hire and evaluate teachers based on other objective measures of teacher quality, such as subject matter expertise, student achievement results, and professionalism.

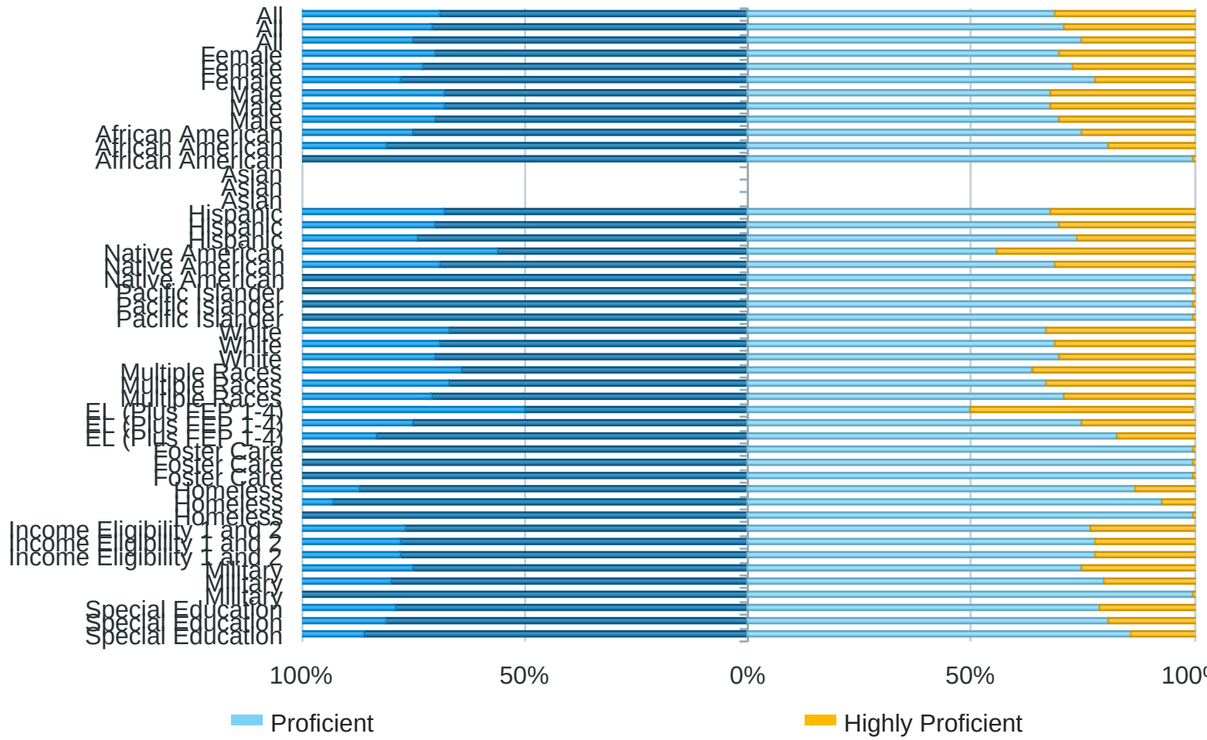
Student Achievement in State Academic Assessment Detailed Results

Attachment 56-60 - TPP

State Wide Assessment Results - 2022: AzMerit
ELA (English Language Arts)



State Wide Assessment Results - 2022: AzMerit
MATH



A-F Proficiency Points Earned (Out of 30)

Grade 7 - Grade 12	3.81

Note:

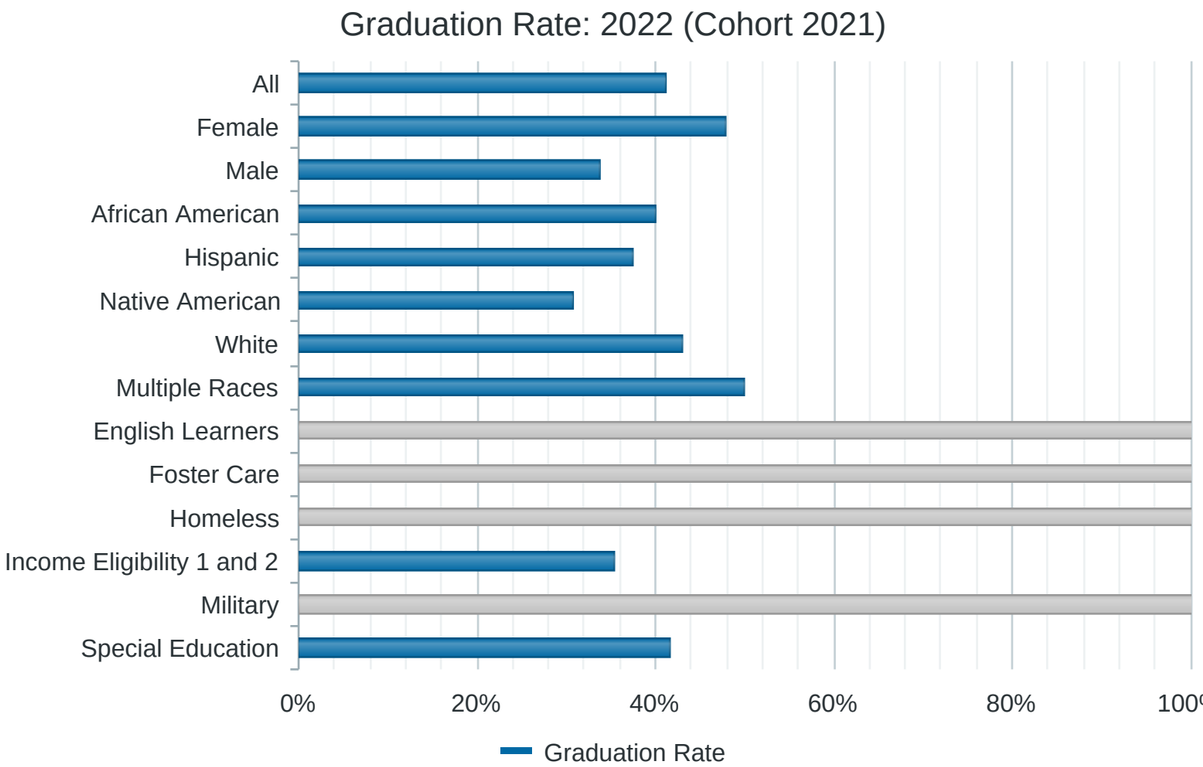
1. Gray Bar - When a subgroup in this report has 10 or fewer students, showing the achievement information may risk an individual students anonymity. In this case, we do not report any achievement results for that subgroup.

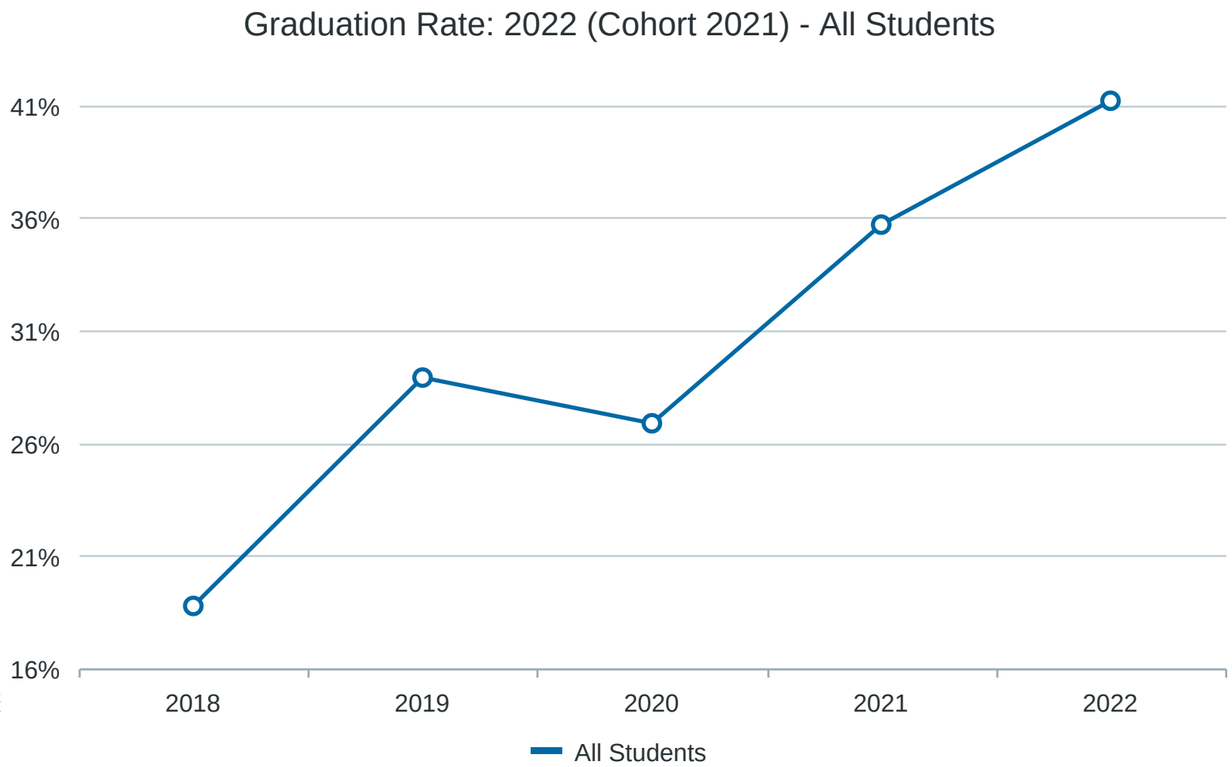
2. When all students in a subgroup score at the same performance level, reporting "100%" or "0%" would violate each students anonymity. To protect students' anonymity we do not report the breakdown for each performance level.

3. EL-FEP includes students who are current English Learners and students who were formerly identified as an EL student within the past four years and have since test proficient on the English Learner assessment.

Four Year Graduation Rate

The "Four-year graduation rate" is the percentage of students who graduated within the first 4 years of enrolling in high school.



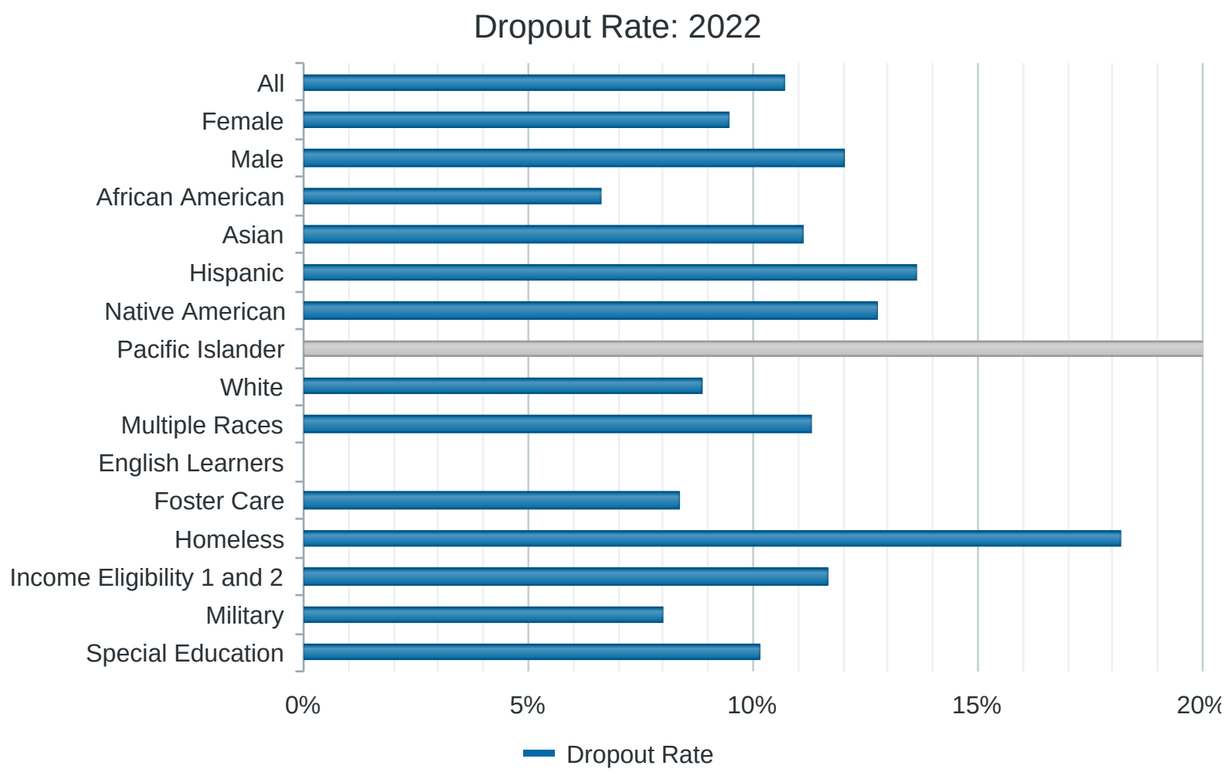


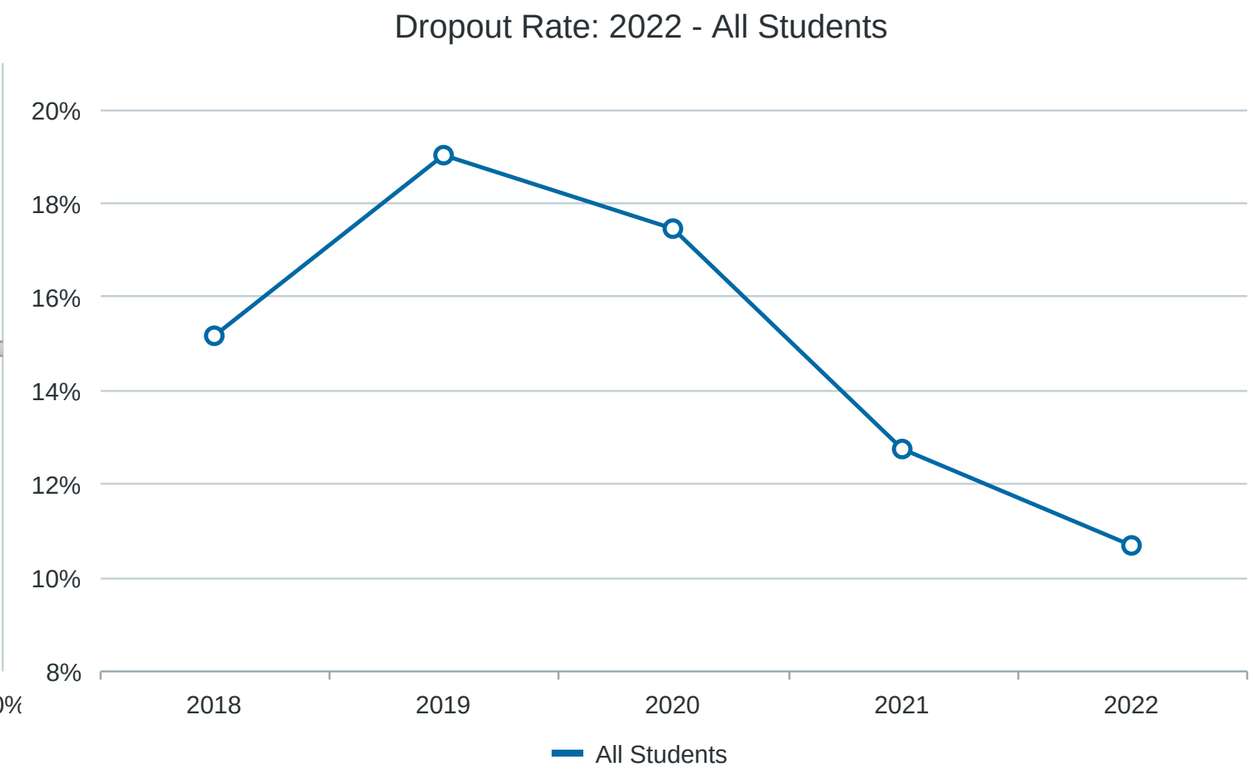
A-F Graduation Points Earned(Out of 10)

Graduation Rate Points	4.78

Gray Bar - When a subgroup in this report has 10 or fewer students, showing Graduation rate may risk an individual students anonymity. In this case, we do not report any information for that subgroup.

Dropout Rate

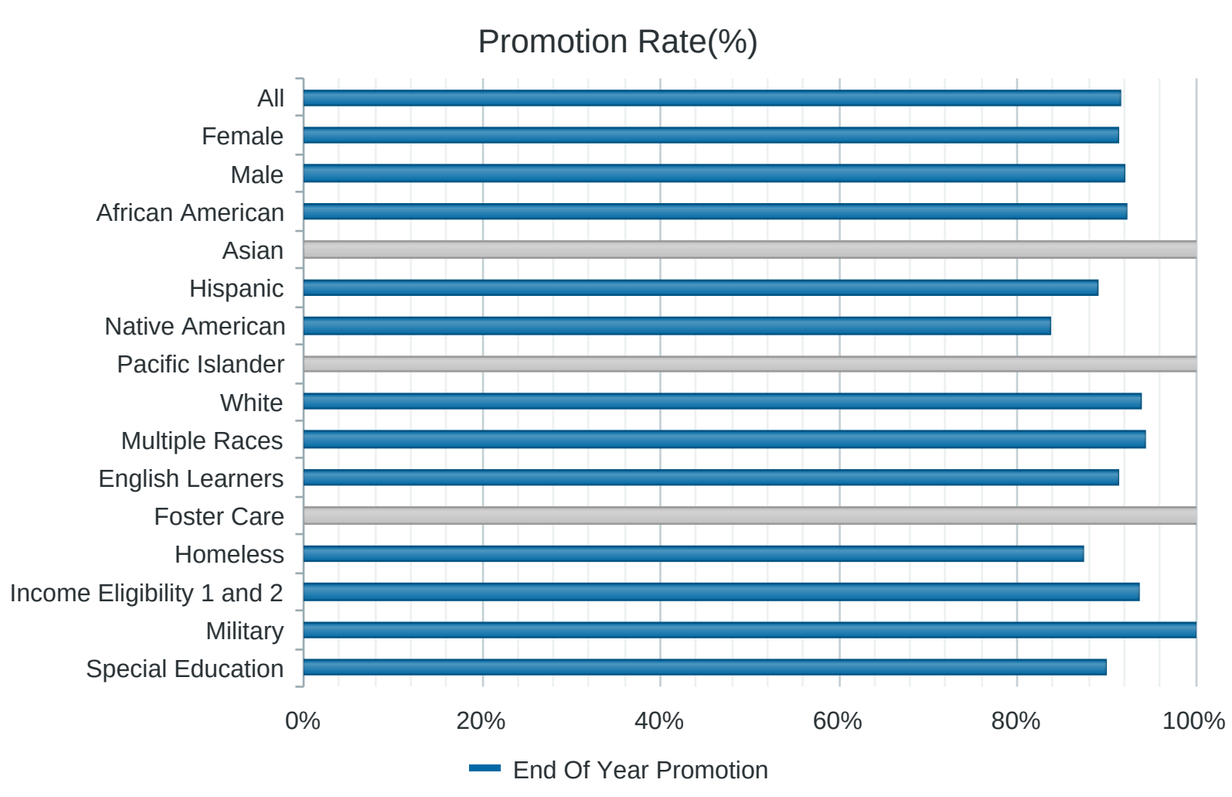




Note:
EL-FEP includes students who are current English Learners and students who were formerly identified as an EL student within the past four years and have since tested proficient on the English Learner assessment.

Gray Bar - When a subgroup in this report has 10 or fewer students, showing Dropout Rate may risk an individual students anonymity. In this case, we do not report any information for that subgroup.

End Of Year Promotion



Note:
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College or Career Readiness (CCRI) Points

The College and Career Readiness score in the A-F State Accountability system is derived from seniors completion in programs, assessments or activities that have shown to predict success after high school. For more details on the A-F State Accountability System

College and Career Readiness: 2022 (Out of 35)

College and Career Readiness (CCRI) Points	26.8

Note:
Normally, Arizona calculates A-F letter grades for eligible schools annually. A.R.S. § 15-741 Section 2 prohibits ADE from assigning letter grades for the 2020-2021 school year. However, the data from this year that is used in calculating A-F components is particularly important for understanding the academic impact of COVID. Care should be taken when making direct comparisons of data in the A-F calculations with previous years, otherwise inferences may be invalid.

Post-Secondary

The Arizona Board of Regents has additional information on their "Arizona High School Report Card" that specifically reports on Arizona graduate's college performance statistics by high school. The link below will open to a report displaying several key postsecondary performance indicators by the high school.

For ABOR High School Report Card : https://www.azregents.edu/high-school-report-card?id=91830 .

School Finance

Funding for Arizona public schools is driven primarily by student enrollment, generally increasing and decreasing with the number of students served, but many student-specific, district-specific, and charter-specific factors also affect funding. For example, students with certain special education needs generate more funding than students without special education needs. English Learners and students in specific grades also receive add-on funding. Small school districts and charter organizations are provided greater funding per student than their larger counterparts since smaller organizations lack the economies of scale enjoyed by larger organizations. Additionally, school districts can raise funds through local property taxes and can seek voter-approval to increase funding while charters, which do not have the ability to levy local property taxes, instead receive a higher per-pupil allocation from the state.

Spending for schools is directed by the district or charter governing board and will vary from school to school based on local needs and priorities. For example, if one school has more experienced teachers than another school, spending for teacher pay and benefits is likely to be higher at that site. A school in a rural district is likely to have higher spending for transportation than a school in a densely-populated area in which many students walk to school. A school that provides career and technical education or hosts a specialized program might have higher costs for supplies or other related areas as a result.

Revenue and expenditure data for Arizona public schools should be viewed within the context of schools unique characteristics.

Please https://schoolspending.az.gov/explore/as-parent-guardian/school/108796002 to visit the Arizona School Financial Transparency Portal to view detailed school and district/charter level financial data

Per-Pupil Expenditures of Federal, State and Local Funds

Expenditures summarized by actual personnel expenditures and actual non-personnel expenditures (1) separate by source of funds or funds, Federal or State & Local, for each publicly funded Local Education Agency (LEA) - school and charter districts. Expenditures are divided by the aggregate number of students enrolled in preschool through Grade 12 in publicly funded LEAs on or around October 1 of a given year. Per-Pupil expenditures are supplementary categorized by Title I classification for schools within the district.

Per-Pupil Expenditure: 2022

Personnel Federal Expenditure	Personnel State & Local Expenditure	Non-Personnel Federal Expenditure	Non-Personnel State & Local Expenditure	Total Per-Pupil Expenditure

No data available

1. Excluded are expenditures for land and improvements, buildings, and improvements, furniture, equipment and vehicles. Also excluded are Internal Service Fund operations. Community School Fund operations, debt retirement, student activities and non-public school programs.

Disclaimer:
Expenditure data is compiled from unaudited information submitted to the Arizona Department of Education.

Per-Pupil Characteristics

Personnel	Non-Personnel
No data available	No data available

State Accountability A-F Letter Grades

Arizona Revised Statutes § 15-241 requires the Arizona Department of Education, subject to final adoption by the State Board of Education, to develop an annual achievement profile for every public school in the state based on an A through F scale.

The system measures year to year student academic growth, proficiency on English language arts, math and science. It also includes the proficiency and academic growth of English language learners, indicators that an elementary student is ready for success in high school and that high school students are ready to succeed in a career or higher education and high school graduation rates. For more information on State Accountability, https://azreportcards.azed.gov/static/A-FSummaryFY19 .

A-F Summary: 2021

Alternative Model

	Alternative Points Earned	Alternative Points Eligible
Proficiency	3.81	15
Academic Persistence	8.3	10
Credits Earned	7.1	10
On-Track to Graduate	9.8	10
EL Growth and Proficiency		
Graduation	4.78	10
CCRI	26.8	35
Bonus Points*	2	6**
Total Points	60.59	
Percentage	69.32	

Alternative Model Cut Scores

A	B	C	D	F
84 - 100%	66 - 83%	48 - 65%	30 - 47%	< 29%

Letter Grade: B

Schools receiving a NR (Not-Rated) currently do not have the components required in the current model to receive a grade.

**Up to 6 extra bonus points can be earned by Alternative schools. Bonus points are added to the final percentage earned.

*Alternative Model Bonus Points can be earned in the following ways: High graduation rates for homeless cohort, special education cohort and/or foster care cohort students.

Civil Rights Data Collection Reporting

The Civil Rights Data Collection (CRDC) is a survey of all public schools and school districts in the United States. This is completed and managed by the United States Department of Education. The CRDC measures student access to courses, programs, staff, and resources that impact education equity and opportunity for students. The CRDC is a longstanding and critical aspect of the overall enforcement and monitoring strategy used by the Office for Civil Rights (OCR). In addition, the CRDC is a valuable resource for other federal agencies, policymakers and researchers, educators and school officials, parents and students, and other members of the public who seek data on student equity and opportunity.

The data shown in these reports are the total provided by the Arizona school/districts to the CRDC, a division of the United States Department of Education. For more information on this data www2.ed.gov

.

The data shown below are the most recent data available, from the 2017-2018 school year.

	Children with Disability	Children without Disability
Number of students who received one or more in-school suspensions	0	0
Number of students who received only one out-of-school suspension	0	0
Number of students who received more than one out-of-school suspension	0	0
Number of Students who received an expulsion with educational services	0	0
Number of Students who received an expulsion without educational services	0	0
Number of Students who were referred to a law enforcement agency or official	0	1
Number of Students who received a school-related arrest	0	0

Total Students Enrolled in at least one Advanced Placement Course	0
Total Students with Chronic Absenteeism*	0
Total Incidents of violence 4	2
Total Students reported as harassed or bullied based on sex, race, color, national origin or disability	0

The CRDC data is collected by the Federal Government based on a particular methodology and purpose that may not be clearly aligned with the disciplinary procedures found in the school's student handbook.

* For the 2020-2021 school year, this data comes from federal EDFacts reporting.

4 Physical attack or threat of physical attack or fight with or without a weapon, threat of physical attack with a firearm or explosive device, possession of a firearm or explosive device, robbery with or without a weapon or explosive device, rape or attempted rape, sexual assault (other than rape).

Arizona Insight Academy

Portable Practical Educational Preparation, Inc. (PPEP, Inc.)

School Details

Overview

Grades Served [1]
Grade 7 - Grade 12

School Type
Charter School, Alternative School, Online School

District
Portable Practical Educational Preparation, Inc. (PPEP, Inc.)

Title I Status [2]
Yes

Principal
Charles Woods Jr.

School Grade
*

Mission Statement
Insight Academy of Arizona is a public online charter school that uses K12, Inc. programs and curricula to meet the needs of diverse student populations through innovative uses of technology, effective teachers and instruction, and partnerships with families and community, while specifically serving students who are struggling academically, severely academic credit deficient, and are at a higher risk for dropout. Insight empowers students to think critically and achieve academic success and personal growth with specialized support and programs. Insight Academy is accessible for all Arizona students- regardless of geographic, financial, or demographic circumstance therefore, providing online education alternatives that are as unique as the students we serve.

* In accordance with A.R.S. § 15-741 Section 2, individual components within A-F Letter grades were calculated and published without an overall letter grade for school year 2020-2021 due to COVID-19.

Location

5323 N 99TH AVE STE 210, GLENDALE, AZ, 85305-2213

Contact

(602) 476-1320

[1] Please review the data below to get more details on the grade levels a school serves. Some Arizona high schools offer specialty programs such as a Career and Technical Education Early Education classes (preschool) or advanced mathematics courses for junior high students. These students' actual grade levels will be reflected in their "grades served" and are not levels that exist in whole at the school site.

[2] A Title I school is a school receiving federal funds for Title I students. The basic principle of Title I is that schools with large concentrations of low-income students will receive supplemental funds to assist in meeting students educational goals. All other schools are Non-Title I.

School Characteristics [3]

Awards and Recognitions

No data available

Academic Offerings

No data available

Sports

No data available

Music/Arts

No data available

After School Opportunities and Clubs

No data available

Facilities

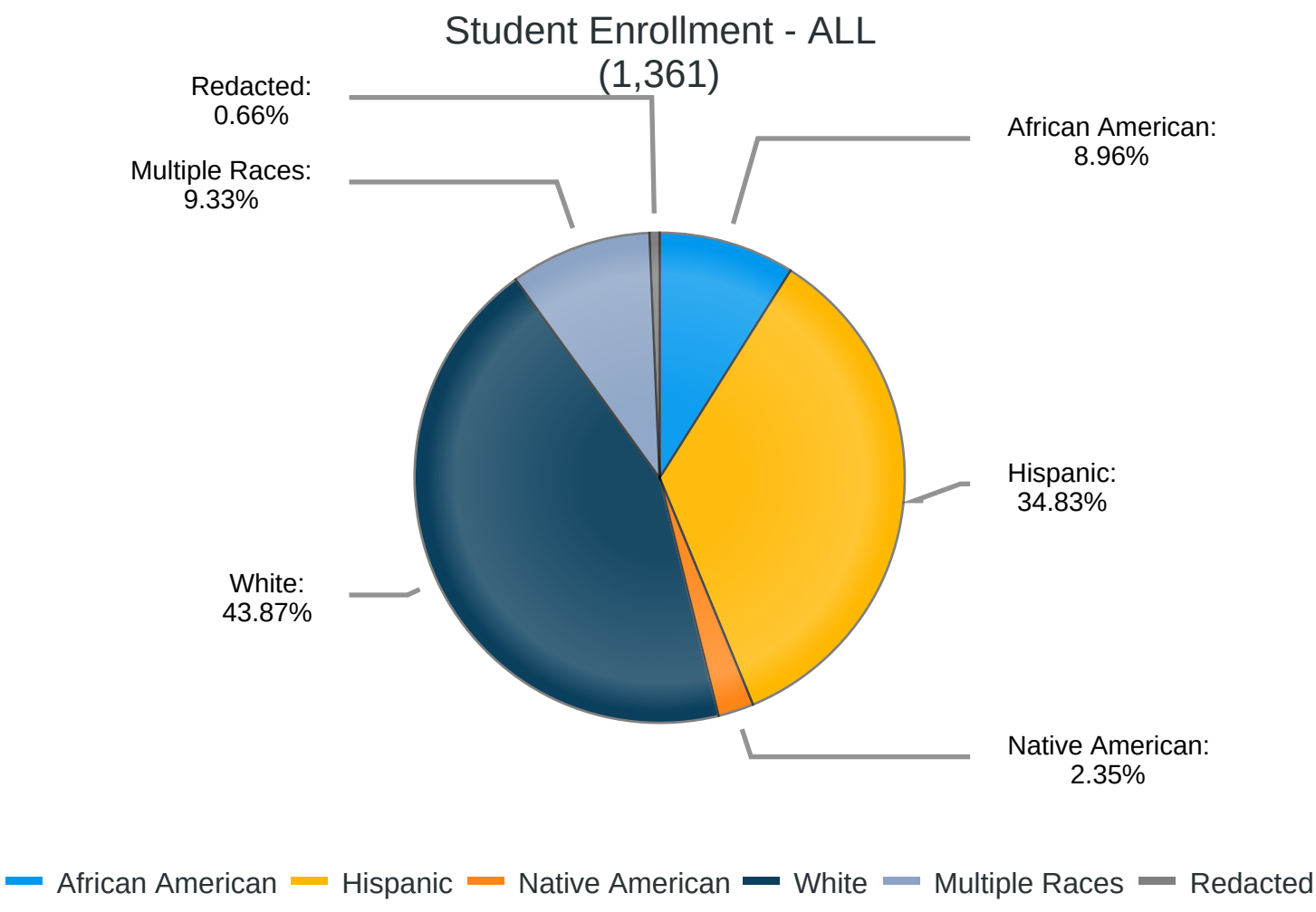
No data available

Student Services

No data available

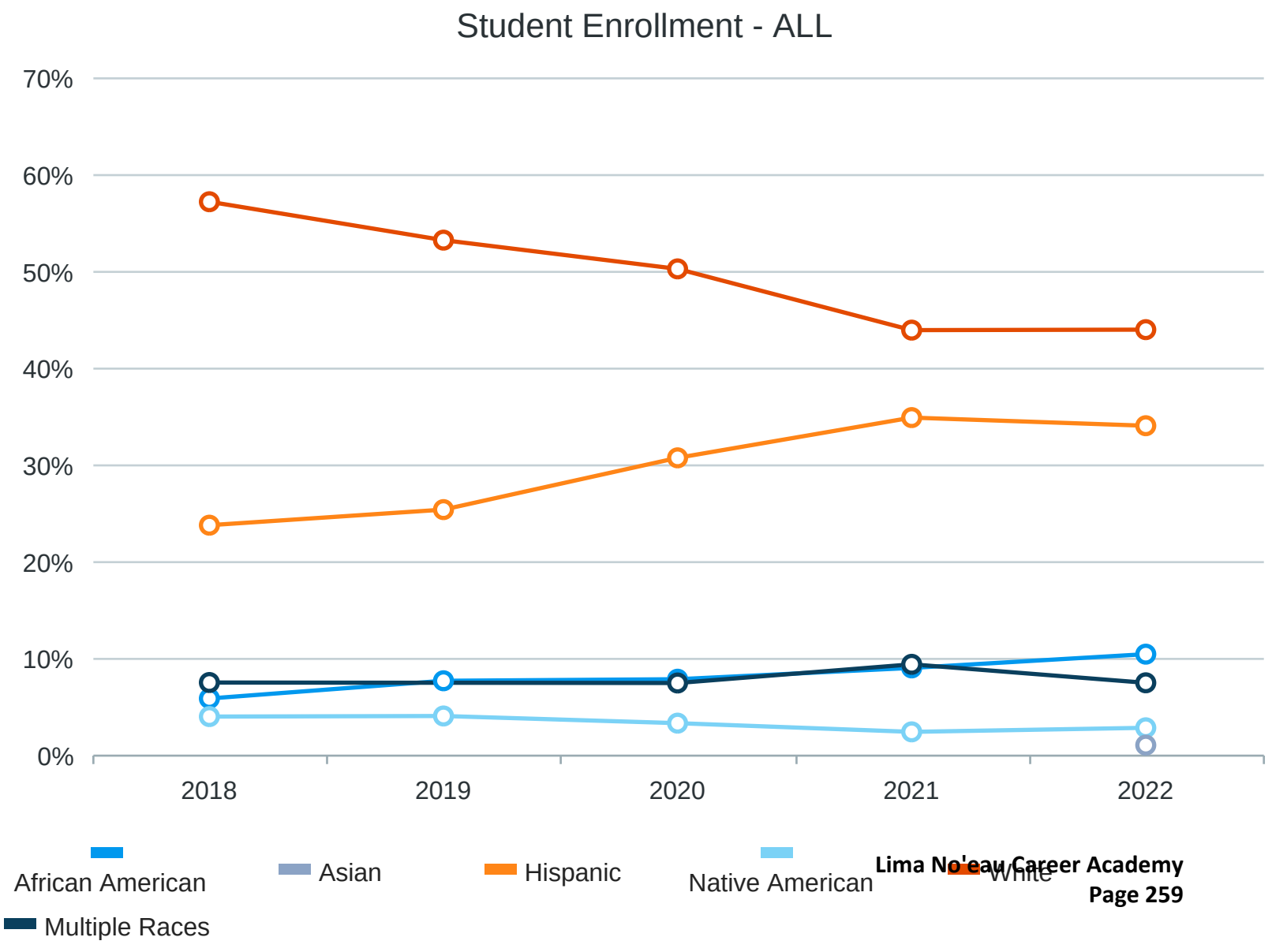
[3] Information in this section is provided and edited by the named school. Please contact the school for more information.

Student Enrollment



Note:

Redacted pie slice - When a subgroup in this report has 10 or fewer students, showing their information may risk an individual students anonymity. In this case, we do not report any information for that subgroup.



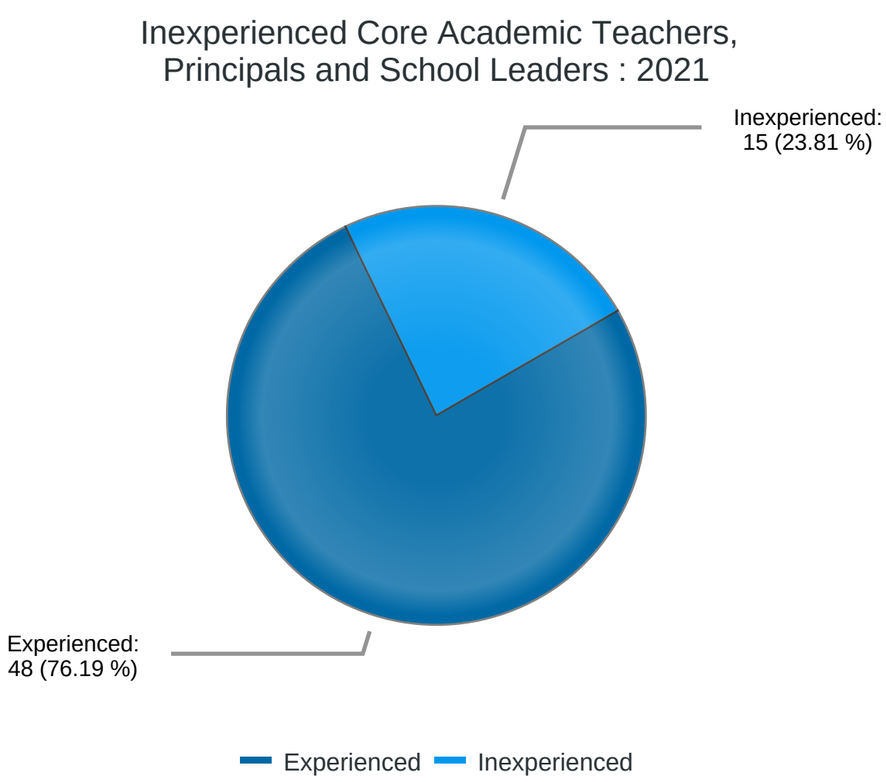
Teacher Qualification

Teacher Qualification data in Arizona includes educator experience and qualifications for principals, assistant principals, deans of students, and teachers.

Inexperienced Core Academic Teachers, Principals, and School Leaders

School leaders are self-reported by Local Education Agencies and could for example include, Principals, Assistant Principals, or Deans of Students.

Arizona defines inexperienced educators as having less than 3 years of experience in their position as self-reported by the school or district.

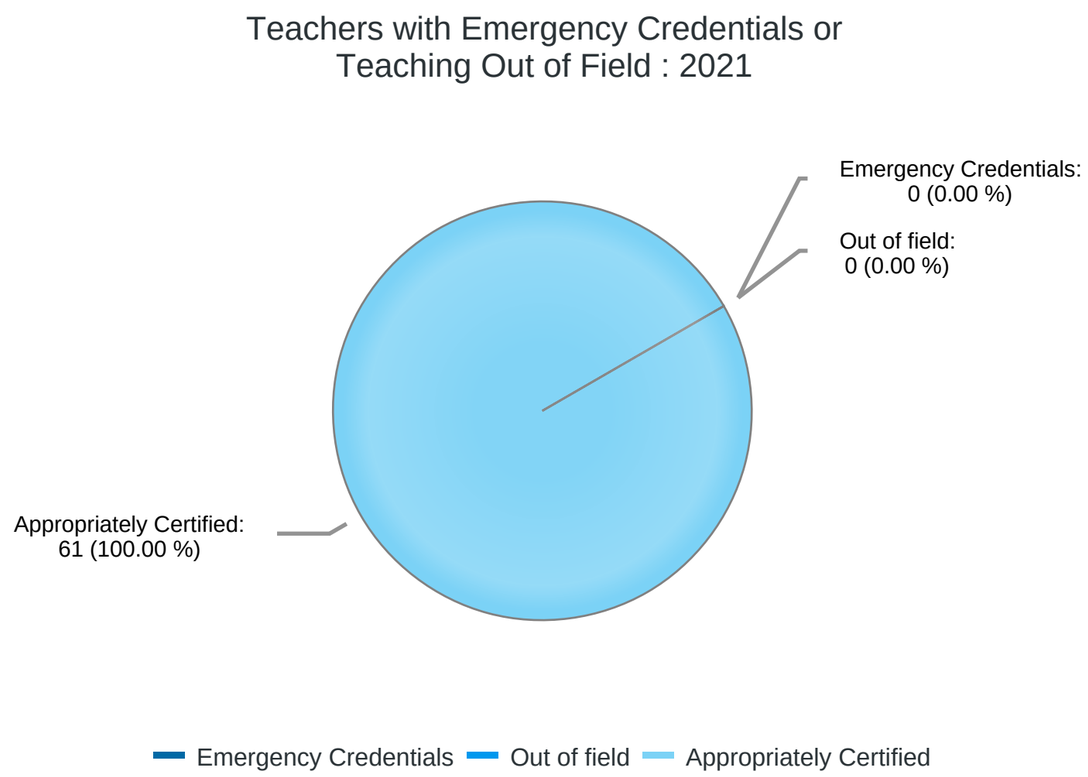


Note:

The law allows, but does not require, teachers at public charter schools to maintain teaching certifications; therefore, teacher quality at public charter schools may not be accurately reflected solely by the number of certified teachers they employ. Instead, public charter schools hire and evaluate teachers based on other objective measures of teacher quality, such as subject matter expertise, student achievement results, and professionalism.

Teachers with Emergency Credentials or Teaching Out of Field

"Out of Field" teachers are not certified for the subject area they are teaching.



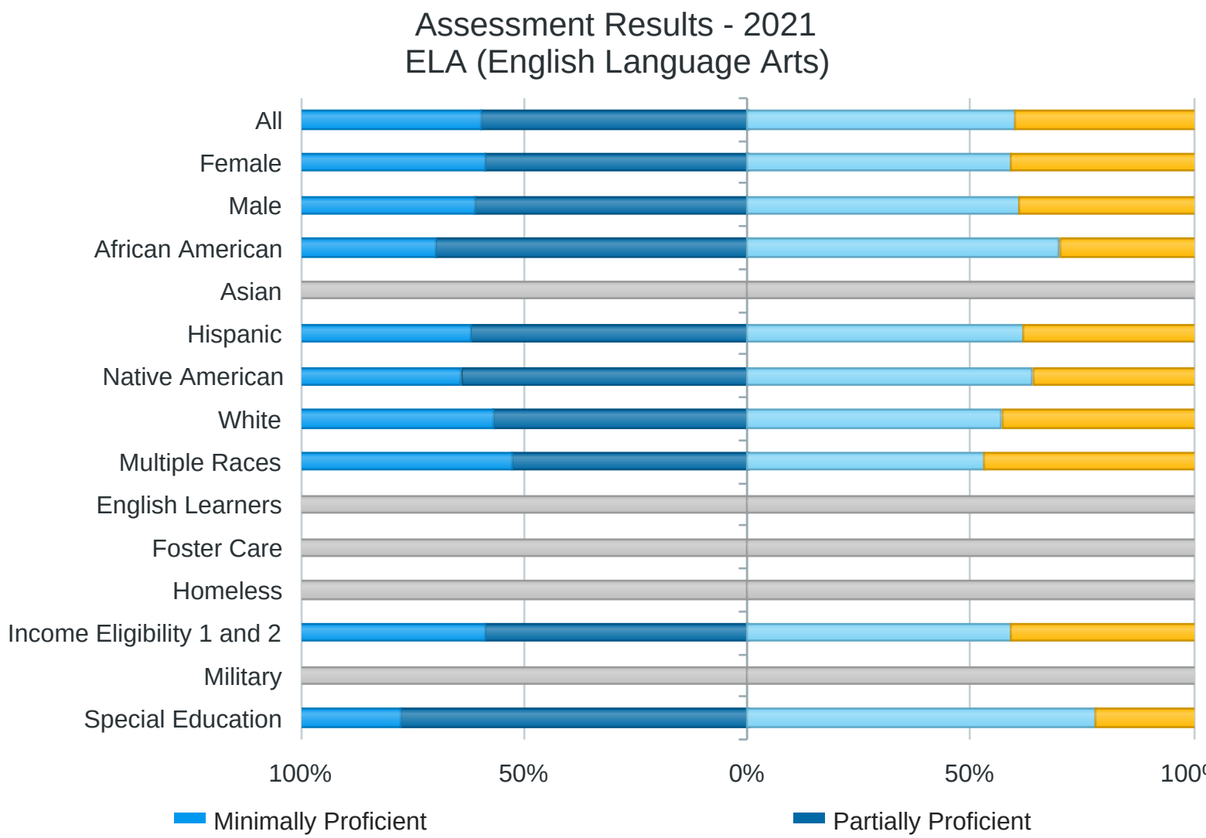
Note:

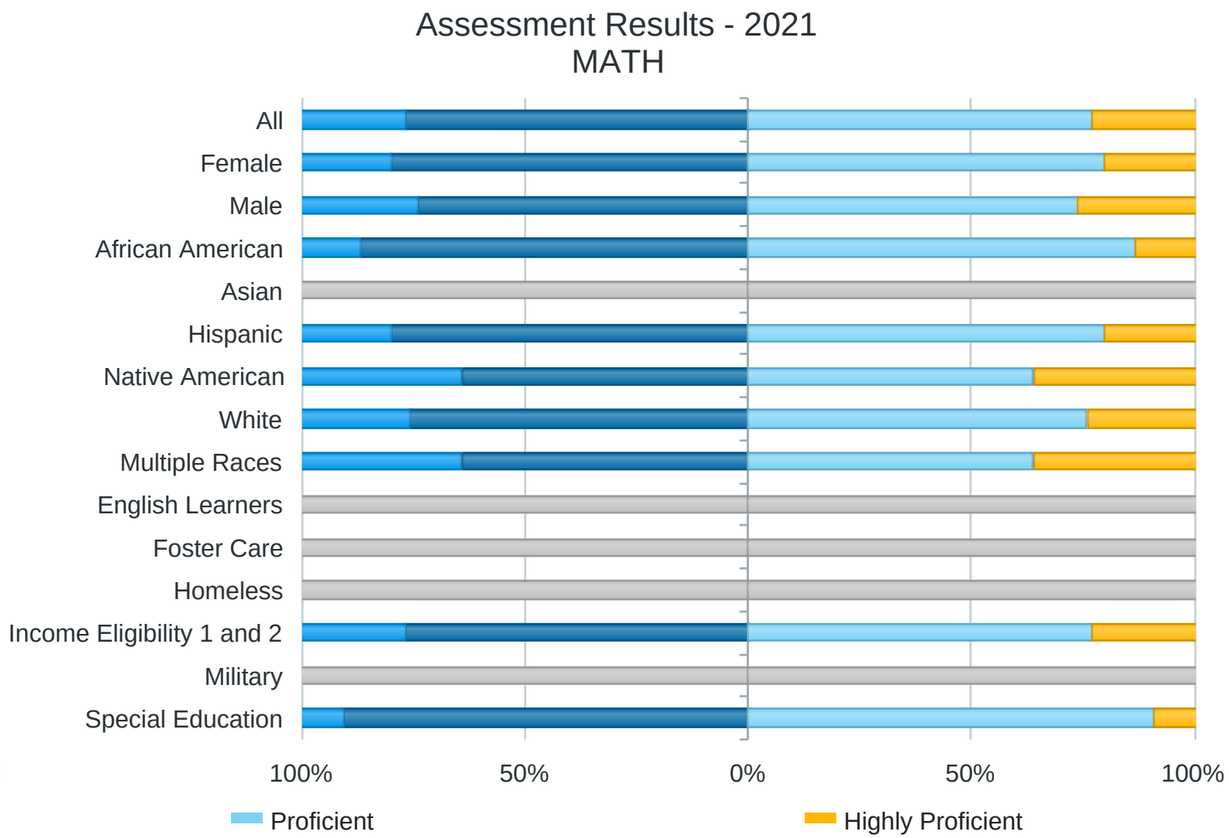
Appropriately Certified District teachers who hold valid certification for their primary teaching position, and are not on Emergency Credentials or teaching Out of Field . Charter school teachers who meet state requirements for teaching in a charter school, set by the Arizona State Charter Board.

The law allows, but does not require, teachers at public charter schools to maintain teaching certifications; therefore, teacher quality at public charter schools may not be accurately reflected solely by the number of certified teachers they employ. Instead, public charter schools hire and evaluate teachers based on other objective measures of teacher quality, such as subject matter expertise, student achievement results, and professionalism.

Student Achievement in State Academic Assessment Detailed Results

Attachment 56-60 - TPP





A-F Proficiency Points Earned (Out of 30)

Grade 7 - Grade 12	2.66

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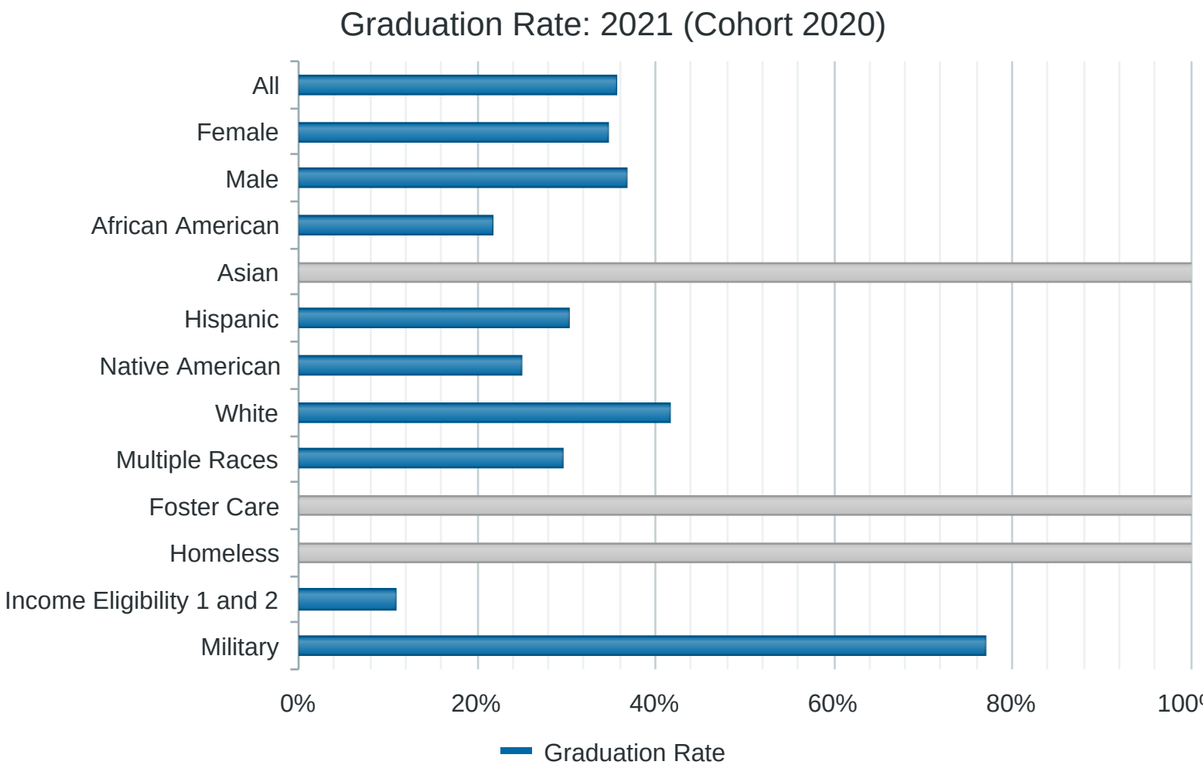
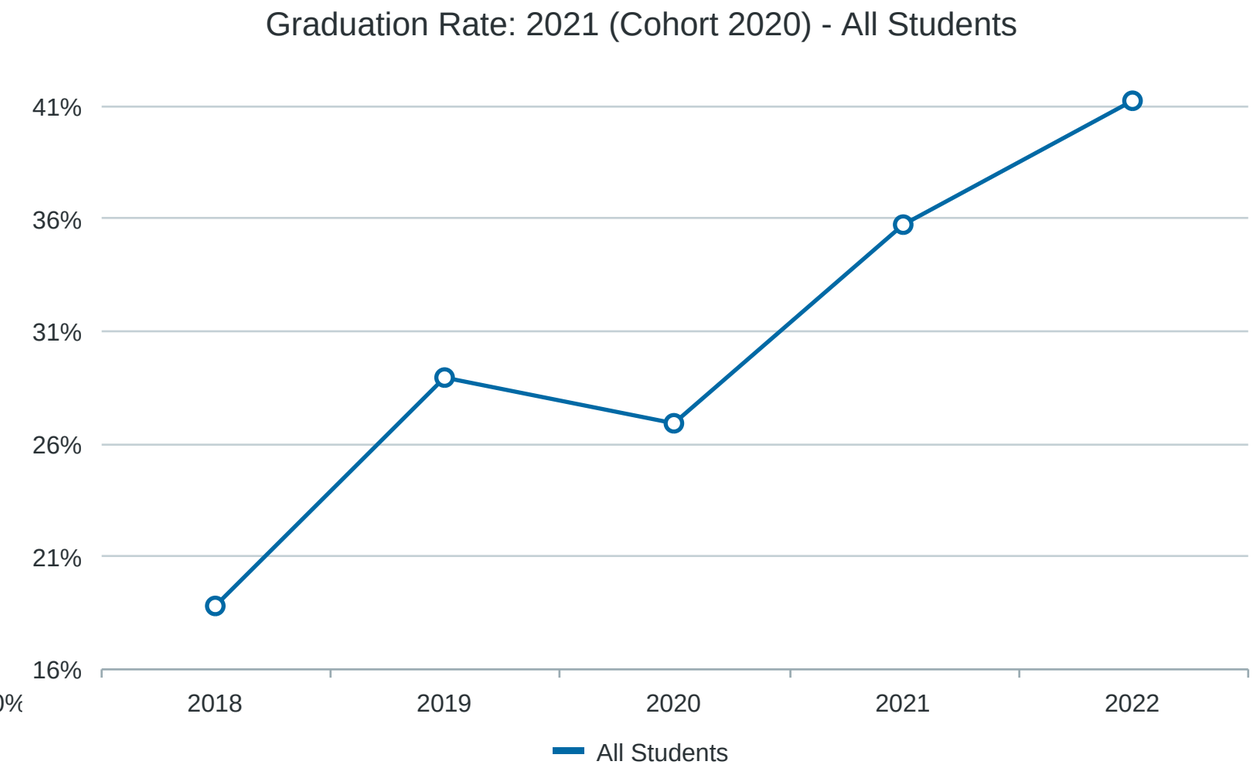
Four Year Graduation Rate

The "Four-year graduation rate" is the percentage of students who graduated within the first 4 years of enrolling in high school.



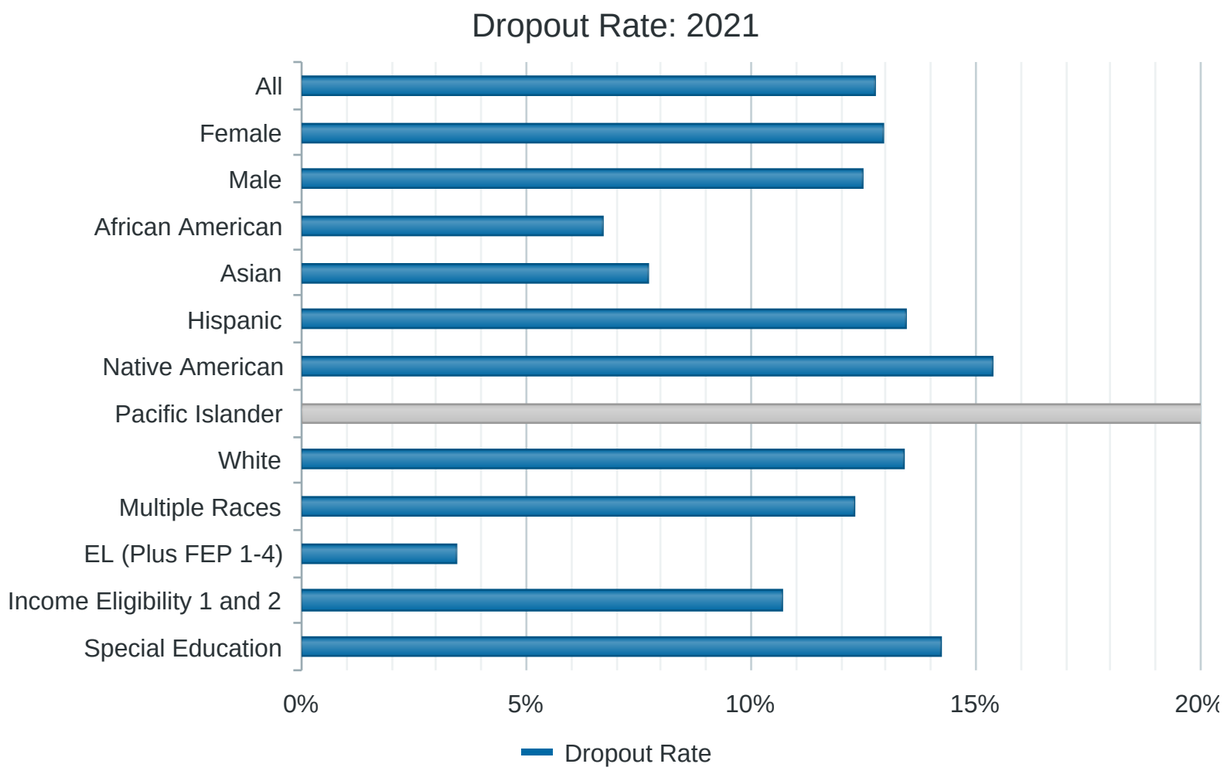


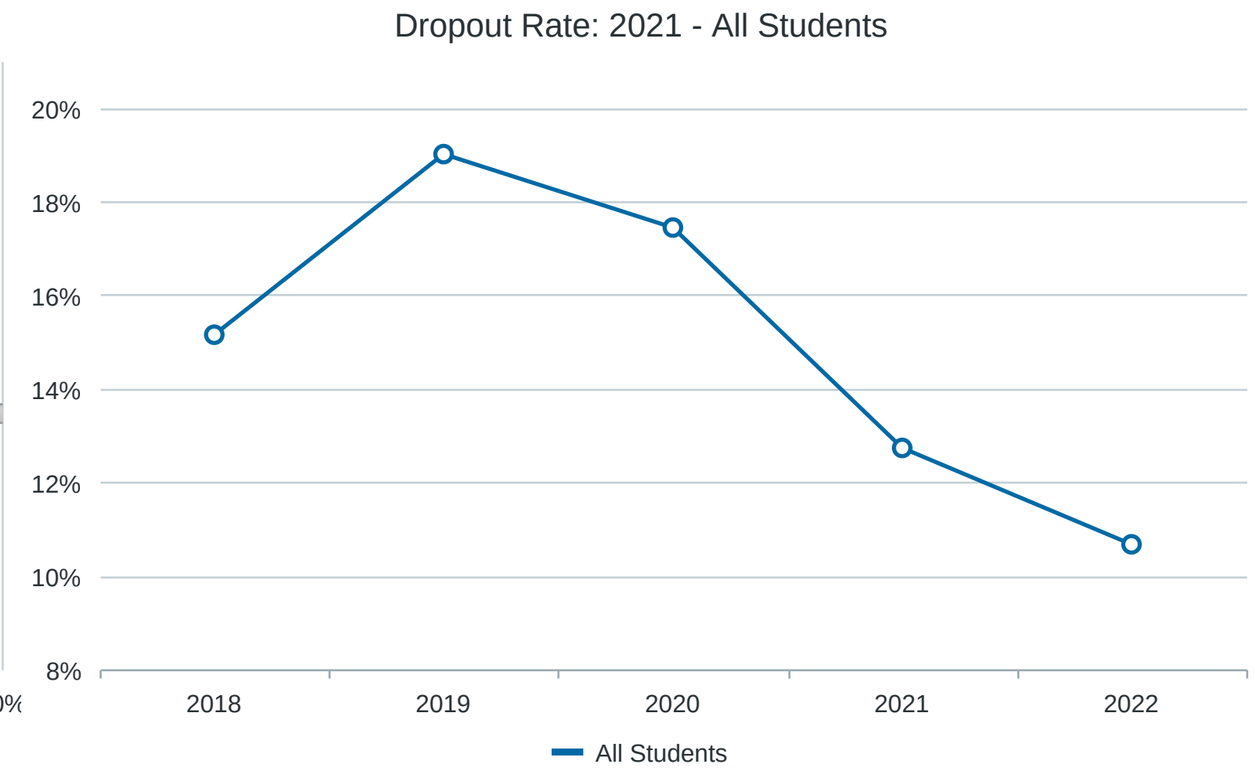
A-F Graduation Points Earned(Out of 10)

Graduation Rate Points	4.5

Gray Bar - When a subgroup in this report has 10 or fewer students, showing Graduation rate may risk an individual students anonymity. In this case, we do not report any information for that subgroup.

Dropout Rate





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College or Career Readiness (CCRI) Points

The College and Career Readiness score in the A-F State Accountability system is derived from seniors completion in programs, assessments or activities that have shown to predict success after high school. For more details on the A-F State Accountability System https://azreportcards.azed.gov/static/A-FSummaryFY21 .

College and Career Readiness: 2021 (Out of 35)

College and Career Readiness (CCRI) Points	21.3

Note:

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Post-Secondary

The Arizona Board of Regents has additional information on their "Arizona High School Report Card" that specifically reports on Arizona graduate's college performance statistics by high school. The link below will open to a report displaying several key postsecondary performance indicators by the high school.

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Spending for schools is directed by the district or charter governing board and will vary from school to school based on local needs and priorities. For example, if one school has more experienced teachers than another school, spending for teacher pay and benefits is likely to be higher at that site. A school in a rural district is likely to have higher spending for transportation than a school in a densely-populated area in which many students walk to school. A school that provides career and technical education or hosts a specialized program might have higher costs for supplies or other related areas as a result.

Revenue and expenditure data for Arizona public schools should be viewed within the context of schools unique characteristics.

Revenue and Funds

Below are three data points related to school revenue. Student count generated revenues are funds that are determined based on the number and characteristics of students served. Other sources of revenue included in the total allocated federal, state, and local revenues are grants, program fees (including after school programs), donations, certain local taxes, funds for construction or improvement of school facilities and other resources that are not determined directly by the number of students served. The Classroom Site Fund allocation is the amount of district or charter revenue received pursuant to ARS 15-977that was utilized at the school and is included in the total student count generated revenues. This data is taken directly from the 2020-2021 School Level Reporting submitted by districts and charters to the Arizona Department of Education. The reporting of this data is done in accordance with Arizona Revised Statutes §15-746(e).

Total student count generated revenues	Total allocated federal, state, and local revenues	Classroom site fund allocation
$ 0	$ 0	$ 0

Total Expenditures

Below are categories in which schools report expenditures. There is more information about how school districts and charters account for spending in the Uniform System of Financial Records and Uniform System of Financial Records for Charter Schools. This data is taken directly from the 2020-2021 School Level Reporting submitted by the school to the Arizona Department of Education. The reporting of this data is done in accordance with Arizona Revised Statutes §15-746(e).

Amounts for teacher pay and benefits	Amounts for classroom supplies	Amounts for student support	Amounts for other expenditures
$ 0	$ 0	$ 0	$ 0

Per-Pupil Expenditures of Federal, State and Local Funds

Expenditures summarized by actual personnel expenditures and actual non-personnel expenditures (1) separate by source of funds or funds, Federal or State & Local, for each publicly funded Local Education Agency (LEA) - school and charter districts. Expenditures are divided by the aggregate number of students enrolled in preschool through Grade 12 in publicly funded LEAs on or around October 1 of a given year. Per-Pupil expenditures are supplementary categorized by Title I classification for schools within the district.

Per-Pupil Expenditure: 2021

Personnel Federal Expenditure	Personnel State & Local Expenditure	Non-Personnel Federal Expenditure	Non-Personnel State & Local Expenditure	Total Per-Pupil Expenditure
No data available				

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Disclaimer:
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A-F Summary: 2020

Alternative Model

	Alternative Points Earned	Alternative Points Eligible
Proficiency	2.66	15
Academic Persistence	9	10
Credits Earned	7.1	10
On-Track to Graduate	10	10
EL Growth and Proficiency		
Graduation	4.5	10
CCRI	21.3	35
Bonus Points*	2	6**
Total Points		
Percentage		

Letter Grade: In accordance with A.R.S. § 15-741 Section 2, individual components within A-F Letter grades were calculated and published without an overall letter grade for school year 2020-2021 due to COVID-19.

Schools receiving a NR (Not-Rated) currently do not have the components required in the current model to receive a grade.

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.

The data shown below are the most recent data available, from the 2017-2018 school year.

	Children with Disability	Children without Disability
Number of students who received one or more in-school suspensions	0	0
Number of students who received only one out-of-school suspension	0	0
Number of students who received more than one out-of-school suspension	0	0
Number of Students who received an expulsion with educational services	0	0
Number of Students who received an expulsion without educational services	0	0
Number of Students who were referred to a law enforcement agency or official	0	1
Number of Students who received a school-related arrest	0	0

Total Students Enrolled in at least one Advanced Placement Course	0
Total Students with Chronic Absenteeism*	0
Total Incidents of violence [4]	2
Total Students reported as harassed or bullied based on sex, race, color, national origin or disability	0

The CRDC data is collected by the Federal Government based on a particular methodology and purpose that may not be clearly aligned with the disciplinary procedures found in the school's student handbook.

* For the 2020-2021 school year, this data comes from federal EDFacts reporting.

[4] Physical attack or threat of physical attack or fight with or without a weapon, threat of physical attack with a firearm or explosive device, possession of a firearm or explosive device, robbery with or without a weapon or explosive device, rape or attempted rape, sexual assault (other than rape).

Arizona Insight Academy

Portable Practical Educational Preparation, Inc. (PPEP, Inc.)

School Details

Overview

Grades Served [1]
Grade 7 - Grade 12

School Type
Charter School, Alternative School, Online School

District
Portable Practical Educational Preparation, Inc. (PPEP, Inc.)

Title I Status [2]
No

Principal
Charles Woods Jr.

School Grade
C

Location

5323 N 99TH AVE STE 210, GLENDALE, AZ, 85305-2213

Contact

(602) 476-1320

Mission Statement
Insight Academy of Arizona is a public online charter school that uses K12, Inc. programs and curricula to meet the needs of diverse student populations through innovative uses of technology, effective teachers and instruction, and partnerships with families and community, while specifically serving students who are struggling academically, severely academic credit deficient, and are at a higher risk for dropout. Insight empowers students to think critically and achieve academic success and personal growth with specialized support and programs. Insight Academy is accessible for all Arizona students- regardless of geographic, financial, or demographic circumstance therefore, providing online education alternatives that are as unique as the students we serve.

[1] Please review the data below to get more details on the grade levels a school serves. Some Arizona high schools offer specialty programs such as a Career and Technical Education Early Education classes (preschool) or advanced mathematics courses for junior high students. These students' actual grade levels will be reflected in their "grades served" and are not levels that exist in whole at the school site.

[2] A Title I school is a school receiving federal funds for Title I students. The basic principle of Title I is that schools with large concentrations of low-income students will receive supplemental funds to assist in meeting students educational goals. All other schools are Non-Title I.

School Characteristics [3]

Awards and Recognitions

No data available

Academic Offerings

No data available

Sports

No data available

Music/Arts

No data available

After School Opportunities and Clubs

No data available

Facilities

No data available

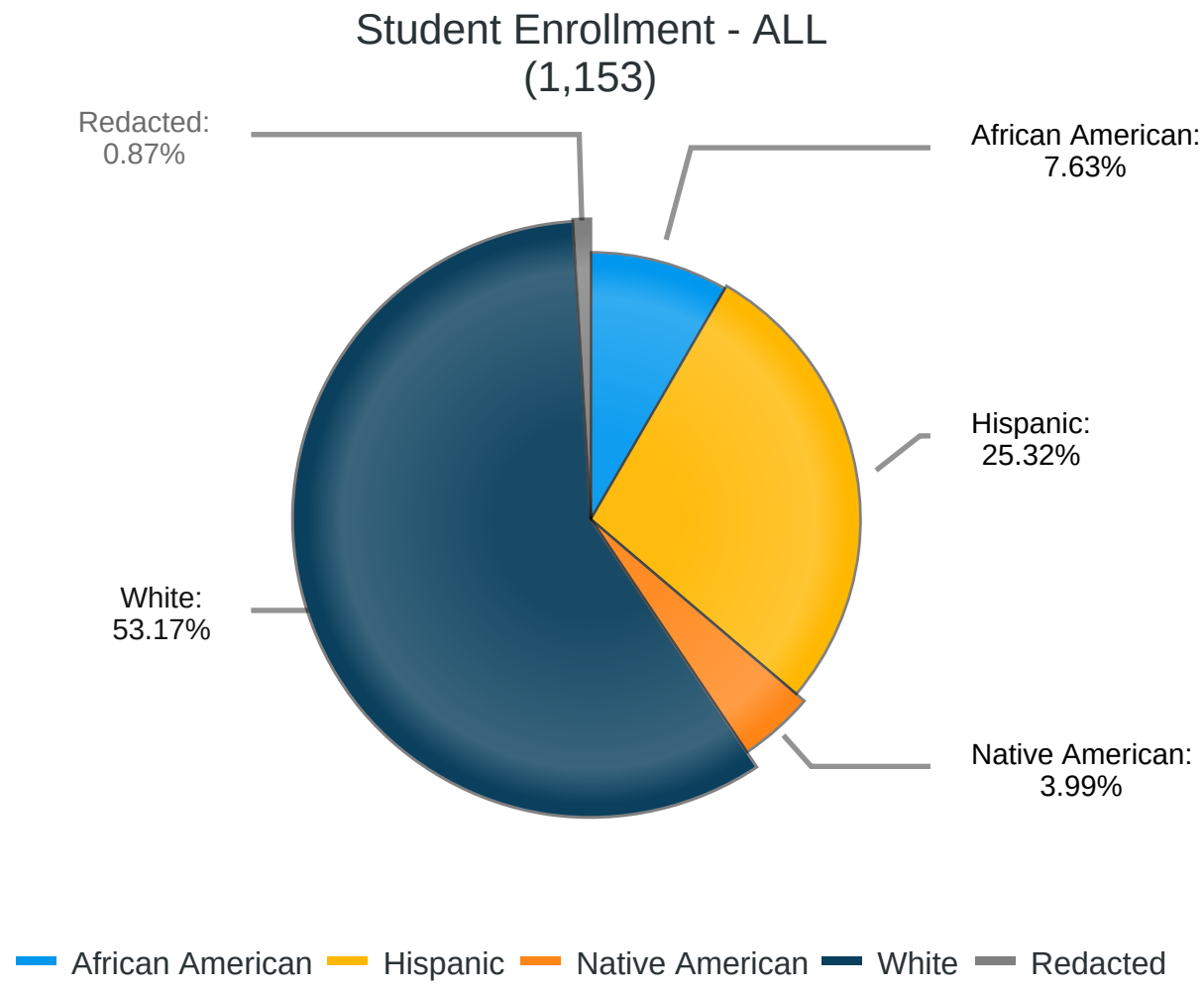
Student Services

No data available

[3] Information in this section is provided and edited by the named school. Please contact the school for more information.

Student Enrollment

Attachment 56-60 - TPP



Note:

Redacted pie slice - When a subgroup in this report has 10 or fewer students, showing their information may risk an individual students anonymity. In this case, we do not report any information for that subgroup.

No trend data available

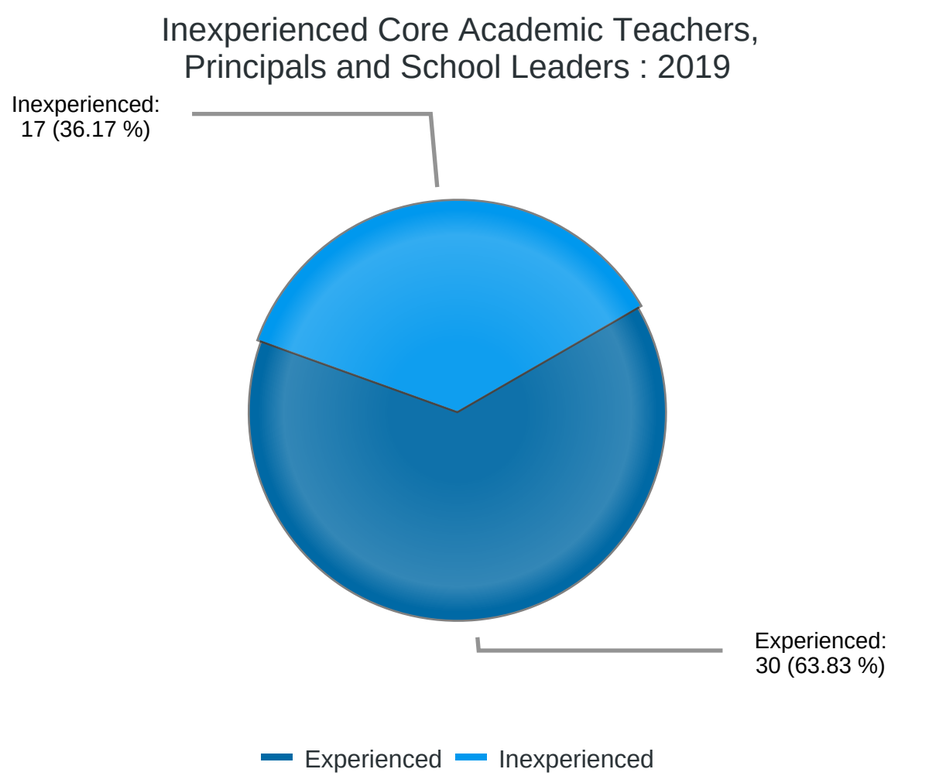
Teacher Qualification

Teacher Qualification data in Arizona includes educator experience and qualifications for principals, assistant principals, deans of students, and teachers.

Inexperienced Core Academic Teachers, Principals, and School Leaders

School leaders are self-reported by Local Education Agencies and could for example include, Principals, Assistant Principals, or Deans of Students.

Arizona defines inexperienced educators as having less than 3 years of experience in their position as self-reported by the school or district.

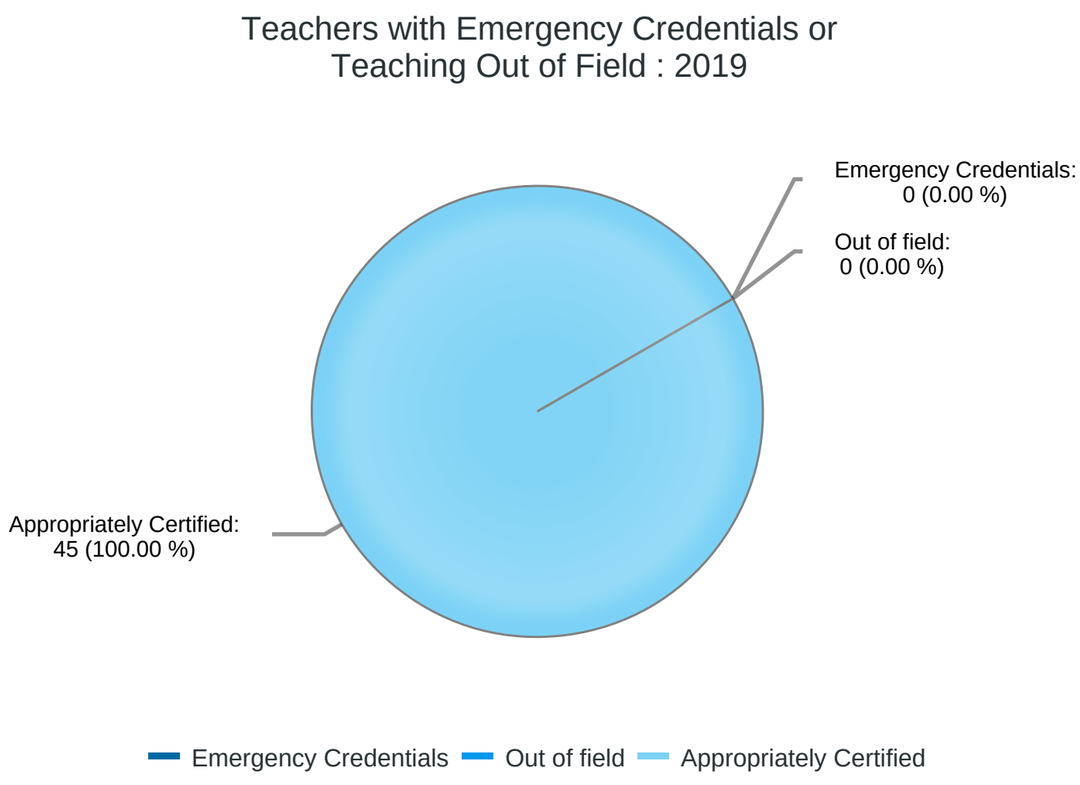


Note:

The law allows, but does not require, teachers at public charter schools to maintain teaching certifications; therefore, teacher quality at public charter schools may not be accurately reflected solely by the number of certified teachers they employ. Instead, public charter schools hire and evaluate teachers based on other objective measures of teacher quality, such as subject matter expertise, student achievement results, and professionalism.

Teachers with Emergency Credentials or Teaching Out of Field

"Out of Field" teachers are not certified for the subject area they are teaching.



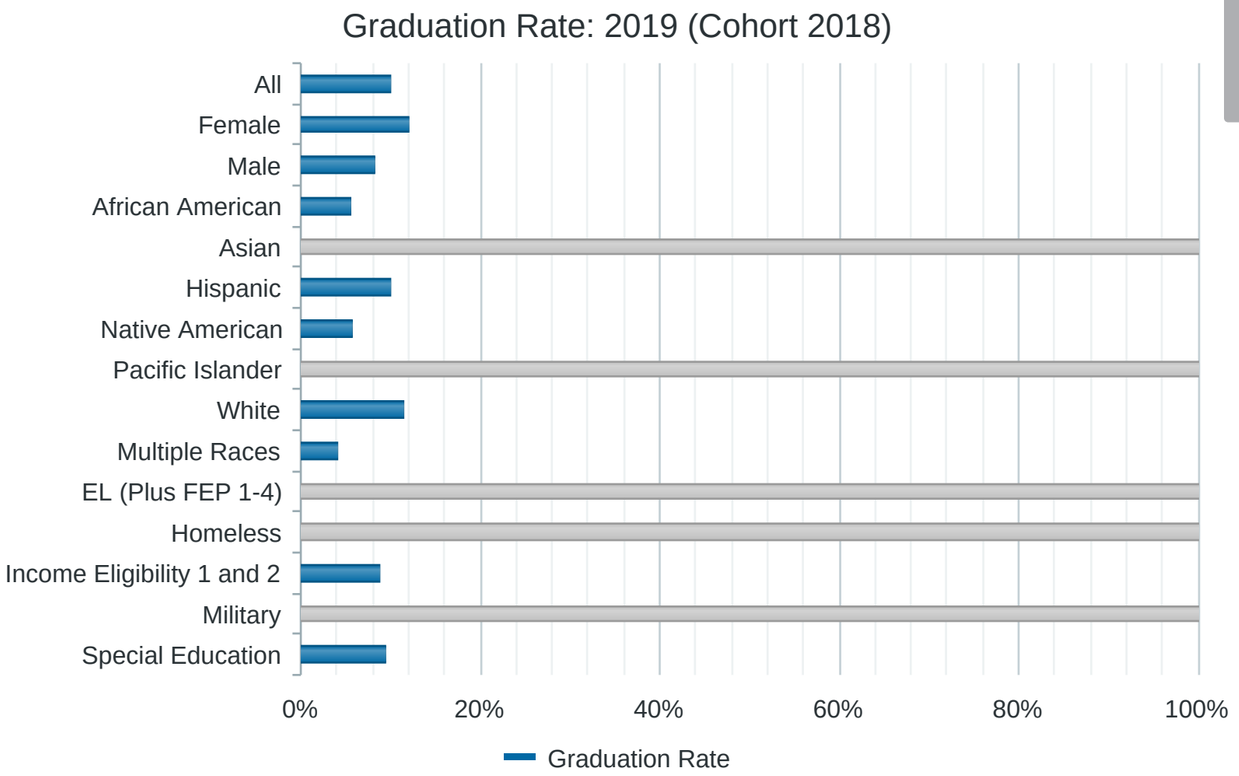
Note:

Appropriately Certified District teachers who hold valid certification for their primary teaching position, and are not on Emergency Credentials or teaching Out of Field . Charter school teachers who meet state requirements for teaching in a charter school, set by the Arizona State Charter Board.

The law allows, but does not require, teachers at public charter schools to maintain teaching certifications; therefore, teacher quality at public charter schools may not be accurately reflected solely by the number of certified teachers they employ. Instead, public charter schools hire and evaluate teachers based on other objective measures of teacher quality, such as subject matter expertise, student achievement results, and professionalism.

Four Year Graduation Rate

The "Four-year graduation rate" is the percentage of students who graduated within the first 4 years of enrolling in high school.



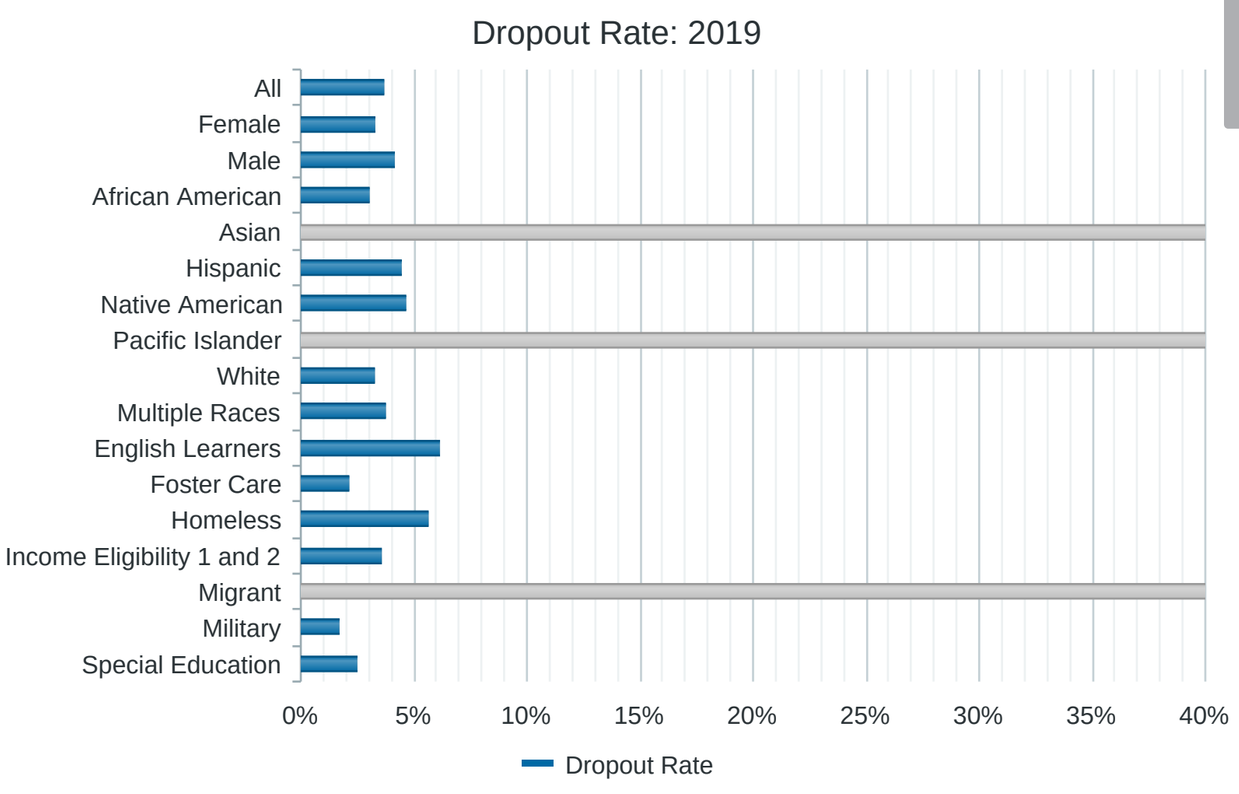
No trend data available

A-F Graduation Points Earned(Out of 10)

Graduation Rate Points	4.2

Gray Bar - When a subgroup in this report has 10 or fewer students, showing Graduation rate may risk an individual students anonymity. In this case, we do not report any information for tha subgroup.

Dropout Rate



No trend data available

Note:
EL-FEP includes students who are current English Learners and students who were formerly identified as an EL student within the past four years and have since tested proficient on the English Learner assessment.

Gray Bar - When a subgroup in this report has 10 or fewer students, showing Dropout Rate may risk an individual students anonymity. In this case, we do not report any information for that subgroup.

College or Career Readiness (CCRI) Points

The College and Career Readiness score in the A-F State Accountability system is derived from seniors completion in programs, assessments or activities that have shown to predict success after high school. For more details on the A-F State Accountability System https://azreportcards.azed.gov/static/A-FSummaryFY19 .

College and Career Readiness: 2019 (Out of 20)

Post-Secondary

The Arizona Board of Regents has additional information on their "Arizona High School Report Card" that specifically reports on Arizona graduate's college performance statistics by high school. The link below will open to a report displaying several key postsecondary performance indicators by the high school.

For ABOR High School Report Card : https://www.azregents.edu/high-school-report-card?id=91830 .

Per-Pupil Expenditures of Federal, State and Local Funds

Expenditures summarized by actual personnel expenditures and actual non-personnel expenditures (1) separate by source of funds or funds, Federal or State & Local, for each publicly funded Local Education Agency (LEA) - school and charter districts. Expenditures are divided by the aggregate number of students enrolled in preschool through Grade 12 in publicly funded LEAs on or around October 1 of a given year. Per-Pupil expenditures are supplementary categorized by Title I classification for schools within the district.

Per-Pupil Expenditure: 2019

Personnel Federal Expenditure	Personnel State & Local Expenditure	Non-Personnel Federal Expenditure	Non-Personnel State & Local Expenditure	Total Per-Pupil Expenditure
$ 205.59	$ 2,928.68	$ 202.76	$ 4,313.06	$ 7,650.09

1. Excluded are expenditures for land and improvements, buildings, and improvements, furniture, equipment and vehicles. Also excluded are Internal Service Fund operations. Community School Fund operations, debt retirement, student activities and non-public school programs.

Disclaimer:
Expenditure data is compiled from unaudited information submitted to the Arizona Department of Education.

Per-Pupil Characteristics

Personnel	Non-Personnel
No data available	No data available

State Accountability A-F Letter Grades

Arizona Revised Statutes § 15-241 requires the Arizona Department of Education, subject to final adoption by the State Board of Education, to develop an annual achievement profile for every public school in the state based on an A through F scale.

The system measures year to year student academic growth, proficiency on English language arts, math and science. It also includes the proficiency and academic growth of English language learners, indicators that an elementary student is ready for success in high school and that high school students are ready to succeed in a career or higher education and high school graduation rates. For more information on State Accountability, .

A-F Summary: 2018

Alternative Model

	Alternative Points Earned	Alternative Points Eligible
Proficiency		
Academic Persistence	9.1	10
Credits Earned	0	10
On-Track to Graduate	9.73	10
EL Growth and Proficiency		
Graduation	4.2	10
CCRI	17.1	35
Bonus Points*	0	6**
Total Points	40.13	
Percentage	53.51	

Alternative Model Cut Scores

A	B	C	D	F
84 - 100%	66 - 83%	48 - 65%	30 - 47%	< 29%

Letter Grade: C

Schools receiving a NR (Not-Rated) currently do not have the components required in the current model to receive a grade.

**Up to 6 extra bonus points can be earned by Alternative schools. Bonus points are added to the final percentage earned.

*Alternative Model Bonus Points can be earned in the following ways: High graduation rates for homeless cohort, special education cohort and/or foster care cohort students.

Civil Rights Data Collection Reporting

The Civil Rights Data Collection (CRDC) is a survey of all public schools and school districts in the United States. This is completed and managed by the United States Department of Education. The CRDC measures student access to courses, programs, staff, and resources that impact education equity and opportunity for students. The CRDC is a longstanding and critical aspect of the overall enforcement and monitoring strategy used by the Office for Civil Rights (OCR). In addition, the CRDC is a valuable resource for other federal agencies, policymakers and researchers, educators and school officials, parents and students, and other members of the public who seek data on student equity and opportunity.

The data shown in these reports are the total provided by the Arizona school/districts to the CRDC, a division of the United States Department of Education. For more information on this data www2.ed.gov

.

The data shown below are the most recent data available, from the 2015-2016 school year.

	Children with Disability	Children without Disability
Number of students who received one or more in-school suspensions	0	0
Number of students who received only one out-of-school suspension	0	0
Number of students who received more than one out-of-school suspension	0	0
Number of Students who received an expulsion with educational services	0	0
Number of Students who received an expulsion without educational services	0	0
Number of Students who were referred to a law enforcement agency or official	0	0
Number of Students who received a school-related arrest	0	0

Total Students Enrolled in at least one Advanced Placement Course	0
Total Students with Chronic Absenteeism*	0
Total Incidents of violence [4]	0
Total Students reported as harassed or bullied based on sex, race, color, national origin or disability	0

The CRDC data is collected by the Federal Government based on a particular methodology and purpose that may not be clearly aligned with the disciplinary procedures found in the school's student handbook.

* For the 2020-2021 school year, this data comes from federal EDFacts reporting.

[4] Physical attack or threat of physical attack or fight with or without a weapon, threat of physical attack with a firearm or explosive device, possession of a firearm or explosive device, robbery with or without a weapon or explosive device, rape or attempted rape, sexual assault (other than rape).

Arizona Insight Academy

Portable Practical Educational Preparation, Inc. (PPEP, Inc.)

School Details

Overview

Grades Served [1]
Grade 7 - Grade 12

School Type
Charter School, Alternative School, Online School

District
Portable Practical Educational Preparation, Inc. (PPEP, Inc.)

Title I Status [2]
Yes

Principal
Charles Woods Jr.

School Grade

Location

99 E VIRGINIA AVE STE 200, PHOENIX, AZ, 85004-1195

Contact

(602) 476-1320

Mission Statement
Insight Academy of Arizona is a public online charter school that uses K12, Inc. programs and curricula to meet the needs of diverse student populations through innovative uses of technology, effective teachers and instruction, and partnerships with families and community, while specifically serving students who are struggling academically, severely academic credit deficient, and are at a higher risk for dropout. Insight empowers students to think critically and achieve academic success and personal growth with specialized support and programs. Insight Academy is accessible for all Arizona students- regardless of geographic, financial, or demographic circumstance therefore, providing online education alternatives that are as unique as the students we serve.

[1] Please review the data below to get more details on the grade levels a school serves. Some Arizona high schools offer specialty programs such as a Career and Technical Education Early Education classes (preschool) or advanced mathematics courses for junior high students. These students' actual grade levels will be reflected in their "grades served" and are not levels that exist in whole at the school site.

[2] A Title I school is a school receiving federal funds for Title I students. The basic principle of Title I is that schools with large concentrations of low-income students will receive supplemental funds to assist in meeting students educational goals. All other schools are Non-Title I.

School Characteristics [3]

Awards and Recognitions

No data available

Academic Offerings

No data available

Sports

No data available

Music/Arts

No data available

After School Opportunities and Clubs

No data available

Facilities

No data available

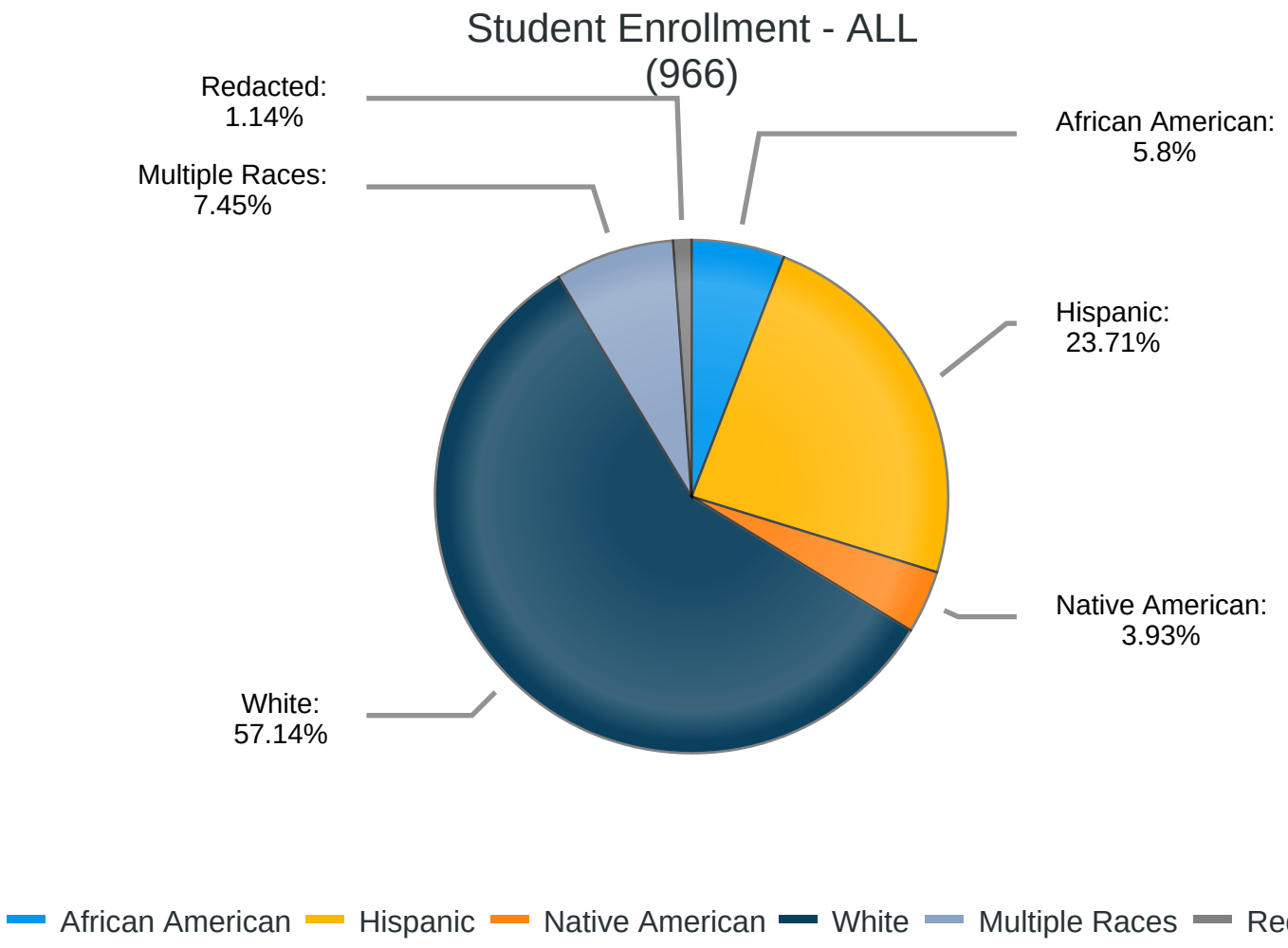
Student Services

No data available

[3] Information in this section is provided and edited by the named school. Please contact the school for more information.

Student Enrollment

Attachment 56-60 - TPP



Note:

Redacted pie slice - When a subgroup in this report has 10 or fewer students, showing their information may risk an individual students anonymity. In this case, we do not report any information for that subgroup.

No trend data available

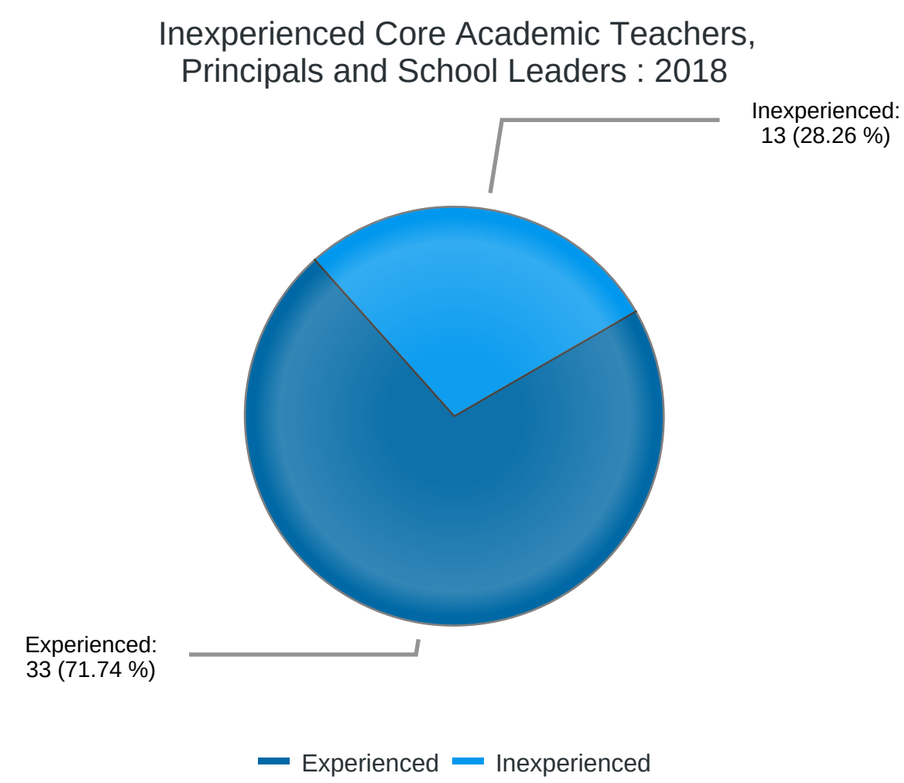
Teacher Qualification

Teacher Qualification data in Arizona includes educator experience and qualifications for principals, assistant principals, deans of students, and teachers.

Inexperienced Core Academic Teachers, Principals, and School Leaders

School leaders are self-reported by Local Education Agencies and could for example include, Principals, Assistant Principals, or Deans of Students.

Arizona defines inexperienced educators as having less than 3 years of experience in their position as self-reported by the school or district.



Note:

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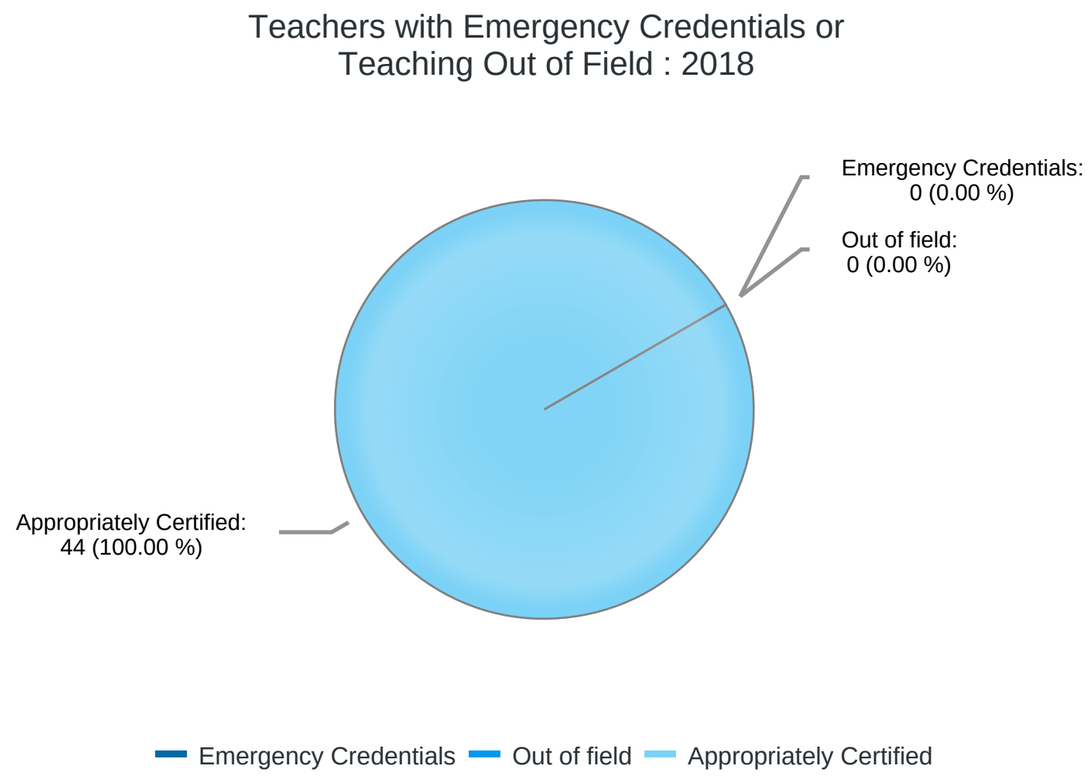
Teachers with Emergency Credentials or Teaching Out of Field

"Out of Field" teachers are not certified for the subject area they are teaching.



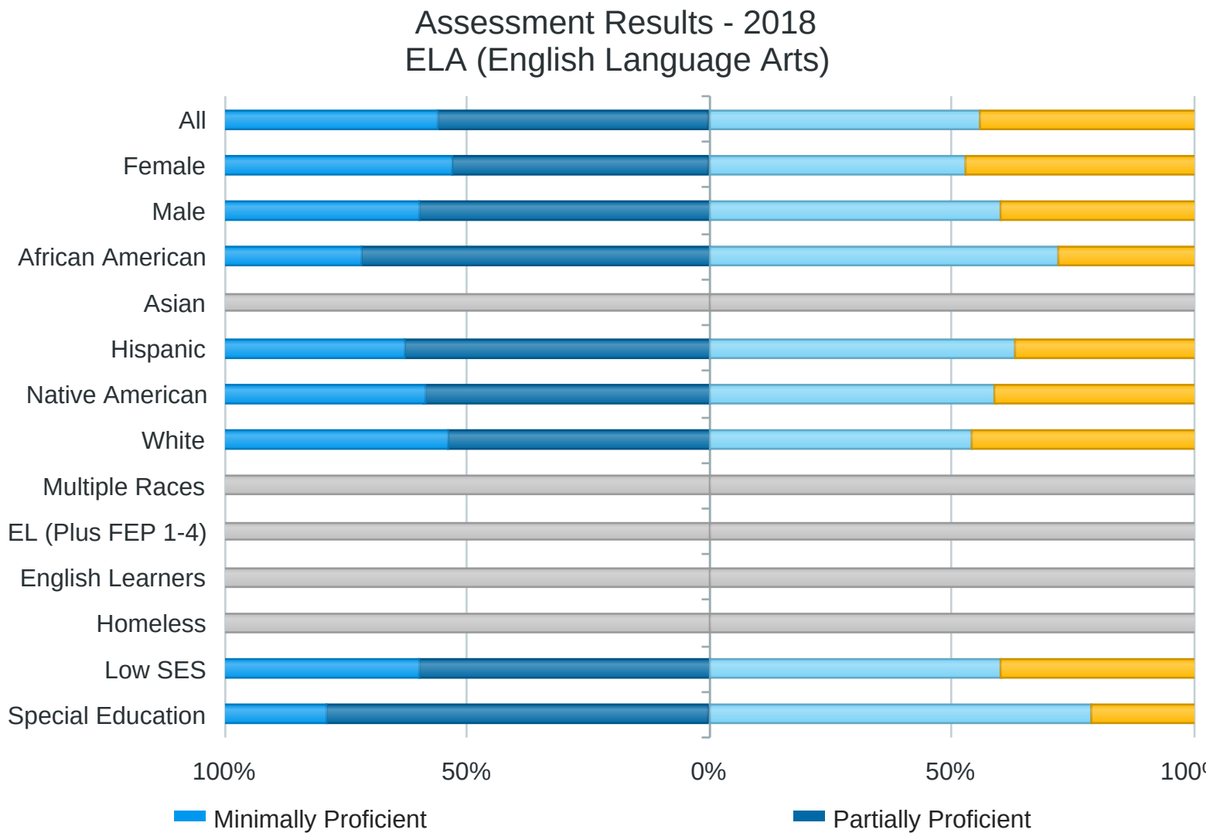
Note:

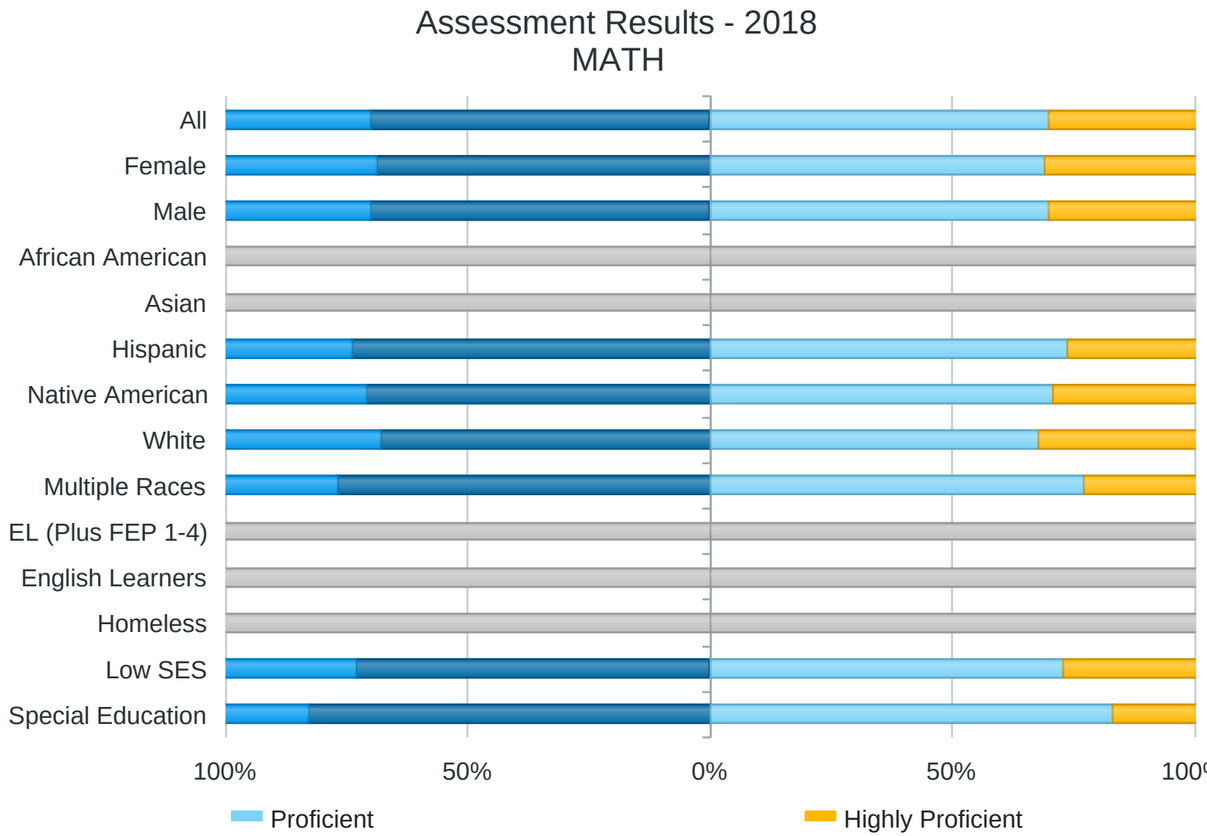
Appropriately Certified District teachers who hold valid certification for their primary teaching position, and are not on Emergency Credentials or teaching Out of Field . Charter school teachers who meet state requirements for teaching in a charter school, set by the Arizona State Charter Board.

The law allows, but does not require, teachers at public charter schools to maintain teaching certifications; therefore, teacher quality at public charter schools may not be accurately reflected solely by the number of certified teachers they employ. Instead, public charter schools hire and evaluate teachers based on other objective measures of teacher quality, such as subject matter expertise, student achievement results, and professionalism.

Student Achievement in State Academic Assessment Detailed Results

Attachment 56-60 - TPP





A-F Proficiency Points Earned (Out of 30)

No data available

Note:

1. Gray Bar - When a subgroup in this report has 10 or fewer students, showing the achievement information may risk an individual students anonymity. In this case, we do not report any achievement results for that subgroup.

2. When all students in a subgroup score at the same performance level, reporting "100%" or "0%" would violate each students anonymity. To protect students' anonymity we do not report the breakdown for each performance level.

3. EL-FEP includes students who are current English Learners and students who were formerly identified as an EL student within the past four years and have since test proficient on the English Learner assessment.

Growth Performance

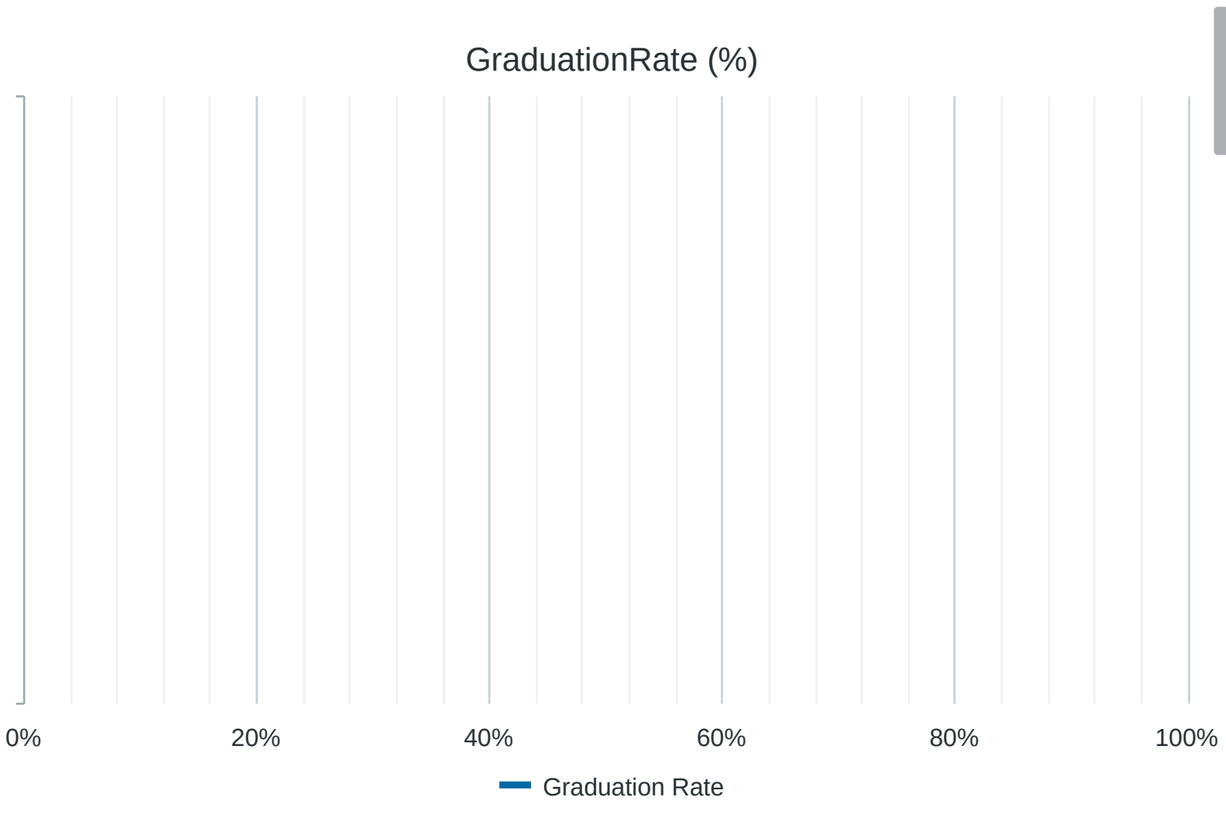
The school was included in the A-F State Accountability model for growth by having enough qualifying data points. Growth is determined by how individual students perform compared to their previous scoring history and if they are on target to continuously improve or stay within the highest rankings of proficiency.

Growth Performance A-F Points Earned:(Out of 50)

No data available

Four Year Graduation Rate

The "Four-year graduation rate" is the percentage of students who graduated within the first 4 years of enrolling in high school.



No trend data available

Gray Bar - When a subgroup in this report has 10 or fewer students, showing Graduation rate may risk an individual students anonymity. In this case, we do not report any information for that subgroup.

Dropout Rate

No trend data available

Note:
EL-FEP includes students who are current English Learners and students who were formerly identified as an EL student within the past four years and have since tested proficient on the English Learner assessment.

Gray Bar - When a subgroup in this report has 10 or fewer students, showing Dropout Rate may risk an individual students anonymity. In this case, we do not report any information for that subgroup.

College or Career Readiness (CCRI) Points

The College and Career Readiness score in the A-F State Accountability system is derived from seniors completion in programs, assessments or activities that have shown to predict success after high school. For more details on the A-F State Accountability System https://azreportcards.azed.gov/static/A-FSummary .

College and Career Readiness: 2018 (Out of 20)

No data available

Post-Secondary

The Arizona Board of Regents has additional information on their "Arizona High School Report Card" that specifically reports on Arizona graduate's college performance statistics by high school. The link below will open to a report displaying several key postsecondary performance indicators by the high school.

For ABOR High School Report Card : https://www.azregents.edu/high-school-report-card?id=91830 .

Per-Pupil Expenditure

The Arizona Department of Education is working with the Arizona Auditor General's Office and Local Education Agencies to provide a template for the reporting of school level expenditures from all school districts and charter districts for Fiscal Year 2018-2019. These expenditures will be used to determine per pupil expenditures for the 2018-2019 school year report cards.

State Accountability A-F Letter Grades

Arizona Revised Statutes § 15-241 requires the Arizona Department of Education, subject to final adoption by the State Board of Education, to develop an annual achievement profile for every public school in the state based on an A through F scale.

The system measures year to year student academic growth, proficiency on English language arts, math and science. It also includes the proficiency and academic growth of English language learners, indicators that an elementary student is ready for success in high school and that high school students are ready to succeed in a career or higher education and high school graduation rates. For more information on State Accountability, https://azreportcards.azed.gov/static/A-FSummaryFY19 https://azreportcards.azed.gov/static/A-FSummary .

A-F Summary: 2017

Letter Grade:

Schools receiving a NR (Not-Rated) currently do not have the components required in the current model to receive a grade. Arizona Alternative Schools are currently building a model to meet their students' specific needs.

Civil Rights Data Collection Reporting

The Civil Rights Data Collection (CRDC) is a survey of all public schools and school districts in the United States. This is completed and managed by the United States Department of Education. The CRDC measures student access to courses, programs, staff, and resources that impact education equity and opportunity for students. The CRDC is a longstanding and critical aspect of the overall enforcement and monitoring strategy used by the Office for Civil Rights (OCR). In addition, the CRDC is a valuable resource for other federal agencies, policymakers and researchers, educators and school officials, parents and students, and other members of the public who seek data on student equity and opportunity.

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.

The data shown below are the most recent data available, from the 2015-2016 school year.

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Number of students who received more than one out-of-school suspension	0	0
Number of Students who received an expulsion with educational services	0	0
Number of Students who received an expulsion without educational services	0	0
Number of Students who were referred to a law enforcement agency or official	0	0
Number of Students who received a school-related arrest	0	0

Total Students Enrolled in at least one Advanced Placement Course	0
Total Students with Chronic Absenteeism*	0
Total Incidents of violence 4	0
Total Students reported as harassed or bullied based on sex, race, color, national origin or disability	0

The CRDC data is collected by the Federal Government based on a particular methodology and purpose that may not be clearly aligned with the disciplinary procedures found in the school's student handbook.

* For the 2020-2021 school year, this data comes from federal EDFacts reporting.

4 Physical attack or threat of physical attack or fight with or without a weapon, threat of physical attack with a firearm or explosive device, possession of a firearm or explosive device, robbery with or without a weapon or explosive device, rape or attempted rape, sexual assault (other than rape).

Attachment 56-60 - TPP

Insight School of Michigan

Insight School of Michigan is an alternative high school that specializes in credit recovery, block scheduling, Individualized Career planning, and social and emotional learning. Students seeking enrollment must be residents of the State of Michigan and at least 16 years of age.

School Index School Overview

Insight School of Michigan (02314) / Insight School of Michigan (23903)

School Overview

2021-22

Click inside the tiles below to see more information about each key performance indicator.

Overall Index
26.01

Support Category
Comprehensive Support and Improvement
Graduation Rate below threshold

Growth Index
19.64

Proficiency Index
18.59

Graduation Rate Index
57.21

English Learner Progress Index
N/A

School Quality and Student Success Index
26.27

Assessment Participation Index
Assessment Participation
84.12
English Learner Participation
N/A

School Grades: 2021-22

Insight School of Michigan (02314)

Insight School of Michigan (23903)

http://mi.insightschools.net/who-we-are/transparency-reporting

Alternative School Report

School Year: 2021-22

Proficiency

Rate of students reaching proficiency on state math and ELA assessments

Combined Subjects	13.68%
English Language Arts	22.66%
Math	4.69%

Growth

Rate of students on track to reach or maintain proficiency on state math and ELA assessments within three years

Combined Subjects	11.00%
English Language Arts	20.00%
Math	2.00%

Graduation

The highest rate among the 4, 5, or 6-year graduation rate as defined by the percentage of students graduating with a high school diploma

4-Year Graduation Rate	54.61%
5-Year Graduation Rate	**60.38%**
6-Year Graduation Rate	56.48%

English Learner Progress

N/A

Rate of English Learner students proficient or making progress toward proficiency on the English language proficiency assessment

EL Progress Rate	N/A

Performance Among Peers

Comparison values represent how close a school's proficiency rate is from its peers' average proficiency rate in terms of standard deviations. The peer average is represented by a value of 0

Performance Among Peers Value: 0.38

List of Peer Schools

Student Subgroup Performance

Comparison of this school's student subgroup proficiency to the statewide corresponding subgroup proficiency. Lower values mean the school is close to or above the state average; higher values mean the school is below the state average

Selected Subgroup: All Students

Student Subgroup Performance Value: 1.67

Attendance

Rate of students attending 90% or more of possible school days

Not Chronically Absent	43.66%

Assessment Participation

N/A

Rate of students participating in state math and ELA assessments

Participation Rate	N/A

Alternative Education Campus

Summary Status
Met

Compliance Is school compliant with applicable laws under Public Act 503 of 2017	Compliant
Academic Progress Academic Indicator: Participation Did school make meaningful measurable academic	Met

School Grades Report

School Year: 2020-21

Proficiency C

Rate of students reaching proficiency on state math and ELA assessments

Combined Subjects	27.50%
English Language Arts	40.00%
Math	15.00%

Growth C

Rate of students on track to reach or maintain proficiency on state math and ELA assessments within three years

Combined Subjects	25.00%
English Language Arts	37.50%
Math	12.50%

Graduation F

The highest rate among the 4, 5, or 6-year graduation rate as defined by the percentage of students graduating with a high school diploma

4-Year Graduation Rate	52.20%
5-Year Graduation Rate	51.38%
6-Year Graduation Rate	49.15%

English Learner Progress N/A

Rate of English Learner students proficient or making progress toward proficiency on the English language proficiency assessment

EL Progress Rate	N/A

Performance Among Peers B

Comparison values represent how close a school's proficiency rate is from its peers average proficiency rate in terms of standard deviations. The peer average is represented by a value of 0

Performance Among Peers Value: 0.64

List of Peer Schools

Student Subgroup Performance N/A

Comparison of this school's student subgroup proficiency to the statewide corresponding subgroup proficiency. Lower values mean the school is close to or above the state average; higher values mean the school is below the state average

Selected Subgroup: All Students

Student Subgroup Performance Value: N/A

Attendance Below Average

Rate of students attending 90% or more of possible school days

Not Chronically Absent	55.65%

Assessment Participation Significantly Below Average

Rate of students participating in state math and ELA assessments

Participation Rate	10.19%

Alternative Education Campus

Only Reported for Alternative Education Campuses

School Index School Overview

Insight School of Michigan (02314) / Insight School of Michigan (23903)

School Overview

2018-19

Click inside the tiles below to see more information about each key performance indicator.

Overall Index
30.79

Support Category
N/A

Growth Index
25.10

Proficiency Index
20.04

Graduation Rate Index
38.63

English Learner Progress Index
N/A

School Quality and Student Success Index
51.39

Assessment Participation Index
Assessment Participation
100.00
English Learner Participation
N/A

School Grades: 2018-19

Insight School of Michigan (02314)

Insight School of Michigan (23903)

http://mi.insightschools.net/who-we-are/transparency-reporting

Alternative School Report

School Year: 2018-19

Proficiency N/A

Rate of students reaching proficiency on state math and ELA assessments.

Not Reported for Alternative Education Campuses

Growth N/A

Rate of students on track to reach or maintain proficiency on state math and ELA assessments within three years.

Not Reported for Alternative Education Campuses

Graduation N/A

The highest rate among the 4, 5 or 6-year graduation rate, as defined by the percentage of students graduating with a high school diploma.

Not Reported for Alternative Education Campuses

English Learner Progress N/A

Rate of English Learner students proficient or making progress toward proficiency on the English language proficiency assessment.

Not Reported for Alternative Education Campuses

Performance Among Peers N/A

Comparison values represent how close a school's proficiency rate is from its peers average proficiency rate in terms of standard deviations. The peer average is represented by a value of 0.

Not Reported for Alternative Education Campuses

Student Subgroup Performance N/A

Comparison of the school's student subgroup proficiency to the statewide corresponding subgroup proficiency. Lower values mean the school is close to or above the state average; higher values mean the school is below the state average.

Selected Subgroup: All Students

Not Reported for Alternative Education Campuses

Attendance N/A

Rate of students attending 90% or more of possible school days.

Not Reported for Alternative Education Campuses

Assessment Participation N/A

Rate of students participating in state math and ELA assessments.

Not Reported for Alternative Education Campuses

Alternative Education Campus

Summary Status Met

School Index School Overview

Insight School of Michigan (02314) / Insight School of Michigan (23903)

School Overview

2017-18

Click inside the tiles below to see more information about each key performance indicator.

Overall Index
27.01

Support Category
N/A

Growth Index
17.57

Proficiency Index
20.34

Graduation Rate Index
30.64

English Learner Progress Index
N/A

School Quality and Student Success Index
50.73

Assessment Participation Index
Assessment Participation
99.90
English Learner Participation
N/A

School Index School Overview

Insight School of Michigan (02314) / Insight School of Michigan (23903)

School Overview

2016-17

Click inside the tiles below to see more information about each key performance indicator.

Overall Index
26.48

Support Category
Comprehensive Support and Intervention
Low Overall Index and Graduation Rate

Growth Index
17.56

Proficiency Index
19.95

Graduation Rate Index
25.86

English Learner Progress Index
N/A

School Quality and Student Success Index
51.57

Assessment Participation Index
Assessment Participation
100.00
English Learner Participation
N/A

Attachment 56-60 - TPP

Passport Academy Charter School

Passport Academy Charter School is a tuition-free Pittsburgh public charter school for under credited students. Students interested in attending Passport Academy Charter School must:

- Be between the ages of 17 and 21 years of age
- Have previously withdrawn from high school

FUTURE READY PA INDEX

Current and Previous Performance Comparison

- Increase in Performance from the Previous Year
- Maintained the Same Performance from the Previous Year
- Decrease in Performance from the Previous Year

Progress Towards Goal/Standard

- Meets or Exceeds Statewide Goal
- Meets or Exceeds Interim Target
- Not Meeting Statewide Goal/Interim Target
- Insufficient Information or Not Applicable

IS- Insufficient Sample
IT- Insufficient Testers
NA- Not Applicable
Color coding and arrows provide information about school progress.

Passport Academy CS

State Assessment Measures

Proficient or Advanced on Pennsylvania State Assessments

School Year 21-22

English Language Arts/Literature

All Student Group Did Not Meet Interim Goal/Improvement Target

Percent Proficient or Advanced	**3.7%**
Statewide Average	**54.1%**
Statewide 2030 Goal	**81.1%**

Student Group Breakdown

All Student Group	**3.7%**
American Indian/Alaskan Native	**IS**
Asian	**IS**
Hawaiian/Pacific Islander	**IS**
Black	**4.5%**
Hispanic	**IS**
White	**IS**
2 or More Races	**IS**
Economically Disadvantaged	**IS**
English Learner	**IS**
Student with Disabilities	**IS**

School Year 21-22

Mathematics/Algebra

All Student Group

Percent Proficient or Advanced	Insufficient Sample
Statewide Average	**35.7%**
Statewide 2030 Goal	**71.8%**

Student Group Breakdown

All Student Group	**IS**
American Indian/Alaskan Native	**IS**
Asian	**IS**
Hawaiian/Pacific Islander	**IS**
Black	**IS**
Hispanic	**IS**
White	**IS**
2 or More Races	**IS**
Economically Disadvantaged	**IS**
English Learner	**IS**
Student with Disabilities	**IS**

School Year 21-22

Science/Biology

All Student Group Did Not Meet Interim Goal/Improvement Target

Percent Proficient or Advanced	**4.5%**
Statewide Average	**54.4%**
Statewide 2030 Goal	**83.0%**

Student Group Breakdown

All Student Group	**4.5%**
American Indian/Alaskan Native	**IS**
Asian	**IS**
Hawaiian/Pacific Islander	**IS**
Black	**IS**
Hispanic	**IS**
White	**IS**
2 or More Races	**IS**
Economically Disadvantaged	**IS**
English Learner	**IS**
Student with Disabilities	**IS**

Meeting Annual Academic Growth Expectations (PVAAS)

School Year 21-22

English Language Arts/Literature

All Student Group

Academic Growth Score	Insufficient Sample
Statewide Average Growth Score	**75.0**
Meeting Statewide Growth Standard	**70.0**

Student Group Breakdown

All Student Group	**IS**
American Indian/Alaskan Native	**IS**
Asian	**IS**
Hawaiian/Pacific Islander	**IS**
Black	**IS**
Hispanic	**IS**
White	**IS**
2 or More Races	**IS**
Economically Disadvantaged	**IS**
English Learner	**IS**
Student with Disabilities	**IS**

School Year 21-22

Mathematics/Algebra

All Student Group

Academic Growth Score	Insufficient Sample
Statewide Average Growth Score	**75.3**
Meeting Statewide Growth Standard	**70.0**

Student Group Breakdown

All Student Group	**IS**
American Indian/Alaskan Native	**IS**
Asian	**IS**
Hawaiian/Pacific Islander	**IS**
Black	**IS**
Hispanic	**IS**
White	**IS**
2 or More Races	**IS**
Economically Disadvantaged	**IS**
English Learner	**IS**
Student with Disabilities	**IS**

School Year 21-22

Science/Biology

All Student Group

Academic Growth Score	Insufficient Sample
Statewide Average Growth Score	**75.1**
Meeting Statewide Growth Standard	**70.0**

Student Group Breakdown

All Student Group	**IS**
American Indian/Alaskan Native	**IS**
Asian	**IS**
Hawaiian/Pacific Islander	**IS**
Black	**IS**
Hispanic	**IS**
White	**IS**
2 or More Races	**IS**
Economically Disadvantaged	**IS**
English Learner	**IS**
Student with Disabilities	**IS**

Advanced on Pennsylvania State Assessments

School Year 21-22

English Language Arts/Literature

All Student Group

Percent Advanced	**0.0%**
Statewide Average	**15.2%**

Student Group Breakdown

All Student Group	**0.0%**
American Indian/Alaskan Native	**IS**
Asian	**IS**
Hawaiian/Pacific Islander	**IS**
Black	**0.0%**
Hispanic	**IS**
White	**IS**
2 or More Races	**IS**
Economically Disadvantaged	**IS**
English Learner	**IS**
Student with Disabilities	**IS**

School Year 21-22

Mathematics/Algebra

All Student Group

Percent Advanced	IS	
Statewide Average		**14.6%**

Student Group Breakdown

All Student Group	**IS**
American Indian/Alaskan Native	**IS**
Asian	**IS**
Hawaiian/Pacific Islander	**IS**
Black	**IS**
Hispanic	**IS**
White	**IS**
2 or More Races	**IS**
Economically Disadvantaged	**IS**
English Learner	**IS**
Student with Disabilities	**IS**

School Year 21-22

Science/Biology

All Student Group

Percent Advanced	**0.0%**
Statewide Average	**23.8%**

Student Group Breakdown

All Student Group	**0.0%**
American Indian/Alaskan Native	**IS**
Asian	**IS**
Hawaiian/Pacific Islander	**IS**
Black	**IS**
Hispanic	**IS**
White	**IS**
2 or More Races	**IS**
Economically Disadvantaged	**IS**
English Learner	**IS**
Student with Disabilities	**IS**

English Language Growth and Attainment

School Year 21-22

English Language Growth and Attainment

All Student Group

Percent English Language Growth and Attainment	**Insufficient Sample**
Statewide Average	**22.2%**
Statewide 2030 Goal	**70.3%**

Student Group Breakdown

All Student Group	**IS**
American Indian/Alaskan Native	**IS**
Asian	**IS**
Hawaiian/Pacific Islander	**IS**
Black	**IS**
Hispanic	**IS**
White	**IS**
2 or More Races	**IS**
Economically Disadvantaged	**IS**
English Learner	**IS**
Student with Disabilities	**IS**

Regular Attendance

School Year 20-21

Regular Attendance

All Student Group Did Not Meet Performance Standard

Percent Regular Attendance	**39.4%**
Statewide Average	**82.2%**
Statewide 2030 Goal	**94.1%**

Student Group Breakdown

All Student Group	**39.4%**
American Indian/Alaskan Native	**IS**
Asian	**IS**
Hawaiian/Pacific Islander	**IS**
Black	**38.8%**
Hispanic	**IS**
White	**IS**
2 or More Races	**IS**
Economically Disadvantaged	**39.5%**
English Learner	**IS**
Student with Disabilities	**43.3%**

School Year 21-22

Grade 3 Reading

All Student Group

Percent Grade 3 Reading

Data Does Not Apply

Student Group Breakdown	
All Student Group	**Data Does Not Apply**
American Indian/Alaskan Native	**Data Does Not Apply**
Asian	**Data Does Not Apply**
Hawaiian/Pacific Islander	**Data Does Not Apply**
Black	**Data Does Not Apply**
Hispanic	**Data Does Not Apply**
White	**Data Does Not Apply**
2 or More Races	**Data Does Not Apply**
Economically Disadvantaged	**Data Does Not Apply**
English Learner	**Data Does Not Apply**
Student with Disabilities	**Data Does Not Apply**

School Year 21-22

Grade 7 Mathematics

All Student Group

Percent Grade 7 Mathematics

Data Does Not Apply

Student Group Breakdown	
All Student Group	**Data Does Not Apply**
American Indian/Alaskan Native	**Data Does Not Apply**
Asian	**Data Does Not Apply**
Hawaiian/Pacific Islander	**Data Does Not Apply**
Black	**Data Does Not Apply**
Hispanic	**Data Does Not Apply**
White	**Data Does Not Apply**
2 or More Races	**Data Does Not Apply**
Economically Disadvantaged	**Data Does Not Apply**
English Learner	**Data Does Not Apply**
Student with Disabilities	**Data Does Not Apply**

Career Standards Benchmark

School Year 21-22

Career Standards Benchmark

All Student Group Did Not Meet Performance Standard

Percent Career Standards Benchmark	**0.0%**
Statewide Average	**88.3%**
Statewide 2030 Goal	**98.0%**

Student Group Breakdown

All Student Group	**0.0%**
American Indian/Alaskan Native	**IS**
Asian	**IS**
Hawaiian/Pacific Islander	**IS**
Black	**0.0%**
Hispanic	**IS**
White	**IS**
2 or More Races	**IS**
Economically Disadvantaged	**0.0%**
English Learner	**IS**
Student with Disabilities	**IS**

High School Graduation Rate

School Year 20-21

Four-Year Cohort

All Student Group Did Not Meet Interim Goal/Improvement Target

Percent Graduation 4-Year Cohort	**15.1%**
Statewide Average	**86.7%**
Statewide 2030 Goal	**92.4%**

Student Group Breakdown

All Student Group	**15.1%**
American Indian/Alaskan Native	**IS**
Asian	**IS**
Hawaiian/Pacific Islander	**IS**
Black	**16.0%**
Hispanic	**IS**
White	**IS**
2 or More Races	**IS**
Economically Disadvantaged	**16.1%**
English Learner	**IS**
Student with Disabilities	**56.5%**

School Year 20-21

5-Year Cohort

All Student Group

Percent Graduation 5-Year Cohort	**17.2%**
Statewide Average	**89.8%**

Student Group Breakdown

All Student Group	**17.2%**
American Indian/Alaskan Native	**IS**
Asian	**IS**
Hawaiian/Pacific Islander	**IS**
Black	**17.8%**
Hispanic	**IS**
White	**IS**
2 or More Races	**IS**
Economically Disadvantaged	**15.9%**
English Learner	**IS**
Student with Disabilities	**36.5%**

Industry Based Learning

School Year 21-22

Industry-Based Learning

All Student Group

Percent Industry-Based Learning	**15.5%**
Statewide Average	**28.8%**
Statewide Performance Standard	**30.7%**

Components of Indicator	
Percent Scoring Competent or Advanced on NOCTI/NIMS	**0.0%**
Percent Earned Industry-Recognized Credential	**6.9%**
Percent Completed Work-Based Learning Experience	**11.2%**

Student Group Breakdown

All Student Group	**15.5%**
American Indian/Alaskan Native	**IS**
Asian	**IS**
Hawaiian/Pacific Islander	**IS**
Black	**15.8%**
Hispanic	**IS**
White	**IS**
2 or More Races	**IS**
Economically Disadvantaged	**15.4%**
English Learner	**IS**
Student with Disabilities	**IS**

School Year 21-22

Advanced on Industry-Based Competency Assessment

All Student Group

Percent Advanced	**0.0%**
Statewide Average	**4.8%**

Student Group Breakdown

All Student Group	**0.0%**
American Indian/Alaskan Native	**IS**
Asian	**IS**
Hawaiian/Pacific Islander	**IS**
Black	**0.0%**
Hispanic	**IS**
White	**IS**
2 or More Races	**IS**
Economically Disadvantaged	**0.0%**
English Learner	**IS**
Student with Disabilities	**IS**

Attachment 56-60 - TPP

School Year 21-22

Rigorous Courses of Study

All Student Group

Percent Rigorous Courses of Study	**16.4%**
Statewide Average	**55.9%**
Statewide Performance Standard	**Coming Soon**

Components of Indicator	
Percent AP/IB Participation	**13.8%**
Percent College Course Enrollment	**2.6%**
Percent CTE Program of Study Concentration	**1.7%**
• Provided by CTC	**1**
• Provided within LEA	**IS**
Number Unique Rigorous Courses	**IS**

Student Group Breakdown

All Student Group	**16.4%**
American Indian/Alaskan Native	**IS**
Asian	**IS**
Hawaiian/Pacific Islander	**IS**
Black	**15.8%**
Hispanic	**IS**
White	**IS**
2 or More Races	**IS**
Economically Disadvantaged	**21.5%**
English Learner	**IS**
Student with Disabilities	**IS**

School Year 19-20

Post Secondary Transition

All Student Group

Percent Graduates	**55.2%**
Statewide Average	**78.2%**

Components of Indicator	
Post Secondary Education	**10.3%**
Enlisted Military	**13.8%**
Entered PA Workforce	**48.3%**

Student Group Breakdown (Post Secondary Education)

All Student Group	**10.3%**
American Indian/Alaskan Native	**IS**
Asian	**IS**
Hawaiian/Pacific Islander	**IS**
Black	**5.7%**
Hispanic	**IS**
White	**IS**
2 or More Races	**IS**
Economically Disadvantaged	**11.9%**
English Learner	**IS**
Student with Disabilities	**5.9%**

Student Group Breakdown (Enlisted Military)

All Student Group	**13.8%**
American Indian/Alaskan Native	**IS**
Asian	**IS**
Hawaiian/Pacific Islander	**IS**
Black	**15.1%**
Hispanic	**IS**
White	**IS**
2 or More Races	**IS**
Economically Disadvantaged	**11.9%**
English Learner	**IS**
Student with Disabilities	**14.7%**

Student Group Breakdown (Entered PA Workforce)

All Student Group	**NA**
American Indian/Alaskan Native	**NA**
Asian	**NA**
Hawaiian/Pacific Islander	**NA**
Black	**NA**
Hispanic	**NA**
White	**NA**
2 or More Races	**NA**
Economically Disadvantaged	**NA**
English Learner	**NA**
Student with Disabilities	**NA**

FUTURE READY PA INDEX

Current and Previous Performance Comparison

- Increase in Performance from the Previous Year
- Maintained the Same Performance from the Previous Year
- Decrease in Performance from the Previous Year

Progress Towards Goal/Standard

- Meets or Exceeds Statewide Goal
- Meets or Exceeds Interim Target
- Not Meeting Statewide Goal/Interim Target
- Insufficient Information or Not Applicable

IS- Insufficient Sample
IT- Insufficient Testers
NA- Not Applicable
Color coding and arrows provide information about school progress.

Passport Academy CS

State Assessment Measures

Proficient or Advanced on Pennsylvania State Assessments

School Year 20-21

English Language Arts/Literature

All Student Group

Percent Proficient or Advanced	Insufficient Sample
Statewide Average	**55.0%**
Statewide 2030 Goal	Data Not Available

Student Group Breakdown

All Student Group	**IS**
American Indian/Alaskan Native	**IS**
Asian	**IS**
Hawaiian/Pacific Islander	**IS**
Black	**IS**
Hispanic	**IS**
White	**IS**
2 or More Races	**IS**
Economically Disadvantaged	**IS**
English Learner	**IS**
Student with Disabilities	**IS**

School Year 20-21

Mathematics/Algebra

All Student Group

Percent Proficient or Advanced	Insufficient Sample	
Statewide Average		**37.3%**
Statewide 2030 Goal	Data Not Available	

Student Group Breakdown

All Student Group	**IS**
American Indian/Alaskan Native	**IS**
Asian	**IS**
Hawaiian/Pacific Islander	**IS**
Black	**IS**
Hispanic	**IS**
White	**IS**
2 or More Races	**IS**
Economically Disadvantaged	**IS**
English Learner	**IS**
Student with Disabilities	**IS**

School Year 20-21

Science/Biology

All Student Group

Percent Proficient or Advanced	Insufficient Sample	
Statewide Average		**63.7%**
Statewide 2030 Goal	Data Not Available	

Student Group Breakdown

All Student Group	**IS**
American Indian/Alaskan Native	**IS**
Asian	**IS**
Hawaiian/Pacific Islander	**IS**
Black	**IS**
Hispanic	**IS**
White	**IS**
2 or More Races	**IS**
Economically Disadvantaged	**IS**
English Learner	**IS**
Student with Disabilities	**IS**

Meeting Annual Academic Growth Expectations (PVAAS)

School Year 20-21

English Language Arts/Literature

All Student Group

Academic Growth Score	Insufficient Sample	
Statewide Average Growth Score		**75.0**
Meeting Statewide Growth Standard		**70.0**

Student Group Breakdown

All Student Group	**IS**
American Indian/Alaskan Native	**IS**
Asian	**IS**
Hawaiian/Pacific Islander	**IS**
Black	**IS**
Hispanic	**IS**
White	**IS**
2 or More Races	**IS**
Economically Disadvantaged	**IS**
English Learner	**IS**
Student with Disabilities	**IS**

School Year 20-21

Mathematics/Algebra

All Student Group

Academic Growth Score	Insufficient Sample	
Statewide Average Growth Score		**75.3**
Meeting Statewide Growth Standard		**70.0**

Student Group Breakdown

All Student Group	**IS**
American Indian/Alaskan Native	**IS**
Asian	**IS**
Hawaiian/Pacific Islander	**IS**
Black	**IS**
Hispanic	**IS**
White	**IS**
2 or More Races	**IS**
Economically Disadvantaged	**IS**
English Learner	**IS**
Student with Disabilities	**IS**

School Year 20-21

Science/Biology

All Student Group

Academic Growth Score	Insufficient Sample	
Statewide Average Growth Score		**75.1**
Meeting Statewide Growth Standard		**70.0**

Student Group Breakdown

All Student Group	**IS**
American Indian/Alaskan Native	**IS**
Asian	**IS**
Hawaiian/Pacific Islander	**IS**
Black	**IS**
Hispanic	**IS**
White	**IS**
2 or More Races	**IS**
Economically Disadvantaged	**IS**
English Learner	**IS**
Student with Disabilities	**IS**

Advanced on Pennsylvania State Assessments

School Year 20-21

English Language Arts/Literature

All Student Group

Percent Advanced	IS	
Statewide Average		**13.5%**

Student Group Breakdown

All Student Group	**IS**
American Indian/Alaskan Native	**IS**
Asian	**IS**
Hawaiian/Pacific Islander	**IS**
Black	**IS**
Hispanic	**IS**
White	**IS**
2 or More Races	**IS**
Economically Disadvantaged	**IS**
English Learner	**IS**
Student with Disabilities	**IS**

School Year 20-21

Mathematics/Algebra

All Student Group

Percent Advanced	IS	
Statewide Average		**13.4%**

Student Group Breakdown	
All Student Group	**IS**
American Indian/Alaskan Native	**IS**
Asian	**IS**
Hawaiian/Pacific Islander	**IS**
Black	**IS**
Hispanic	**IS**
White	**IS**
2 or More Races	**IS**
Economically Disadvantaged	**IS**
English Learner	**IS**
Student with Disabilities	**IS**

School Year 20-21

Science/Biology

All Student Group

Percent Advanced	IS	
Statewide Average		**27.7%**

Student Group Breakdown	
All Student Group	**IS**
American Indian/Alaskan Native	**IS**
Asian	**IS**
Hawaiian/Pacific Islander	**IS**
Black	**IS**
Hispanic	**IS**
White	**IS**
2 or More Races	**IS**
Economically Disadvantaged	**IS**
English Learner	**IS**
Student with Disabilities	**IS**

Attachment 56-60 - TPP

English Language Growth and Attainment

School Year 20-21

English Language Growth and Attainment

All Student Group

Percent English Language Growth and Attainment	**Insufficient Sample**
Statewide Average	**24.8%**
Statewide 2030 Goal	Data Not Available

Student Group Breakdown

All Student Group	**IS**
American Indian/Alaskan Native	**IS**
Asian	**IS**
Hawaiian/Pacific Islander	**IS**
Black	**IS**
Hispanic	**IS**
White	**IS**
2 or More Races	**IS**
Economically Disadvantaged	**IS**
English Learner	**IS**
Student with Disabilities	**IS**

Regular Attendance

School Year 19-20

Regular Attendance

All Student Group Did Not Meet Performance Standard

Percent Regular Attendance	**4.0%**
Statewide Average	**85.8%**
Statewide 2030 Goal	**94.1%**

Student Group Breakdown

All Student Group	**4.0%**
American Indian/Alaskan Native	**IS**
Asian	**IS**
Hawaiian/Pacific Islander	**IS**
Black	**2.7%**
Hispanic	**IS**
White	**IS**
2 or More Races	**IS**
Economically Disadvantaged	**4.6%**
English Learner	**IS**
Student with Disabilities	**6.3%**

School Year 20-21

Grade 3 Reading

All Student Group

Percent Grade 3 Reading

Data Does Not Apply

Student Group Breakdown	
All Student Group	**Data Does Not Apply**
American Indian/Alaskan Native	**Data Does Not Apply**
Asian	**Data Does Not Apply**
Hawaiian/Pacific Islander	**Data Does Not Apply**
Black	**Data Does Not Apply**
Hispanic	**Data Does Not Apply**
White	**Data Does Not Apply**
2 or More Races	**Data Does Not Apply**
Economically Disadvantaged	**Data Does Not Apply**
English Learner	**Data Does Not Apply**
Student with Disabilities	**Data Does Not Apply**

School Year 20-21

Grade 7 Mathematics

All Student Group

Percent Grade 7 Mathematics

Data Does Not Apply

Student Group Breakdown	
All Student Group	**Data Does Not Apply**
American Indian/Alaskan Native	**Data Does Not Apply**
Asian	**Data Does Not Apply**
Hawaiian/Pacific Islander	**Data Does Not Apply**
Black	**Data Does Not Apply**
Hispanic	**Data Does Not Apply**
White	**Data Does Not Apply**
2 or More Races	**Data Does Not Apply**
Economically Disadvantaged	**Data Does Not Apply**
English Learner	**Data Does Not Apply**
Student with Disabilities	**Data Does Not Apply**

Career Standards Benchmark

School Year 20-21

Career Standards Benchmark

All Student Group

Percent Career Standards Benchmark	IS
Statewide Average	86.2%
Statewide 2030 Goal	98.0%

Student Group Breakdown

All Student Group	IS
American Indian/Alaskan Native	IS
Asian	IS
Hawaiian/Pacific Islander	IS
Black	IS
Hispanic	IS
White	IS
2 or More Races	IS
Economically Disadvantaged	IS
English Learner	IS
Student with Disabilities	IS

High School Graduation Rate

School Year 19-20

Four-Year Cohort

All Student Group Did Not Meet Interim Goal/Improvement Target

Percent Graduation 4-Year Cohort	16.7%
Statewide Average	87.4%
Statewide 2030 Goal	92.4%

Student Group Breakdown

All Student Group	16.7%
American Indian/Alaskan Native	IS
Asian	IS
Hawaiian/Pacific Islander	IS
Black	18.1%
Hispanic	IS
White	IS
2 or More Races	IS
Economically Disadvantaged	15.4%
English Learner	IS
Student with Disabilities	31.4%

School Year 19-20

5-Year Cohort

All Student Group

Percent Graduation 5-Year Cohort	**21.6%**
Statewide Average	**89.5%**

Student Group Breakdown

All Student Group	**21.6%**
American Indian/Alaskan Native	**IS**
Asian	**IS**
Hawaiian/Pacific Islander	**IS**
Black	**20.8%**
Hispanic	**IS**
White	**IS**
2 or More Races	**IS**
Economically Disadvantaged	**26.1%**
English Learner	**IS**
Student with Disabilities	**33.3%**

Industry Based Learning

School Year 20-21

Industry-Based Learning

All Student Group

Percent Industry-Based Learning	**9.3%**
Statewide Average	**26.8%**
Statewide Performance Standard	

Components of Indicator	
Percent Scoring Competent or Advanced on NOCTI/NIMS	**0.0%**
Percent Earned Industry-Recognized Credential	**1.3%**
Percent Completed Work-Based Learning Experience	**9.3%**

Student Group Breakdown

All Student Group	**9.3%**
American Indian/Alaskan Native	**IS**
Asian	**IS**
Hawaiian/Pacific Islander	**IS**
Black	**9.9%**
Hispanic	**IS**
White	**IS**
2 or More Races	**IS**
Economically Disadvantaged	**IS**
English Learner	**IS**
Student with Disabilities	**14.3%**

School Year 20-21

Advanced on Industry-Based Competency Assessment

All Student Group

Percent Advanced	**0.0%**
Statewide Average	**1.9%**

Student Group Breakdown

All Student Group	**0.0%**
American Indian/Alaskan Native	**IS**
Asian	**IS**
Hawaiian/Pacific Islander	**IS**
Black	**0.0%**
Hispanic	**IS**
White	**IS**
2 or More Races	**IS**
Economically Disadvantaged	**IS**
English Learner	**IS**
Student with Disabilities	**0.0%**

Attachment 56-60 - TPP

School Year 20-21

Rigorous Courses of Study

All Student Group

Percent Rigorous Courses of Study	**6.7%**
Statewide Average	**57.0%**
Statewide Performance Standard	**Coming Soon**

Components of Indicator	
Percent AP/IB Participation	**5.3%**
Percent College Course Enrollment	**0.0%**
Percent CTE Program of Study Concentration	**1.3%**
• Provided by CTC	**IS**
• Provided within LEA	**IS**
Number Unique Rigorous Courses	**IS**

Student Group Breakdown

All Student Group	**6.7%**
American Indian/Alaskan Native	**IS**
Asian	**IS**
Hawaiian/Pacific Islander	**IS**
Black	**7.0%**
Hispanic	**IS**
White	**IS**
2 or More Races	**IS**
Economically Disadvantaged	**IS**
English Learner	**IS**
Student with Disabilities	**4.8%**

School Year 18-19

Post Secondary Transition

All Student Group

Percent Graduates	IS
Statewide Average	79.9%

Components of Indicator	
Post Secondary Education	IS
Enlisted Military	IS
Entered PA Workforce	IS

Student Group Breakdown (Post Secondary Education)

All Student Group	IS
American Indian/Alaskan Native	IS
Asian	IS
Hawaiian/Pacific Islander	IS
Black	IS
Hispanic	IS
White	IS
2 or More Races	IS
Economically Disadvantaged	IS
English Learner	IS
Student with Disabilities	IS

Student Group Breakdown (Enlisted Military)

All Student Group	IS
American Indian/Alaskan Native	IS
Asian	IS
Hawaiian/Pacific Islander	IS
Black	IS
Hispanic	IS
White	IS
2 or More Races	IS
Economically Disadvantaged	IS
English Learner	IS
Student with Disabilities	IS

Student Group Breakdown (Entered PA Workforce)

All Student Group	NA
American Indian/Alaskan Native	NA
Asian	NA
Hawaiian/Pacific Islander	NA
Black	NA
Hispanic	NA
White	NA
2 or More Races	NA
Economically Disadvantaged	NA
English Learner	NA
Student with Disabilities	NA

Attachment 56-60 - TPP

Colorado Destinations Career Academy

Colorado Destinations Career Academy is one of the longest running career-focused schools with which Stride contracts. It serves students in grades 6-12 statewide and has an enrollment of 375 students. CODCA experienced significant improvement in academic ratings since transitioning to a career-focused model from a virtual academy in SY2016-2017. Their state report card has improved year-over-year for four straight years. For the last three years the rating has been “Improvement Status”. In 2022, CODCA High School received the rating of “Performance Status”, the highest rating a school can earn in Colorado. CODCA’s graduation rate has also steadily increased since moving to a career-focused school. The 2021 four-year graduation rate was 94.3% (above the state average of 82.3%), an improvement of about 40 percentage points since SY2016-2017. Additionally, since the introduction of the career-focused model, the dropout rate has decreased 14 percentage points (currently 1.4%). The number of students that earn certifications and complete a CTE pathway have both increased in the last three years; the number of students earning a certification has doubled year-over-year since SY2016-2017.

4369: Destinations Career Academy of Colorado | 2862: Julesburg Re-1

Grade Levels: MH - (1 Year)

Plan Type	Official Rating based on 1-Year SPF Report
Insufficient State Data: Low Participation	- Points Earned

-^

See the final page of this report for a discussion of unique contextual factors that may impact the 2022 transitional performance framework results.

The performance framework evaluates district and school performance on Academic Achievement, Academic Growth, and Postsecondary & Workforce Readiness indicators. The percentage of points earned across all indicators determines the final accreditation rating for a district or the final plan type for a school, which is displayed above. The cut points for final ratings established by the State Board of Education are shown at the right of this page. Failure to meet test participation, safety, and finance assurances may result in a rating being lowered by one level. Refer to the scoring guide near the end of this report for more details on how ratings are determined.

Performance

Improvement

Priority Imp

Turnaround

School plan types are based on the total percentage of points earned.

Performance Plan:
53.0% - 100%

Improvement Plan:
42.0% - 52.9%

Priority Improvement Plan:
34.0% - 41.9%

Turnaround Plan:
0.0% - 33.9%

Insufficient State Data:
No reportable achievement and growth data.

Indicator Rating Totals

Performance Indicator	Percent of Points Earned	Points Earned/ Eligible	Rating
Academic Achievement	48.0%	14.4/30	Approaching
Academic Growth	50.0%	20.0/40	Approaching
Postsecondary & Workforce Readiness	64.3%	19.3/30	Meets

Assurances

	Rating
Accountability Participation Rate	Meets 95%

Test Participation Rates*

Subject	Total Records	Valid Scores	Participation Rate	Parent Excusals	Accountability Participation Rate	Rating
English Language Arts	430	140	32.6%	290	100.0%	Meets 95%
Math	430	139	32.3%	291	100.0%	Meets 95%
Science	176	57	32.4%	119	100.0%	Meets 95%

Summary of Ratings by EMH Level

EMH Level	Performance Indicator	Percent of Points Earned	Points Earned/ Eligible	Rating	Points by Level	Overall Rating by Level
Middle	Academic Achievement	47.5%	19.0/40	Approaching	47.5%	Improvement
	Academic Growth	-	0.0/0	-		
High	Academic Achievement	48.6%	14.6/30	Approaching	53.9%	Performance
	Academic Growth	50.0%	20.0/40	Approaching		
	Postsecondary & Workforce Readiness	64.3%	19.3/30	Meets		

(-) No Reportable Data

(*) Under state accountability policy, 95% of students must participate in state assessments. Students who are excused from testing by a parent or guardian do not impact the Accountability Participation Rate that is used to determine whether districts and schools meet this requirement. English Learners in their first year in the United States who were eligible to take the ELP assessment count as participants for ELA and EBRW regardless of testing status.

(^) For 2022, districts and schools retain their performance watch status from 2019.

4369: Destinations Career Academy of Colorado | 2862: Julesburg Re-1

Middle School - (1-Year)

ACADEMIC ACHIEVEMENT

Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Pts Earned/ Eligible	Rating
CMAS - English Language Arts	All Students	59	33.5%	739.6	47	4.00/8	Approaching
	English Learners	n < 16	-	-	-	0.00/0	-
	Free/Reduced-Price Lunch Eligible	21	30.4%	728.4	23	0.50/1	Approaching
	Minority Students	26	28.3%	737.0	42	0.50/1	Approaching
	Students with Disabilities	n < 16	-	-	-	0.00/0	-
CMAS - Math	All Students	58	33.0%	717.1	17	4.00/8	Approaching
	English Learners	n < 16	-	-	-	0.00/0	-
	Free/Reduced-Price Lunch Eligible	20	29.1%	710.9	6	0.25/1	Does Not Meet
	Minority Students	26	28.3%	712.7	8	0.25/1	Does Not Meet
	Students with Disabilities	n < 16	-	-	-	0.00/0	-
TOTAL	TOTAL	*	*	*	*	9.50/20	Approaching

ACADEMIC GROWTH

Subject	Student Group	Count	Participation Rate	Median Growth Percentile/Rate	Pts Earned/ Eligible	Rating
CMAS - English Language Arts	All Students	n < 20	-	-	0.00/0	-
	English Learners	n < 20	-	-	0.00/0	-
	Free/Reduced-Price Lunch Eligible	n < 20	-	-	0.00/0	-
	Minority Students	n < 20	-	-	0.00/0	-
	Students with Disabilities	n < 20	-	-	0.00/0	-
CMAS - Math	All Students	n < 20	-	-	0.00/0	-
	English Learners	n < 20	-	-	0.00/0	-
	Free/Reduced-Price Lunch Eligible	n < 20	-	-	0.00/0	-
	Minority Students	n < 20	-	-	0.00/0	-
	Students with Disabilities	n < 20	-	-	0.00/0	-
English Language Proficiency	English Language Proficiency	n < 20	-	-	0.00/0	-
	On Track to EL Proficiency	n < 20	-	-	0.00/0	-
TOTAL	TOTAL	*	*	*	0.00/0	-

This page displays the performance indicator data for the middle school level. Calculations are based on state assessment results from 2021-22.

Academic Achievement: mean scale scores represent outcomes for designated subjects and student groups; participation rates included on this page count parent excusals as non-participants.

Academic Growth: median student growth percentiles and percentages of students on track to meet targets represent outcomes for designated subjects and student groups. Cut-scores for the On-Track to EL proficiency metric were re-normed based on 2022 results, as had been planned prior to the COVID-19 pandemic.

For additional information regarding Academic Achievement and Academic Growth points, cut-points, and ratings, refer to the scoring guide at the end of this document.

(*) Not Applicable; (-) No Reportable Data

4369: Destinations Career Academy of Colorado | 2862: Julesburg Re-1

High School - (1-Year)

ACADEMIC ACHIEVEMENT

Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Pts Earned/ Eligible	Rating
Colorado PSAT - Evidence Base Reading & Writing	All Students	43	28.8%	458.8	46	4.00/8	Approaching
	English Learners	n < 16	-	-	-	0.00/0	-
	Free/Reduced-Price Lunch Eligible	n < 16	-	-	-	0.00/0	-
	Minority Students	21	32.4%	431.0	20	0.50/1	Approaching
	Students with Disabilities	n < 16	-	-	-	0.00/0	-
Colorado PSAT - Math	All Students	43	28.8%	423.3	23	4.00/8	Approaching
	English Learners	n < 16	-	-	-	0.00/0	-
	Free/Reduced-Price Lunch Eligible	n < 16	-	-	-	0.00/0	-
	Minority Students	21	32.4%	404.3	11	0.25/1	Does Not Meet
	Students with Disabilities	n < 16	-	-	-	0.00/0	-
TOTAL	TOTAL	*	*	*	*	8.75/18	Approaching

ACADEMIC GROWTH

Subject	Student Group	Count	Participation Rate	Median Growth Percentile/Rate	Pts Earned/ Eligible	Rating
Colorado PSAT/SAT - Evidence Base Reading & Writing	All Students	n < 20	-	-	0.00/0	-
	English Learners	n < 20	-	-	0.00/0	-
	Free/Reduced-Price Lunch Eligible	n < 20	-	-	0.00/0	-
	Minority Students	n < 20	-	-	0.00/0	-
	Students with Disabilities	n < 20	-	-	0.00/0	-
Colorado PSAT/SAT - Math	All Students	24	11.2%	41.0	4.00/8	Approaching
	English Learners	n < 20	-	-	0.00/0	-
	Free/Reduced-Price Lunch Eligible	n < 20	-	-	0.00/0	-
	Minority Students	n < 20	-	-	0.00/0	-
	Students with Disabilities	n < 20	-	-	0.00/0	-
English Language Proficiency	English Language Proficiency	n < 20	-	-	0.00/0	-
	On Track to EL Proficiency	n < 20	-	-	0.00/0	-
TOTAL	TOTAL	*	*	*	4.00/8	Approaching

This page displays the performance indicator data for the high school level. Calculations are based on state assessment results from 2021-22.

Academic Achievement: mean scale scores represent outcomes for designated subjects and student groups; participation rates included on this page count parent excusals as non-participants.

Academic Growth: median student growth percentiles and percentages of students on track to meet targets represent outcomes for designated subjects and student groups. Cut-scores for the On-Track to EL proficiency metric were re-normed based on 2022 results, as had been planned prior to the COVID-19 pandemic.

For additional information regarding Academic Achievement and Academic Growth points, cut-points, and ratings, refer to the scoring guide at the end of this document.

(*) Not Applicable; (-) No Reportable Data

4369: Destinations Career Academy of Colorado | 2862: Julesburg Re-1

High School - (1-Year)

POSTSECONDARY AND WORKFORCE READINESS

Subject	Student Group	Count	Best Rate	Rate/Score	Participation Rate	Pts Earned/ Eligible	Rating
Colorado SAT - Evidence Base Reading & Writing	All Students	28	*	496.4	38.4%	2.00/4	Approaching
	English Learners	n < 16	*	-	-	0.00/0	-
	Free/Reduced-Price Lunch Eligible	n < 16	*	-	-	0.00/0	-
	Minority Students	16	*	481.9	43.2%	0.50/1	Approaching
	Students with Disabilities	n < 16	*	-	-	0.00/0	-
Colorado SAT - Math	All Students	28	*	450.7	38.4%	2.00/4	Approaching
	English Learners	n < 16	*	-	-	0.00/0	-
	Free/Reduced-Price Lunch Eligible	n < 16	*	-	-	0.00/0	-
	Minority Students	16	*	443.8	43.2%	0.50/1	Approaching
	Students with Disabilities	n < 16	*	-	-	0.00/0	-
Dropout Rate	All Students	437	*	1.4%	*	6.00/8	Meets
	English Learners	29	*	0.0%	*	2.00/2	Exceeds
	Free/Reduced-Price Lunch Eligible	196	*	2.6%	*	1.00/2	Approaching
	Minority Students	197	*	0.5%	*	2.00/2	Exceeds
	Students with Disabilities	38	*	5.3%	*	0.50/2	Does Not Meet
Matriculation Rate	All Students	105	*	22.9%	*	1.00/4	Does Not Meet
	2-Year Higher Education Institution	*	*	7.6%	*	0.00/0	-
	4-Year Higher Education Institution	*	*	9.5%	*	0.00/0	-
	Career & Technical Education	*	*	6.7%	*	0.00/0	-
	Military Enlistment	*	*	0.0%	*	0.00/0	-
Graduation Rate	All Students	105	4yr	91.4%	*	6.00/8	Meets
	English Learners	n < 16	-	-	*	0.00/0	-
	Free/Reduced-Price Lunch Eligible	43	5yr	97.7%	*	2.00/2	Exceeds
	Minority Students	33	5yr	90.9%	*	1.50/2	Meets
	Students with Disabilities	n < 16	-	-	*	0.00/0	-
TOTAL	TOTAL	*	*	*	*	27.00/42	Meets

REFERENCE TABLE: DISAGGREGATED GRADUATION RATES

Student Group	4-Year Rate	5-Year Rate	6-Year Rate	7-Year Rate	Best Rate
All Students	91.4%	90.6%	80.7%	73.5%	4yr
English Learners	-	-	-	-	-
Free/Reduced-Price Lunch Eligible	88.9%	97.7%	78.1%	56.3%	5yr
Minority Students	84.1%	90.9%	-	80.0%	5yr
Students with Disabilities	-	-	-	-	-

CO SAT: represent outcomes for designated subjects and student groups; participation rates count parent excusals as non-participants.

Dropout Rates: represent percentages of students enrolled in grades 7-12 at any time during the year who left and did not subsequently enroll in another Colorado school. Calculations are based on the 2021 End of Year (EOY) data submission.

Matriculation Rates: represent percentages of students who enrolled in a Career & Technical Education (CTE) program or 2- or 4-year institute of higher education in the year following graduation. Students who earned a CTE certificate, college degree, or other industry-recognized credential prior to graduation are also included. Calculations are based on the 2021 graduation cohort.

Graduation Rates: represent percentages of students graduating high school within designated timeframes. Ratings are based on the best of the 4-, 5-, 6-, and 7-year graduation rates. AYGs designate Anticipated Years of Graduation, which are defined as four years after the year that students initially enroll in 9th grade. Calculations are based on data for students with AYGs between 2018 and 2021.

For additional information about ratings, refer to the scoring guide on the last page of this report. For more information about PWR metrics: http://www.cde.state.co.us/accountability/pwr

(*) Not Applicable; (-) No Reportable Data

Scoring Guide for 2022 Transitional District/School Performance Frameworks

Performance Indicator	Measure/Metric	Rating	Point Value		
	*The district or school's mean scale score (or percent On Track) was:** see tables below for actual values*		*All Students*	*Each Disaggregated Group*	*ELP On Track Growth*
Academic Achievement & ELP On Track Growth	• at or above the 85th percentile	Exceeds	8	1.00	2.0
	• at or above the 50th percentile but below the 85th percentile	Meets	6	0.75	1.5
	• at or above the 15th percentile but below the 50th percentile	Approaching	4	0.50	1.0
	• below the 15th percentile	Does Not Meet	2	0.25	0.5
	Students Previously Identified for a READ Plan (bonus point)				
	• CMAS ELA Mean scale score at or above 725 (Approaching Expectations cut-score)		1 bonus point		
Academic Growth	*Median Growth Percentile was:*		*All Students*	*Each Disaggregated Group*	*ELP*
	• at or above 65	Exceeds	8	1.00	2.0
	• at or above 50 but below 65	Meets	6	0.75	1.5
	• at or above 35 but below 50	Approaching	4	0.50	1.0
	• below 35	Does Not Meet	2	0.25	0.5
Postsecondary and Workforce Readiness	*Mean CO SAT Evidence-Based Reading and Writing (EBRW) scale score was**:*		*All Students*	*Each Disaggregated Group*	
	• at or above 554.7	Exceeds	4	1.00	
	• at or above 501.3 but below 554.7	Meets	3	0.75	
	• at or above 458.0 but below 501.3	Approaching	2	0.50	
	• below 458.0	Does Not Meet	1	0.25	
	*Mean CO SAT Math scale score was**:*		*All Students*	*Each Disaggregated Group*	
	• at or above 544.6	Exceeds	4	1.00	
	• at or above 488.0 but below 544.6	Meets	3	0.75	
	• at or above 439.9 but below 488.0	Approaching	2	0.50	
	• below 439.9	Does Not Meet	1	0.25	
	Dropout Rate: The district or school dropout rate was (of all schools in 2017):		*All Students*	*Each Disaggregated Group*	
	• at or below 0.5%	Exceeds	8	2.0	
	• at or below 2.0% but above 0.5%	Meets	6	1.5	
	• at or below 5.0% but above 2.0%	Approaching	4	1.0	
	• above 5.0%	Does Not Meet	2	0.5	
	Matriculation Rate (of all schools in 2018):		*All Students*		
	• at or above the 75.8%	Exceeds	4		
	• at or above 61.1% but below 75.8%	Meets	3		
	• at or above 46.8% but below 61.1%	Approaching	2		
	• below 46.8%	Does Not Meet	1		
	Graduation Rate and Disaggregated Graduation Rate (Best of 4-, 5-, 6-, or 7-year):		*All Students*	*Each Disaggregated Group*	
	• at or above 95.0%	Exceeds	8	2.0	
	• at or above 85.0% but below 95.0%	Meets	6	1.5	
	• at or above 75.0% but below 85.0%	Approaching	4	1.0	
	• below 75.0%	Does Not Meet	2	0.5	

Attachment 56-60 - TPP

Academic Achievement: Mean Scale Score by Percentile Cut-Points

The Academic Achievement Indicator reflects achievement as measured by the mean scale score on Colorado's standardized assessments. The presented targets for the Achievement Indicators have been established utilizing baseline year data.*

	English Language Arts & EBRW for CO PSAT			Mathematics			Science		
Percentile	Elementary	Middle	CO PSAT	Elem	Middle	CO PSAT	Elem	Middle	High
15th percentile	722.3	724.1	423.5	719.1	716.5	413.0	NA	NA	NA
50th percentile	739.5	740.1	461.1	734.3	731.2	448.4	NA	NA	NA
85th percentile	755.9	757.3	505.0	751.9	746.2	491.0	NA	NA	NA

Percent of Students On Track for ELP Growth Targets

	ELP On Track Growth		
Percentile	Elem	Middle	High
15th percentile	48.2%	11.5%	12.5%
50th percentile	61.9%	23.4%	23.4%
85th percentile	75.8%	36.0%	37.5%

Cut-Points for Each Performance Indicator

	Cut-Point: The district or school earned...of the points eligible.	
Achievement; Growth; Postsecondary Readiness	• at or above 87.5%	Exceeds
	• at or above 62.5% but below 87.5%	Meets
	• at or above 37.5% but below 62.5%	Approaching
	• below 37.5%	Does Not Meet

Total Possible Points by Performance Indicator

Indicator	Total Possible Points	Elementary/Middle	High/District
Achievement	24 points (8 per subject for all students, 4 per subject by disaggregated group, no Science data for 2022)	40%	30%
Growth	28 total points (8 per subject for all students, 4 per subject by disaggregated group, 2 for ELP growth, 2 for ELP On Track Growth)	60%	40%
Postsecondary Readiness	52 total points (16 for graduation, 4 for matriculation, 16 for dropout, 8 per CO SAT subject)	not applicable	30%

Cut-Points for Plan/Category Type Assignment

	District	*School*	*Accreditation Category/Plan Type*
Total Framework Points	74.0%	not applicable	Accredited w/Distinction (District only)
	56.0%	53.0%	Accredited (District) or Performance Plan (School)
	44.0%	42.0%	Accredited w/Improvement Plan (District) or Improvement Plan (School)
	34.0%	34.0%	Accredited w/Priority Improvement Plan (District) or Priority Improvement (School)
	25.0%	25.0%	Accredited w/Turnaround Plan(District) or Turnaround Plan (School)

* School data used as baseline: 2016 for CMAS & CoAlt ELA & Math (g3-8). 2019 for CO PSAT & CoAlt EBRW/ELA & Math (g9-10). 2022 for ELP On Track to Proficiency Growth as planned prior to the COVID-19 pandemic.

** 2019 school data used as baseline for CO SAT & CoAlt EBRW/ELA & Math (g11).

August 8, 2022

After a two-year pause in developing performance frameworks, the state is transitioning back to calculating and publishing performance frameworks for all schools and districts following the passage of Senate Bill 22-137. The 2022 Transitional Frameworks can provide schools and districts, and the communities they serve, important information regarding the progress of students toward meeting the state academic standards. During this transition process, it is worth noting conditions that are unique to this year's framework calculations and may impact interpretation of results.

COVID-19 Consideration: Students across Colorado have had to adapt to a variety of learning models since spring 2020, including in-person, remote and hybrid instruction. Due to reduced in-person instructional time, some districts may have had to adjust the content covered for students during these years. The impact of these learning disruptions was uneven within and across Colorado districts and schools.

Participation Rates: Participation in the state assessments varied significantly across schools, grade levels, and student groups in both 2021 and 2022. These participation rates inform the degree to which results are representative of the student population. Users are encouraged to review the achievement and growth participation rates overall and for each student group included on the Transitional Frameworks when considering the results.

Growth Data: Because growth calculations use two years of assessment data (2021 and 2022), elementary and middle schools have less available data than usual. This is due to the 2021 CMAS/CoAlt assessments only being required in alternating grade levels – English language arts was required in grades 3, 5 and 7; and math was required in grades 4, 6 and 8. Growth calculations continue to be weighed the most. The department's analysis found no substantial difference in overall plan type assignments despite some of the gaps in data. PSAT/SAT and WIDA ACCESS were administered in all relevant grades in 2021, so growth calculations remain consistent with previous frameworks. A growth participation rate has been added to the 2022 Transitional Frameworks to provide more context on the percentage of students included in the calculation.

1-Year Frameworks: Because of the two-year framework pause, including the suspension of state assessments in 2020, there are not enough data to reasonably generate three-year frameworks. Schools and districts that do not have enough reportable data to calculate a one-year framework will receive a rating of "Insufficient State Data."

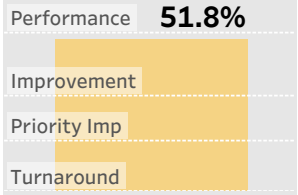
Performance Watch: One of the provisions of the 2022 Transitional Accountability legislation is a pause on automatically advancing years on or off the accountability clock (i.e., Priority Improvement, Turnaround, On Watch). Districts may submit a request to reconsider to exit the accountability clock or move to On Watch if the district or school earned an Improvement or Performance plan type in 2022 and meets other requirements adopted by the Colorado State Board of Education.

4369: Destinations Career Academy of Colorado | 2862: Julesburg Re-1 Levels: H - (1-Year)

Plan Type	Official Rating based on 1-Year SPF Report
Improvement Plan: Low Participation	**51.8/100**

Comprehensive Support and Improvement - Low Graduation^^

The official plan type is based on either the 1-year or multi-year framework as indicated in the right hand corner of the black title bar above. Schools are assigned a plan type based on the overall percent of points earned on the official framework. The overall percent of framework points represents the percentage of points earned across all performance indicators. The official percent of points earned is matched to the scoring guide to determine the plan type. Failing to meet the accountability participation rate of 95% on two or more assessments will reduce the overall plan type by one level. Refer to the scoring guide at the end of ..



School plan types are based on the total percentage of points earned:

Performance Plan:
53.0% - 100.0%

Improvement Plan:
42.0% - 52.9%

Priority Improvement Plan:
34.0% - 41.9%

Accredited with Turnaround Plan:
0.0% - 33.9%

Insufficient Data: No reportable achievement and growth data.

Indicator Rating Totals

Performance Indicator	% Pts Earned	Weighted Pts Earne..	Rating
Academic Achievement	66.7%	20.0/30	Meets
Academic Growth	51.3%	20.5/40	Approaching
Postsecondary & Workforce Readiness	37.5%	11.3/30	Approaching

Assurances

	Rating
Accountability Participation Rate	Meets 95%

Test Participation Rates**

Subject	Total Records	Valid Scores	Participation Rate	Parent Excuses	Accountability Participation ..	Rating
English Language Arts	189	90	47.6%	95	95.7%	Meets 95%
Math	189	90	47.6%	95	95.7%	Meets 95%
Science	64	25	39.1%	39	100.0%	Meets 95%

Summary of Ratings by EMH Level

EMH Level	Performance Indicator	% Pts Earn..	Weighted Pts Earned/..	Rating	% Pts by..	Rating
High	Academic Achievement	66.7%	20.0/30	Meets	51.8%	Improvement
	Academic Growth	51.3%	20.5/40	Approaching		
	Postsecondary & Workforce ..	37.5%	11.3/30	Approaching		

(*) Not Applicable; (-) No Reportable Data | For additional information, refer to the scoring guide on the last page of this report.
(**) Participation ratings are based on the Accountability Participation Rate, which excludes Parent Excusals from the denominator and counts English Learners in their first year in the United States who were eligible to take the ELP assessment as participants regardless of whether they tested.
(^) Schools with an Insufficient State Data plan type will maintain performance watch status from the prior year.
(^^) ESSA Identification. For more information: http://www.cde.state.co.us/fedprograms/essa_csi_tsi

4369: Destinations Career Academy of Colorado | 2862: Julesburg Re-1 High School - (1-Year)

ACADEMIC ACHIEVEMENT

Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Pts Earned/ Eligible	Rating
CO PSAT - Evidence-Based Reading & Writing	All Students	47	39.0%	465.3	55	6/8	Meets
	English Learners	n < 16	-	-	-	0/0	-
	Free/Reduced-Price Lunch Eligible	n < 16	-	-	-	0/0	-
	Minority Students	n < 16	-	-	-	0/0	-
	Students with Disabilities	n < 16	-	-	-	0/0	-
CO PSAT - Math	All Students	47	39.0%	442.3	44	4/8	Approaching
	English Learners	n < 16	-	-	-	0/0	-
	Free/Reduced-Price Lunch Eligible	n < 16	-	-	-	0/0	-
	Minority Students	n < 16	-	-	-	0/0	-
	Students with Disabilities	n < 16	-	-	-	0/0	-
CMAS - Science	All Students	25	39.1%	613.8	54	6/8	Meets
	English Learners	n < 16	-	-	-	0/0	-
	Free/Reduced-Price Lunch Eligible	n < 16	-	-	-	0/0	-
	Minority Students	n < 16	-	-	-	0/0	-
	Students with Disabilities	n < 16	-	-	-	0/0	-
TOTAL		*	*	*	*	16/24	Meets

ACADEMIC GROWTH

Subject	Student Group	Count	Median Growth Percentile/Rate	Pts Earned/ Eligible	Rating
CO PSAT/SAT - Evidence-Based Reading & Writing	All Students	59	42.0	4/8	Approaching
	English Learners	n < 20	-	0/0	-
	Free/Reduced-Price Lunch Eligible	n < 20	-	0/0	-
	Minority Students	22	42.0	0.5/1	Approaching
	Students with Disabilities	n < 20	-	0/0	-
CO PSAT/SAT - Math	All Students	68	45.0	4/8	Approaching
	English Learners	n < 20	-	0/0	-
	Free/Reduced-Price Lunch Eligible	22	51.5	0.75/1	Meets
	Minority Students	26	35.0	0.5/1	Approaching
	Students with Disabilities	n < 20	-	0/0	-
ELP	English Language Proficiency (ELP)	n < 20	-	0/0	-
	On Track to Proficiency	n < 20	-	0/0	-
TOTAL		*	*	9.75/19	Approaching

This page displays the performance indicator data for the high school level. For the 1-Year report, calculations are based on state assessment results from 2018-19. Multi-Year reports include results for years 2016-17 through 2018-19.

Academic Achievement: mean scale scores represent outcomes for designated subjects and student groups; participation rates included on this page count parent excusals as non-participants.

Academic Growth: median student growth percentiles and percentages of students on track to meet targets represent outcomes for designated subjects and student groups. The On-Track to EL proficiency metric is included for points for the first time in 2019.

For additional information regarding Academic Achievement and Academic Growth points, cut-points, and ratings, refer to the scoring guide at the end of this document.

(*) Not Applicable; (-) No Reportable Data

4369: Destinations Career Academy of Colorado | 2862: Julesburg Re-1 High School - (1-Year)

POSTSECONDARY AND WORKFORCE READINESS

Subject	Student Group	Count	Best Rate	Rate/Score	Participation Rate	Pts Earned/ Eligible	Rating
CO SAT - Evidence-Based Reading & W..	All Students	42	*	491.4	63.6%	2/4	Approaching
	English Learners	n < 16	*	-	-	0/0	-
	Free/Reduced-Price Lunch Eligible	n < 16	*	-	-	0/0	-
	Minority Students	18	*	460.0	75.0%	0.5/1	Approaching
	Students with Disabilities	n < 16	*	-	-	0/0	-
CO SAT - Math	All Students	42	*	454.5	63.6%	2/4	Approaching
	English Learners	n < 16	*	-	-	0/0	-
	Free/Reduced-Price Lunch Eligible	n < 16	*	-	-	0/0	-
	Minority Students	18	*	438.9	75.0%	0.25/1	Does Not Meet
	Students with Disabilities	n < 16	*	-	-	0/0	-
Dropout	All Students	299	*	4.0%	*	4/8	Approaching
	English Learners	n < 16	*	-	*	0/0	-
	Free/Reduced-Price Lunch Eligible	90	*	6.7%	*	0.5/2	Does Not Meet
	Minority Students	80	*	5.0%	*	1/2	Approaching
	Students with Disabilities	35	*	2.9%	*	1/2	Approaching
Matriculation	All Students	51	*	29.4%	*	1/4	Does Not Meet
	2-Year Higher Education Instituti..	*	*	19.6%	*	*	-
	4-Year Higher Education Instituti..	*	*	5.9%	*	*	-
	Career & Technical Education	*	*	3.9%	*	*	-
Graduation	All Students	69	4yr	65.2%	*	2/8	Does Not Meet
	English Learners	n < 16	-	-	*	0/0	-
	Free/Reduced-Price Lunch Eligible	33	4yr	54.5%	*	0.5/2	Does Not Meet
	Minority Students	21	4yr	66.7%	*	0.5/2	Does Not Meet
	Students with Disabilities	18	7yr	38.9%	*	0.5/2	Does Not Meet
TOTAL		*	*	*	*	15.75/42	Approaching

REFERENCE TABLE: DISAGGREGATED GRADUATION RATES

Student Group	4-Year ..	5-Year ..	6-Year ..	7-Year ..	Best Rate
All Students	65.2%	53.8%	51.0%	45.7%	4yr
English Learners	-	-	-	-	-
Free/Reduced-Price Lunch Eligible	54.5%	45.8%	43.6%	45.1%	4yr
Minority Students	66.7%	-	50.0%	41.7%	4yr
Students with Disabilities	-	-	-	38.9%	7yr

CO SAT: represent outcomes for designated subjects and student groups; participation rates count parent excusals as non-participants.

Dropout Rates: represent percentages of students enrolled in grades 9-12 at any time during the year who left and did not subsequently enroll in another Colorado school. Calculations for 1-Year report are based on the 2018 End of Year (EOY) data submission. Multi-Year reports include EOY records for years 2016 through 2018.

Matriculation Rates: represent percentages of students who enrolled in a Career & Technical Education (CTE) program or 2- or 4-year institute of higher education in the year following graduation. Students who earned a CTE certificate, college degree, or other industry-recognized credential prior to graduation are also included. Calculations for 1-Year report are based on the 2018 graduation cohort. Multi-Year reports include 2016 through 2018 cohorts.

Graduation Rates: represent percentages of students graduating high school within designated timeframes. Ratings are based on the best of the 4-, 5-, 6-, and 7-year graduation rates. AYGs designate Anticipated Years of Graduation, which are defined as four years after the year that students initially enroll in 9th grade. Calculations for the 1-Year and Multi-Year reports are based on data for students with AYGs between 2015 and 2018.

For additional information about ratings, refer to the scoring guide on the last page of this report. For more information about PWR metrics: http://www.cde.state.co.us/accountability/pwr

(*) Not Applicable; (-) No Reportable Data

Scoring Guide for 2019 District/School Performance Frameworks

Attachment 56-60 - TPP

Performance Indicator	Measure/Metric	Rating	Point Value		
Academic Achievement & ELP On Track Growth	*The district or school's mean scale score (or percent On Track) was: see tables below for actual values*		*All Students*	*Each Disaggregated Group*	*ELP On Track Growth*
	• at or above the 85th percentile	Exceeds	8	1.00	2.0
	• at or above the 50th percentile but below the 85th percentile	Meets	6	0.75	1.5
	• at or above the 15th percentile but below the 50th percentile	Approaching	4	0.50	1.0
	• below the 15th percentile	Does Not Meet	2	0.25	0.5
	Students Previously Identified for a READ Plan (bonus point)				
	• CMAS ELA Mean scale score at or above 725 (Approaching Expectations cut-score)		1 bonus point		
Academic Growth	*Median Growth Percentile was:*		*All Students*	*Each Disaggregated Group*	*ELP*
	• at or above 65	Exceeds	8	1.00	2.0
	• at or above 50 but below 65	Meets	6	0.75	1.5
	• at or above 35 but below 50	Approaching	4	0.50	1.0
	• below 35	Does Not Meet	2	0.25	0.5
Postsecondary and Workforce Readiness	*Mean CO SAT Evidence-Based Reading and Writing (EBRW) scale score was**:*		*All Students*	*Each Disaggregated Group*	
	• at or above 554.7	Exceeds	4	1.00	
	• at or above 501.3 but below 554.7	Meets	3	0.75	
	• at or above 458.0 but below 501.3	Approaching	2	0.50	
	• below 458.0	Does Not Meet	1	0.25	
	*Mean CO SAT Math scale score was**:*		*All Students*	*Each Disaggregated Group*	
	• at or above 544.6	Exceeds	4	1.00	
	• at or above 488.0 but below 544.6	Meets	3	0.75	
	• at or above 439.9 but below 488.0	Approaching	2	0.50	
	• below 439.9	Does Not Meet	1	0.25	
	Dropout Rate: The district or school dropout rate was (of all schools in 2017):		*All Students*	*Each Disaggregated Group*	
	• at or below 0.5%	Exceeds	8	2.0	
	• at or below 2.0% but above 0.5%	Meets	6	1.5	
	• at or below 5.0% but above 2.0%	Approaching	4	1.0	
	• above 5.0%	Does Not Meet	2	0.5	
	Matriculation Rate (of all schools in 2018):		*All Students*		
	• at or above the 75.8%	Exceeds	4		
	• at or above 61.1% but below 75.8%	Meets	3		
	• at or above 46.8% but below 61.1%	Approaching	2		
	• below 46.8%	Does Not Meet	1		
	Graduation Rate and Disaggregated Graduation Rate (Best of 4-, 5-, 6-, or 7-year):		*All Students*	*Each Disaggregated Group*	
	• at or above 95.0%	Exceeds	8	2.0	
	• at or above 85.0% but below 95.0%	Meets	6	1.5	
	• at or above 75.0% but below 85.0%	Approaching	4	1.0	
	• below 75.0%	Does Not Meet	2	0.5	

Academic Achievement: Mean Scale Score by Percentile Cut-Points

The Academic Achievement Indicator reflects achievement as measured by the mean scale score on Colorado's standardized assessments. The presented targets for the Achievement Indicators have been established utilizing baseline year data.*

	English Language Arts & EBRW for CO PSAT				Mathematics				Science		
Percentile	Elem	Middle	CO PSAT (1-Year)	CO PSAT (MultiYear)†	Elem	Middle	CO PSAT (1-Year)	CO PSAT (MultiYear)	Elem	Middle	High
15th percentile	722.3	724.1	423.5	427.5	719.1	716.5	413.0	415.5	531.9	527.7	564.4
50th percentile	739.5	740.1	461.1	463.7	734.3	731.2	448.4	447.4	601.7	591.4	609.2
85th percentile	755.9	757.3	505.0	506.1	751.9	746.2	491.0	491.1	655.9	643.3	651.3

Percent of Students On Track for ELP Growth Targets

	ELP On Track Growth		
Percentile	Elem	Middle	High
15th percentile	63.5%	30.4%	30.4%
50th percentile	72.4%	42.9%	45.2%
85th percentile	82.4%	60.0%	63.0%

Cut-Points for Each Performance Indicator

	Cut-Point: The district or school earned...of the points eligible.	
Achievement; Growth; Postsecondary Readiness	• at or above 87.5%	Exceeds
	• at or above 62.5% but below 87.5%	Meets
	• at or above 37.5% but below 62.5%	Approaching
	• below 37.5%	Does Not Meet

Total Possible Points by Performance Indicator

Indicator	Total Possible Points	Elementary/Middle	High/District
Achievement	36 points (8 per subject for all students, 4 per subject by disaggregated group)	40%	30%
Growth	28 total points (8 per subject for all students, 4 per subject by disaggregated group, 2 for ELP growth, 2 for ELP On Track Growth)	60%	40%
Postsecondary Readiness	52 total points (16 for graduation, 4 for matriculation, 16 for dropout, 8 per CO SAT subject)	not applicable	30%

Cut-Points for Plan/Category Type Assignment

	District	*School*	*Accreditation Category/Plan Type*
Total Framework Points	74.0%	not applicable	Accredited w/Distinction (District only)
	56.0%	53.0%	Accredited (District) or Performance Plan (School)
	44.0%	42.0%	Accredited w/Improvement Plan (District) or Improvement Plan (School)
	34.0%	34.0%	Accredited w/Priority Improvement Plan (District) or Priority Improvement (School)
	25.0%	25.0%	Accredited w/Turnaround Plan(District) or Turnaround Plan (School)

* School data used as baseline: 2016 for CMAS & CoAlt ELA & Math (g3-8), CMAS Science (g5, 8, 11). 2019 for CO PSAT & CoAlt EBRW/ELA & Math (g9-10). 2019 for ELP On Track to Proficiency Growth.

** 2019 school data used as baseline for CO SAT & CoAlt EBRW/ELA & Math (g11).

† 2019 Multiyear high school EBRW/ELA & Math cuts based on 2-years of g9 CO PSAT/CoAlt and 3-years of g10 CO PSAT/CoAlt.

4369: Destinations Career Academy of Colorado | 2862: Julesburg Re-1 High School - (1-Year)

ACADEMIC ACHIEVEMENT

Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank
CO PSAT - Evidence-Based Reading & Writing	American Indian or Alaska Native	n < 16	-	-	-
	Asian	n < 16	-	-	-
	Black	n < 16	-	-	-
	Hispanic	n < 16	-	-	-
	White	35	45.0%	464.9	54
	Hawaiian/Pacific Islander	n < 16	-	-	-
	Two or More Races	n < 16	-	-	-
	Male	24	42.4%	462.1	51
	Female	23	35.9%	468.7	57
	Gifted	n < 16	-	-	-
CO PSAT - Math	American Indian or Alaska Native	n < 16	-	-	-
	Asian	n < 16	-	-	-
	Black	n < 16	-	-	-
	Hispanic	n < 16	-	-	-
	White	35	45.0%	448.9	50
	Hawaiian/Pacific Islander	n < 16	-	-	-
	Two or More Races	n < 16	-	-	-
	Male	24	42.4%	444.2	47
	Female	23	35.9%	440.4	43
	Gifted	n < 16	-	-	-
CMAS - Science	American Indian or Alaska Native	n < 16	-	-	-
	Asian	n < 16	-	-	-
	Black	n < 16	-	-	-
	Hispanic	n < 16	-	-	-
	White	n < 16	-	-	-
	Hawaiian/Pacific Islander	n < 16	-	-	-
	Two or More Races	n < 16	-	-	-
	Male	n < 16	-	-	-
	Female	16	39.0%	601.2	42
	Gifted	n < 16	-	-	-

ACADEMIC GROWTH

Subject	Student Group	Count	Median Growth Percentile
CO PSAT/SAT - Evidence-Based Reading & Writing	American Indian or Alaska Native	n < 20	-
	Asian	n < 20	-
	Black	n < 20	-
	Hispanic	n < 20	-
	White	37	42.0
	Hawaiian/Pacific Islander	n < 20	-
	Two or More Races	n < 20	-
	Male	22	41.5
	Female	37	42.0
	Gifted	n < 20	-
CO PSAT/SAT - Math	American Indian or Alaska Native	n < 20	-
	Asian	n < 20	-
	Black	n < 20	-
	Hispanic	22	35.0
	White	42	49.5
	Hawaiian/Pacific Islander	n < 20	-
	Two or More Races	n < 20	-
	Male	25	44.0
	Female	43	48.0
	Gifted	n < 20	-

Percentile ranks are calculated relative to results for all students. Information about how the results for a specific student group rank against mean scale scores for other students within that same group are available here: http://www.cde.state.co.us/accountability/performanceframework/results

4369: Destinations Career Academy of Colorado | 2862: Julesburg Re-1 High School - (1-Year)

POSTSECONDARY AND WORKFORCE READINESS

Subject	Student Group	Count	Best Rate	Rate/Score	Participation Rate
CO SAT - Evidence-Based Reading & Writing	American Indian or Alaska Native	n < 16	*	-	-
	Asian	n < 16	*	-	-
	Black	n < 16	*	-	-
	Hispanic	17	*	460.6	81.0%
	White	24	*	515.0	57.1%
	Hawaiian/Pacific Islander	n < 16	*	-	-
	Two or More Races	n < 16	*	-	-
	Male	n < 16	*	-	-
	Female	27	*	483.3	64.3%
	Gifted	n < 16	*	-	-
CO SAT - Math	American Indian or Alaska Native	n < 16	*	-	-
	Asian	n < 16	*	-	-
	Black	n < 16	*	-	-
	Hispanic	17	*	437.6	81.0%
	White	24	*	466.3	57.1%
	Hawaiian/Pacific Islander	n < 16	*	-	-
	Two or More Races	n < 16	*	-	-
	Male	n < 16	*	-	-
	Female	27	*	438.5	64.3%
	Gifted	n < 16	*	-	-
Dropout	American Indian or Alaska Native	n < 16	*	-	*
	Asian	n < 16	*	-	*
	Black	n < 16	*	-	*
	Hispanic	34	*	0.0%	*
	White	219	*	3.7%	*
	Hawaiian/Pacific Islander	n < 16	*	-	*
	Two or More Races	28	*	7.1%	*
	Male	124	*	4.0%	*
	Female	175	*	4.0%	*
	Gifted	n < 16	*	-	*
Graduation	American Indian or Alaska Native	n < 16	-	-	*
	Asian	n < 16	-	-	*
	Black	n < 16	-	-	*
	Hispanic	21	6yr	47.6%	*
	White	48	4yr	64.6%	*
	Hawaiian/Pacific Islander	n < 16	-	-	*
	Two or More Races	n < 16	-	-	*
	Male	27	4yr	66.7%	*
	Female	42	4yr	64.3%	*
	Gifted	n < 16	-	-	*

REFERENCE TABLE: DISAGGREGATED GRADUATION RATES

Student Group	4-Year (AYG 2018)	5-Year (AYG 2017)	6-Year (AYG 2016)	7-Year (AYG 2015)	Best Rate
American Indian or Alaska Native	-	-	-	-	-
Asian	-	-	-	-	-
Black	-	-	-	-	-
Hispanic	-	-	47.6%	42.9%	6yr
White	64.6%	55.6%	51.3%	46.7%	4yr
Hawaiian/Pacific Islander	-	-	-	-	-
Two or More Races	-	-	-	-	-
Male	66.7%	44.4%	47.9%	38.5%	4yr
Female	64.3%	60.5%	53.6%	52.6%	4yr
Gifted	-	-	-	-	-

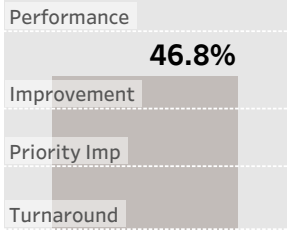
Percentile ranks for CO SAT resullts are available here: http://www.cde.state.co.us/accountability/[illegible]

4369: DESTINATIONS CAREER ACADEMY OF COLORADO | 2862: JULESBURG RE-1 Level: MH - (1-Year)

Plan Type	Official Rating Based On: Multi-Year SPF Report
Please see official performance framework report	46.8/100

-

The official plan type is based on either the 1-year or multi-year framework as indicated in the right hand corner of the black title bar above. Schools are assigned a plan type based on the overall percent of points earned on the official framework. The overall percent of framework points represents the percentage of points earned across all performance indicators. The official percent of points earned is matched to the scoring guide to determine the plan type. Failing to meet the accountability participation rate of 95% on two or more assessments will reduce the overall plan type by one level. Please see the scoring guide at the end of this report for additional information.



School plan types are based on the total percentage of points earned:

Performance:
53.0% - 100.0%

Improvement:
42.0% - 52.9%

Priority Improvement:
34.0% - 41.9%

Turnaround:
0.0% - 33.9%

Insufficient Data: No reportable achievement or growth data.

Indicator Rating Totals

Performance Indicator	% Pts Earned	Weighted Pts Earned/Pts Eligible	Rating
Academic Achievement	48.6%	14.6/30	Approaching
Academic Growth	61.8%	24.7/40	Approaching
Postsecondary & Workforce Readiness	25.0%	7.5/30	Does Not Meet

Assurances

	Rating
Accountability Participation Rate	Meets 95%

Test Participation Rates (Ratings are based on Accountability Participation Rate)

Subject	Total Records	Valid Scores	Participation Rate	Parent Excuses	Accountability Participation Rate**	Rating
English Language Arts	114	70	61.4%	44	100.0%	Meets 95%
Math	114	70	61.4%	44	100.0%	Meets 95%
Science	41	14	34.1%	27	100.0%	-

Summary of Ratings by EMH Level

EMH Level	Performance Indicator	% Pts Earned	Weighted Pts Earned/Pts Eligible	Rating	% Pts by EMH	Rating
Middle	Academic Achievement	-	*	-	0.0%	-
	Academic Growth	-	*	-		
High	Academic Achievement	48.6%	14.6/30	Approaching	46.8%	Improvement
	Academic Growth	61.8%	24.7/40	Approaching		
	Postsecondary & Workforce ..	25.0%	7.5/30	Does Not Meet		

(*) Not Applicable; (-) No Reportable Data | For additional information, reference the scoring guide on the last page of this report.
(^) Schools with an Insufficient State Data plan type will maintain their previously assigned year on the clock.
(**) The Accountability Participation Rate excludes Parent Excuses from the denominator, and includes in the numerator English Learners in their first year in the United States who were eligible to take the ELP assessment. SAT 11 results are excluded from 2018 participation rates.

4369: DESTINATIONS CAREER ACADEMY OF COLORADO | 2862: JULESBURG RE-1 Level: Middle - (1-Year)

ACADEMIC ACHIEVEMENT

Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Pts Earned/ Eligible	Rating
CMAS - English Language Arts	All Students	n < 16	-	-	-	0/0	-
	English Learners	n < 16	-	-	-	0/0	-
	Free/Reduced-Price Lunch Eligible	n < 16	-	-	-	0/0	-
	Minority Students	n < 16	-	-	-	0/0	-
	Students with Disabilities	n < 16	-	-	-	0/0	-
CMAS - Math	All Students	n < 16	-	-	-	0/0	-
	English Learners	n < 16	-	-	-	0/0	-
	Free/Reduced-Price Lunch Eligible	n < 16	-	-	-	0/0	-
	Minority Students	n < 16	-	-	-	0/0	-
	Students with Disabilities	n < 16	-	-	-	0/0	-
CMAS - Science	All Students	n < 16	-	-	-	0/0	-
	English Learners	n < 16	-	-	-	0/0	-
	Free/Reduced-Price Lunch Eligible	n < 16	-	-	-	0/0	-
	Minority Students	n < 16	-	-	-	0/0	-
	Students with Disabilities	n < 16	-	-	-	0/0	-
TOTAL		*	*	*	*	0/0	-

ACADEMIC GROWTH

Subject	Student Group	Count	Median Growth Percentile/Rate	Pts Earned/ Eligible	Rating
CMAS - English Language Arts	All Students	n < 20	-	0/0	-
	English Learners	n < 20	-	0/0	-
	Free/Reduced-Price Lunch Eligible	n < 20	-	0/0	-
	Minority Students	n < 20	-	0/0	-
	Students with Disabilities	n < 20	-	0/0	-
CMAS - Math	All Students	n < 20	-	0/0	-
	English Learners	n < 20	-	0/0	-
	Free/Reduced-Price Lunch Eligible	n < 20	-	0/0	-
	Minority Students	n < 20	-	0/0	-
	Students with Disabilities	n < 20	-	0/0	-
ELP	English Language Proficiency (ELP)	n < 20	-	0/0	-
	On Track to EL Proficiency	n < 20	-	0/0	-
TOTAL		*	*	0/0	-

This page displays the performance indicator data for the middle school level. Data are based on results from 2017-18, unless otherwise noted.

Academic Achievement: reflects the mean scale score for the identified subject and student group based on 2018 assessment results. The participation rate displayed with the achievement results includes Parent Excuses in the denominator and does not apply the exemption for English Learners in their first year in the United States.

Academic Growth: reflects the median student growth percentile for the identified student group based on 2018 CMAS growth results for Math and English Language Arts. English Language Proficiency growth results for 2018 are included for points. The On-Track to EL proficiency metric is reported for informational purposes only in 2018 and will be included for points in 2019.

For additional information regarding Academic Achievement and Academic Growth points, cut-points, and ratings reference the scoring guide at the end of this document.

(*) Not Applicable; (-) No Reportable Data

4369: DESTINATIONS CAREER ACADEMY OF COLORADO | 2862: JULESBURG RE-1

Level: High - (1-Year)

ACADEMIC ACHIEVEMENT

Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Pts Earned/ Eligible	Rating
CO PSAT - Evidence-Based Reading & Writing	All Students	70	61.4%	452.3	39	4/8	Approaching
	English Learners	n < 16	-	-	-	0/0	-
	Free/Reduced-Price Lunch Eligible	22	47.8%	427.7	17	0.5/1	Approaching
	Minority Students	n < 16	-	-	-	0/0	-
	Students with Disabilities	n < 16	-	-	-	0/0	-
CO PSAT - Math	All Students	70	61.4%	422.3	22	4/8	Approaching
	English Learners	n < 16	-	-	-	0/0	-
	Free/Reduced-Price Lunch Eligible	22	47.8%	393.6	5	0.25/1	Does Not Meet
	Minority Students	n < 16	-	-	-	0/0	-
	Students with Disabilities	n < 16	-	-	-	0/0	-
CMAS - Science	All Students	n < 16	-	-	-	0/0	-
	English Learners	n < 16	-	-	-	0/0	-
	Free/Reduced-Price Lunch Eligible	n < 16	-	-	-	0/0	-
	Minority Students	n < 16	-	-	-	0/0	-
	Students with Disabilities	n < 16	-	-	-	0/0	-
TOTAL		*	*	*	*	8.75/18	Approaching

ACADEMIC GROWTH

Subject	Student Group	Count	Median Growth Percentile/Rate	Pts Earned/ Eligible	Rating
CO PSAT/SAT - Evidence-Based Reading & Writing	All Students	49	57.0	6/8	Meets
	English Learners	n < 20	-	0/0	-
	Free/Reduced-Price Lunch Eligible	n < 20	-	0/0	-
	Minority Students	n < 20	-	0/0	-
	Students with Disabilities	n < 20	-	0/0	-
CO PSAT/SAT - Math	All Students	50	43.0	4/8	Approaching
	English Learners	n < 20	-	0/0	-
	Free/Reduced-Price Lunch Eligible	20	40.5	0.5/1	Approaching
	Minority Students	n < 20	-	0/0	-
	Students with Disabilities	n < 20	-	0/0	-
ELP	English Language Proficiency (ELP)	n < 20	-	0/0	-
	On Track to EL Proficiency	n < 20	-	0/0	-
TOTAL		*	*	10.5/17	Approaching

This page displays the performance indicator data for the high school level. Data are based on results from 2017-18, unless otherwise noted.

Academic Achievement: reflects the mean scale score for the identified subject and student group based on 2018 assessment results. The participation rate displayed with the achievement results includes Parent Excuses in the denominator and does not apply the exemption for English Learners in their first year in the United States.

Academic Growth: reflects the median student growth percentile for the identified student group based on 2018 PSAT/SAT growth results for Math and Evidence-Based Reading and Writing. English Language Proficiency growth results for 2018 are included for points. The On-Track to EL proficiency metric is reported for informational purposes only in 2018 and will be included for points in 2019.

For additional information regarding Academic Achievement and Academic Growth points, cut-points, and ratings reference the scoring guide at the end of this document.

(*) Not Applicable; (-) No Reportable Data

4369: DESTINATIONS CAREER ACADEMY OF COLORADO | 2862: JULESBURG RE-1

Level: High - (1-Year)

POSTSECONDARY AND WORKFORCE READINESS

Subject	Student Group	Count	Best Rate	Rate/Score	Participation Rate	Pts Earned/ Eligible	Rating
CO SAT - Evidence-Based Reading & Writing	All Students	n < 16	*	-	-	0/0	-
	English Learners	n < 16	*	-	-	0/0	-
	Free/Reduced-Price Lunch Eligible	n < 16	*	-	-	0/0	-
	Minority Students	n < 16	*	-	-	0/0	-
	Students with Disabilities	n < 16	*	-	-	0/0	-
CO SAT - Math	All Students	n < 16	*	-	-	0/0	-
	English Learners	n < 16	*	-	-	0/0	-
	Free/Reduced-Price Lunch Eligible	n < 16	*	-	-	0/0	-
	Minority Students	n < 16	*	-	-	0/0	-
	Students with Disabilities	n < 16	*	-	-	0/0	-
Dropout	All Students	276	*	8.0%	*	1/4	Does Not Meet
	English Learners	n < 16	*	-	*	0/0	-
	Free/Reduced-Price Lunch Eligible	31	*	16.1%	*	0/0	Does Not Meet
	Minority Students	95	*	10.5%	*	0/0	Does Not Meet
	Students with Disabilities	35	*	0.0%	*	0/0	Exceeds
Matriculation	All Students	50	*	30.0%	*	0.5/2	Does Not Meet
	2-Year Higher Education Instituti..	*	*	16.0%	*	*	-
	4-Year Higher Education Instituti..	*	*	10.0%	*	*	-
	Career & Technical Education	*	*	4.0%	*	*	-
Graduation	All Students	66	4yr	51.5%	*	1/4	Does Not Meet
	English Learners	n < 16	-	-	*	0/0	-
	Free/Reduced-Price Lunch Eligible	92	6yr	45.7%	*	0.25/1	Does Not Meet
	Minority Students	26	5yr	50.0%	*	0.25/1	Does Not Meet
	Students with Disabilities	18	6yr	38.9%	*	0.25/1	Does Not Meet
TOTAL		*	*	*	*	3.25/13	Does Not Meet

REFERENCE TABLE: DISAGGREGATED GRADUATION RATES

Student Group	4-Year (AYG 2017)	5-Year (AYG 2016)	6-Year (AYG 2015)	7-Year (AYG 2014)	Best Rate
All Students	51.5%	49.0%	46.0%	26.2%	4yr
English Learners	-	-	-	-	-
Free/Reduced-Price Lunch Eligible	40.0%	43.6%	45.7%	23.9%	6yr
Minority Students	-	50.0%	41.7%	17.6%	5yr
Students with Disabilities	-	-	38.9%	20.0%	6yr

CO SAT: reflects the mean scale score for each subject area on the 2018 SAT.

Dropout Rates: reflect the percentage of students enrolled in grades 9-12 who leave school during a single year. Calculated as the number of dropouts divided by the total number of students enrolled in the school at any time during the year who did not subsequently enroll in another Colorado school. This report is based on the 2017 Colorado End of Year (EOY) data submission.

Matriculation Rates: reflect all 2017 high school graduates that enroll in a Career & Technical Education (CTE) program or a 2-Year or 4-Year Higher Education Institution (both in-state and out-of-state enrollments) during the subsequent academic year. Also includes graduates that earned a CTE certificate from an area technical college or a college degree while still enrolled in high school. Other industry-recognized credentials are now included based on the spring 2018 optional industry-credential submission. For more information: http://www.cde.state.co.us/accountability/performanceframeworksresources

Graduation Rates: 4-year graduation rate is the percent of students who graduate from high school four years after initially entering ninth grade. Ratings are based on the best of the 4-, 5-, 6-, and 7-year graduation rates at the overall and disaggregated levels. For each rate, the AYG designates the Anticipated Year of Graduation, which is based on the initial year that students enrolled in 9th grade. The rates for this report are based on 2017 graduates. For historical graduation data: http://www2.cde.state.co.us/schoolview/dish/dashboard.asp

For additional information, reference the scoring guide on the last page of this report.

(*) Not Applicable; (-) No Reportable Data

Scoring Guide for 2018 District/School Performance Frameworks

Attachment 56-60 - TPP

Performance Indicator	Measure/Metric	Rating	Point Value	
Academic Achievement	*The district or school's mean scale score was* see table below for actual values*		*All Students*	*Each Disaggregated Group*
	• at or above the 85th percentile	Exceeds	8	1.00
	• at or above the 50th percentile but below the 85th percentile	Meets	6	0.75
	• at or above the 15th percentile but below the 50th percentile	Approaching	4	0.50
	• below the 15th percentile	Does Not Meet	2	0.25
	Students Previously Identified for a READ Plan (bonus point)			
	• CMAS ELA Mean scale score at or above 725 (Approaching Expectations cut-score)		1 bonus point	

Academic Growth	*Median Growth Percentile was:*		*All Students*	*Each Disaggregated Group*	*ELP*
	• at or above 65	Exceeds	8	1.00	4
	• at or above 50 but below 65	Meets	6	0.75	3
	• at or above 35 but below 50	Approaching	4	0.50	2
	• below 35	Does Not Meet	2	0.25	1

Postsecondary and Workforce Readiness	*Mean CO SAT Evidence-Based Reading and Writing (EBRW) scale score was**:*			
	• at or above 559.1	Exceeds	2.0	
	• at or above 509.2 but below 559.1	Meets	1.5	
	• at or above 462.3 but below 509.2	Approaching	1.0	
	• below 462.3	Does Not Meet	0.5	
	*Mean CO SAT Math scale score was**:*			
	• at or above 543.4	Exceeds	2.0	
	• at or above 491.7 but below 543.4	Meets	1.5	
	• at or above 446.5 but below 491.7	Approaching	1.0	
	• below 446.5	Does Not Meet	0.5	
	Dropout Rate: The district or school dropout rate was (of all schools in 2017):			
	• at or below 0.5%	Exceeds	4	
	• at or below 2.0% but above 0.5%	Meets	3	
	• at or below 5.0% but above 2.0%	Approaching	2	
	• above 5.0%	Does Not Meet	1	
	Matriculation Rate (of all schools in 2017):			
	• at or above the 73.1%	Exceeds	2.0	
	• at or above 59.3% but below 73.1%	Meets	1.5	
	• at or above 41.4% but below 59.3%	Approaching	1.0	
	• below 41.1%	Does Not Meet	0.5	
	Graduation Rate and Disaggregated Graduation Rate (Best of 4-, 5-, 6-, or 7-year):		*All Students*	*Each Disaggregated Group*
	• at or above 95.0%	Exceeds	4	1.00
	• at or above 85.0% but below 95.0%	Meets	3	0.75
	• at or above 75.0% but below 85.0%	Approaching	2	0.50
	• below 75.0%	Does Not Meet	1	0.25

Academic Achievement: Mean Scale Score by Percentile Cut-Points

The Academic Achievement Indicator reflects achievement as measured by the mean scale score on Colorado's standardized assessments. The presented targets for the Achievement Indicators have been established utilizing baseline year data.*

	English Language Arts & EBRW for CO PSAT				Mathematics				Science		
Percentile	Elem	Middle	CO PSAT (1-Year)	CO PSAT (MultiYear)†	Elem	Middle	CO PSAT (1-Year)	CO PSAT (MultiYear)†	Elem	Middle	High
15th percentile	722.3	724.1	423.5	430.0	719.1	716.5	413.0	419.8	531.9	527.7	564.4
50th percentile	739.5	740.1	461.1	468.2	734.3	731.2	448.4	452.7	601.7	591.4	609.2
85th percentile	755.9	757.3	505.0	509.4	751.9	746.2	491.0	496.1	655.9	643.3	651.3

Cut-Points for Each Performance Indicator

Achievement; Growth; Postsecondary Readiness	*Cut-Point: The district or school earned...of the points eligible.*	
	• at or above 87.5%	Exceeds
	• at or above 62.5% but below 87.5%	Meets
	• at or above 37.5% but below 62.5%	Approaching
	• below 37.5%	Does Not Meet

Total Possible Points by Performance Indicator

Indicator	Total Possible Points	Elementary/Middle	High/District
Achievement	36 points (8 per subject for all students, 4 per subject by disaggregated group)	40%	30%
Growth	28 total points (8 per subject for all students, 4 per subject by disaggregated group, 4 for ELP)	60%	40%
Postsecondary Readiness	18 total points (8 for graduation, 2 for matriculation, 4 for dropout, 2 per CO SAT subject)	not applicable	30%

Cut-Points for Plan/Category Type Assignment

	District	School	Accreditation Category/Plan Type
Total Framework Points	74.0%	not applicable	Accredited w/Distinction (District only)
	56.0%	53.0%	Accredited (District) or Performance Plan (School)
	44.0%	42.0%	Accredited w/Improvement Plan (District) or Improvement Plan (School)
	34.0%	34.0%	Accredited w/Priority Improvement Plan (District) or Priority Improvement (School)
	25.0%	25.0%	Accredited w/Turnaround Plan(District) or Turnaround Plan (School)

* 2016 school data used as baseline for CMAS & CoAlt ELA & Math (g3-8), CMAS Science (g5, 8, 11); 2017 for CO SAT & CoAlt EBRW/ELA & Math (g11).
** 2018 school data used as baseline for CO PSAT and CoAlt EBRW/ELA & Math (g9-10).
† 2018 Multiyear high school EBRW/ELA & Math cuts based on 1-year of g9 CO PSAT/CoAlt and 3-years of g10 CO PSAT/CoAlt.

4369: DESTINATIONS CAREER ACADEMY OF COLORADO | 2862: JULESBURG RE-1 Level: Middle - (1-Year)

ACADEMIC ACHIEVEMENT

Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank
CMAS - English Language Arts	American Indian or Alaska Native	n < 16	-	-	-
	Asian	n < 16	-	-	-
	Black	n < 16	-	-	-
	Hispanic	n < 16	-	-	-
	White	n < 16	-	-	-
	Hawaiian/Pacific Islander	n < 16	-	-	-
	Two or More Races	n < 16	-	-	-
	Male	n < 16	-	-	-
	Female	n < 16	-	-	-
	Gifted	n < 16	-	-	-
CMAS - Math	American Indian or Alaska Native	n < 16	-	-	-
	Asian	n < 16	-	-	-
	Black	n < 16	-	-	-
	Hispanic	n < 16	-	-	-
	White	n < 16	-	-	-
	Hawaiian/Pacific Islander	n < 16	-	-	-
	Two or More Races	n < 16	-	-	-
	Male	n < 16	-	-	-
	Female	n < 16	-	-	-
	Gifted	n < 16	-	-	-
CMAS - Science	American Indian or Alaska Native	n < 16	-	-	-
	Asian	n < 16	-	-	-
	Black	n < 16	-	-	-
	Hispanic	n < 16	-	-	-
	White	n < 16	-	-	-
	Hawaiian/Pacific Islander	n < 16	-	-	-
	Two or More Races	n < 16	-	-	-
	Male	n < 16	-	-	-
	Female	n < 16	-	-	-
	Gifted	n < 16	-	-	-

ACADEMIC GROWTH

Subject	Student Group	Count	Median Growth Percentile
CMAS - English Language Arts	American Indian or Alaska Native	n < 20	-
	Asian	n < 20	-
	Black	n < 20	-
	Hispanic	n < 20	-
	White	n < 20	-
	Hawaiian/Pacific Islander	n < 20	-
	Two or More Races	n < 20	-
	Male	n < 20	-
	Female	n < 20	-
	Gifted	n < 20	-
CMAS - Math	American Indian or Alaska Native	n < 20	-
	Asian	n < 20	-
	Black	n < 20	-
	Hispanic	n < 20	-
	White	n < 20	-
	Hawaiian/Pacific Islander	n < 20	-
	Two or More Races	n < 20	-
	Male	n < 20	-
	Female	n < 20	-
	Gifted	n < 20	-

Percentile ranks are calculated relative to results for all students. Information about how the results for a specific student group rank against mean scale scores for other students within that same group are available here: http://www.cde.state.co.us/accountability/performanceframeworkresults

4369: DESTINATIONS CAREER ACADEMY OF COLORADO | 2862: JULESBURG RE-1 Level: High - (1-Year)

ACADEMIC ACHIEVEMENT

Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank
CO PSAT - Evidence-Based Reading & Writing	American Indian or Alaska Native	n < 16	-	-	-
	Asian	n < 16	-	-	-
	Black	n < 16	-	-	-
	Hispanic	n < 16	-	-	-
	White	60	66.7%	455.0	41
	Hawaiian/Pacific Islander	n < 16	-	-	-
	Two or More Races	n < 16	-	-	-
	Male	29	54.7%	451.7	37
	Female	41	67.2%	452.7	39
	Gifted	n < 16	-	-	-
CO PSAT - Math	American Indian or Alaska Native	n < 16	-	-	-
	Asian	n < 16	-	-	-
	Black	n < 16	-	-	-
	Hispanic	n < 16	-	-	-
	White	60	66.7%	423.2	23
	Hawaiian/Pacific Islander	n < 16	-	-	-
	Two or More Races	n < 16	-	-	-
	Male	29	54.7%	429.7	30
	Female	41	67.2%	417.1	19
	Gifted	n < 16	-	-	-
CMAS - Science	American Indian or Alaska Native	n < 16	-	-	-
	Asian	n < 16	-	-	-
	Black	n < 16	-	-	-
	Hispanic	n < 16	-	-	-
	White	n < 16	-	-	-
	Hawaiian/Pacific Islander	n < 16	-	-	-
	Two or More Races	n < 16	-	-	-
	Male	n < 16	-	-	-
	Female	n < 16	-	-	-
	Gifted	n < 16	-	-	-

ACADEMIC GROWTH

Subject	Student Group	Count	Median Growth Percentile
CO PSAT/SAT - Evidence-Based Reading & Writing	American Indian or Alaska Native	n < 20	-
	Asian	n < 20	-
	Black	n < 20	-
	Hispanic	n < 20	-
	White	42	58.0
	Hawaiian/Pacific Islander	n < 20	-
	Two or More Races	n < 20	-
	Male	n < 20	-
	Female	33	50.0
	Gifted	n < 20	-
CO PSAT/SAT - Math	American Indian or Alaska Native	n < 20	-
	Asian	n < 20	-
	Black	n < 20	-
	Hispanic	n < 20	-
	White	42	43.0
	Hawaiian/Pacific Islander	n < 20	-
	Two or More Races	n < 20	-
	Male	n < 20	-
	Female	32	44.5
	Gifted	n < 20	-

Percentile ranks are calculated relative to results for all students. Information about how the results for a specific student group rank against mean scale scores for other students within that same group are available here: http://www.cde.state.co.us/accountability/performanceframeworkresults

4369: DESTINATIONS CAREER ACADEMY OF COLORADO | 2862: JULESBURG RE-1 Level: High - (1-Year)

POSTSECONDARY AND WORKFORCE READINESS

Subject	Student Group	Count	Best Rate	Rate/Score	Participation Rate
CO SAT - Evidence-Based Reading & Writing	American Indian or Alaska Native	n < 16	*	-	-
	Asian	n < 16	*	-	-
	Black	n < 16	*	-	-
	Hispanic	n < 16	*	-	-
	White	n < 16	*	-	-
	Hawaiian/Pacific Islander	n < 16	*	-	-
	Two or More Races	n < 16	*	-	-
	Male	n < 16	*	-	-
	Female	n < 16	*	-	-
	Gifted	n < 16	*	-	-
CO SAT - Math	American Indian or Alaska Native	n < 16	*	-	-
	Asian	n < 16	*	-	-
	Black	n < 16	*	-	-
	Hispanic	n < 16	*	-	-
	White	n < 16	*	-	-
	Hawaiian/Pacific Islander	n < 16	*	-	-
	Two or More Races	n < 16	*	-	-
	Male	n < 16	*	-	-
	Female	n < 16	*	-	-
	Gifted	n < 16	*	-	-
Dropout	American Indian or Alaska Native	n < 16	*	-	*
	Asian	n < 16	*	-	*
	Black	19	*	0.0%	*
	Hispanic	58	*	13.8%	*
	White	181	*	6.6%	*
	Hawaiian/Pacific Islander	n < 16	*	-	*
	Two or More Races	n < 16	*	-	*
	Male	110	*	7.3%	*
	Female	166	*	8.4%	*
	Gifted	n < 16	*	-	*
Graduation	American Indian or Alaska Native	n < 16	-	-	*
	Asian	n < 16	-	-	*
	Black	n < 16	-	-	*
	Hispanic	21	5yr	47.6%	*
	White	54	4yr	53.7%	*
	Hawaiian/Pacific Islander	n < 16	-	-	*
	Two or More Races	n < 16	-	-	*
	Male	48	5yr	47.9%	*
	Female	40	4yr	57.5%	*
	Gifted	n < 16	-	-	*

REFERENCE TABLE: DISAGGREGATED GRADUATION RATES

Student Group	4-Year (AYG 2017)	5-Year (AYG 2016)	6-Year (AYG 2015)	7-Year (AYG 2014)	Best Rate
American Indian or Alaska Native	-	-	-	-	-
Asian	-	-	-	-	-
Black	-	-	-	-	-
Hispanic	-	47.6%	42.9%	21.8%	5yr
White	53.7%	48.7%	47.1%	28.9%	4yr
Hawaiian/Pacific Islander	-	-	-	-	-
Two or More Races	-	-	-	-	-
Male	42.3%	47.9%	39.1%	20.9%	5yr
Female	57.5%	50.0%	52.6%	30.9%	4yr
Gifted	-	-	-	-	-

Percentile ranks for CO SAT resullts are available here: http://www.cde.state.co.us/accountability/p[illegible]

4369: DESTINATIONS CAREER ACADEMY OF COLORADO | 2862: JULESBURG RE-1 Level: MH - (1-Year)

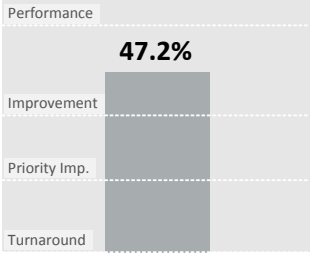
Plan Type — Official plan type based on: Multi-Year SPF report

Please see official performance framework report

47.2 / 100

-

The school's official plan type is based on either the 1-year or multi-year framework as indicated in the right hand corner of the black title bar above. Schools are assigned a plan type based on the overall percent of points earned on the official framework. The overall percent of framework points is calculated from the percentage of points earned out of points eligible. The official percent of points earned is matched to the scoring guide to determine the plan type. Failing to meet the accountability participation rate of 95% on two or more assessments will reduce the overall plan type by one level. Please see the scoring guide at the end of this report for additional information.



The plan type presented above is based on the total percent of framework points earned out of points eligible:

Performance: at or above 53.0%

Improvement: at or above 42.0%-below 53.0%

Priority Improvement: at or above 34.0%-below 42.0%

Turnaround: below 34.0%

Insufficient Data: No reportable data or only PWR data

Indicator Rating Totals

Performance Indicators	% Pts Earned	Weighted Pts Earned/Pts Eligible	Rating
Academic Achievement	48.1%	14.4 / 30	Approaching
Academic Growth	61.1%	24.4 / 40	Approaching
Postsecondary & Workforce Readiness	27.9%	8.4 / 30	Does Not Meet

Assurance

	Rating
Accountability Participation Rate	Meets 95%

Test Participation Rates (Ratings are based on Accountability Participation Rate)

Subject	Total Records	Valid Scores	Participation Rate	Parent Excuses	Accountability Participation Rate**	Rating
English Language Arts	209	111	53.1%	97	99.1%	Meets 95%
Math	209	113	54.1%	95	99.1%	Meets 95%
Science	91	35	38.5%	56	100.0%	Meets 95%

Summary of Plan Types by EMH Level

EMH Level	Performance Indicators	% Pts Earned	Weighted Pts Earned/Pts Eligible	Rating	Weighted % Pts Earned	Rating by EMH Level
Middle	Academic Achievement	42.9%	17.2 / 40	Approaching	53.9%	Performance
	Academic Growth	61.1%	36.7 / 60	Approaching		
High	Academic Achievement	54.2%	16.3 / 30	Approaching	41.2%	Priority Improvement
	Academic Growth	-	*	-		
	Postsecondary & Workforce Readiness	27.9%	8.4 / 30	Does Not Meet		

(*) Not Applicable; (-) No Reportable Data | For additional information, reference the scoring guide on the last page of this report.
(^) Schools with an Insufficient State Data plan type will maintain their previously assigned year on the clock.
(**) The Accountability Participation Rate differs from the "Participation Rate" in the following ways: it excludes Parent Excuses from the denominator, it includes in both the numerator and denominator English Learners in their first year in the United States who took WIDA ACCESS for ELLs instead of the PARCC ELA assessment.

ACADEMIC ACHIEVEMENT

Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Pts Earned/ Eligible	Rating
CMAS - English Language Arts	All Students	45	47.4%	730.8	27	8 / 16	Approaching
	English Learners	n < 16	-	-	-	0 / 0	-
	Free/Reduced-Price Lunch Eligible	32	58.2%	728.3	22	1 / 2	Approaching
	Minority Students	16	47.1%	732.9	32	1 / 2	Approaching
	Students with Disabilities	n < 16	-	-	-	0 / 0	-
CMAS - Math	All Students	47	49.5%	726.0	35	8 / 16	Approaching
	English Learners	n < 16	-	-	-	0 / 0	-
	Free/Reduced-Price Lunch Eligible	32	58.2%	719.9	22	1 / 2	Approaching
	Minority Students	17	50.0%	725.4	33	1 / 2	Approaching
	Students with Disabilities	n < 16	-	-	-	0 / 0	-
CMAS - Science	All Students	18	40.0%	514.8	9	4 / 16	Does Not Meet
	English Learners	n < 16	-	-	-	0 / 0	-
	Free/Reduced-Price Lunch Eligible	n < 16	-	-	-	0 / 0	-
	Minority Students	n < 16	-	-	-	0 / 0	-
	Students with Disabilities	n < 16	-	-	-	0 / 0	-
TOTAL		*	*	*	*	24 / 56	Approaching

ACADEMIC GROWTH

Subject	Student Group	Count	Median Growth Percentile	Pts Earned/Eligible	Rating
CMAS - English Language Arts	All Students	37	38.0	8 / 16	Approaching
	English Learners	n < 20	-	0 / 0	-
	Free/Reduced-Price Lunch Eligible	26	38.0	1 / 2	Approaching
	Minority Students	n < 20	-	0 / 0	-
	Students with Disabilities	n < 20	-	0 / 0	-
CMAS - Math	All Students	39	50.0	12 / 16	Meets
	English Learners	n < 20	-	0 / 0	-
	Free/Reduced-Price Lunch Eligible	26	39.5	1 / 2	Approaching
	Minority Students	n < 20	-	0 / 0	-
	Students with Disabilities	n < 20	-	0 / 0	-
ELP	English Language Proficiency	n < 20	-	0 / 0	-
TOTAL		*	*	22 / 36	Approaching

This page displays the performance indicator data for the middle school level. For additional information regarding Academic Achievement and Academic Growth points, cut-points, and ratings see the scoring guide at the end of this document.

The Participation Rate includes parent excuses in the denominator and excludes English Learners in their first year in the United States who took the WIDA ACCESS for ELLS instead of the PARCC ELA assessment in the numerator and denominator.

Academic Achievement: reflects the mean scale score for the identified subject and student group based on 2017 assessment results.
Academic Growth: reflects the median student growth percentile for the identified student group based on 2017 CMAS PARCC growth results for Math and English Language Arts. English Language Proficiency growth is based on 2015 student growth percentiles (from WIDA ACCESS for ELLs results).

Data on this page are based on results from 2016-17, unless otherwise noted. For additional information, reference the scoring guide on the last page of this report.

(*) Not Applicable; (-) No Reportable Data

4369: DESTINATIONS CAREER ACADEMY OF COLORADO | 2862: JULESBURG RE-1 Level: High - (1-Year)

ACADEMIC ACHIEVEMENT

Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Pts Earned/ Eligible	Rating
CMAS - English Language Arts	All Students	18	56.3%	732.9	34	4 / 8	Approaching
	English Learners	n < 16	-	-	-	0 / 0	-
	Free/Reduced-Price Lunch Eligible	n < 16	-	-	-	0 / 0	-
	Minority Students	n < 16	-	-	-	0 / 0	-
	Students with Disabilities	n < 16	-	-	-	0 / 0	-
CMAS - Math	All Students	18	56.3%	725.1	36	4 / 8	Approaching
	English Learners	n < 16	-	-	-	0 / 0	-
	Free/Reduced-Price Lunch Eligible	n < 16	-	-	-	0 / 0	-
	Minority Students	n < 16	-	-	-	0 / 0	-
	Students with Disabilities	n < 16	-	-	-	0 / 0	-
CMAS - Science	All Students	17	37.0%	599.6	41	8 / 16	Approaching
	English Learners	n < 16	-	-	-	0 / 0	-
	Free/Reduced-Price Lunch Eligible	n < 16	-	-	-	0 / 0	-
	Minority Students	n < 16	-	-	-	0 / 0	-
	Students with Disabilities	n < 16	-	-	-	0 / 0	-
CO PSAT - EVIDENCE-BASED READING AND WRITING	All Students	18	56.3%	477.8	53	6 / 8	Meets
	English Learners	n < 16	-	-	-	0 / 0	-
	Free/Reduced-Price Lunch Eligible	n < 16	-	-	-	0 / 0	-
	Minority Students	n < 16	-	-	-	0 / 0	-
	Students with Disabilities	n < 16	-	-	-	0 / 0	-
CO PSAT - MATH	All Students	18	56.3%	448.3	39	4 / 8	Approaching
	English Learners	n < 16	-	-	-	0 / 0	-
	Free/Reduced-Price Lunch Eligible	n < 16	-	-	-	0 / 0	-
	Minority Students	n < 16	-	-	-	0 / 0	-
	Students with Disabilities	n < 16	-	-	-	0 / 0	-
TOTAL		*	*	*	*	26 / 48	Approaching

This page displays performance indicator data for the high school level. For additional information regarding Academic Achievement points, cut-points, and ratings see the scoring guide at the end of this document.

The Participation Rate includes parent excuses in the denominator and excludes English Learners in their first year in the United States who took the WIDA ACCESS for ELLS instead of the PARCC ELA assessment in the numerator and denominator.

Academic Achievement: reflects the mean scale score for the identified subject and student group based on 2017 assessment results. English Language Proficiency growth for 2017 has not yet been calculated or validated and so is not included.

Data on this page are based on results from 2016-17, unless otherwise noted. For additional information, reference the scoring guide on the last page of this report.

(*) Not Applicable; (-) No Reportable Data

4369: DESTINATIONS CAREER ACADEMY OF COLORADO | 2862: JULESBURG RE-1 Level: High - (1-Year)

ACADEMIC GROWTH

Subject	Student Group	Count	Median Growth Percentile	Pts Earned/Eligible	Rating
CMAS - English Language Arts	All Students	n < 20	-	0 / 0	-
	English Learners	n < 20	-	0 / 0	-
	Free/Reduced-Price Lunch Eligible	n < 20	-	0 / 0	-
	Minority Students	n < 20	-	0 / 0	-
	Students with Disabilities	n < 20	-	0 / 0	-
CMAS - Math	All Students	n < 20	-	0 / 0	-
	English Learners	n < 20	-	0 / 0	-
	Free/Reduced-Price Lunch Eligible	n < 20	-	0 / 0	-
	Minority Students	n < 20	-	0 / 0	-
	Students with Disabilities	n < 20	-	0 / 0	-
CO PSAT TO SAT - EVIDENCE-BASED READING AND WRITING	All Students	n < 20	-	0 / 0	-
	English Learners	n < 20	-	0 / 0	-
	Free/Reduced-Price Lunch Eligible	n < 20	-	0 / 0	-
	Minority Students	n < 20	-	0 / 0	-
	Students with Disabilities	n < 20	-	0 / 0	-
CO PSAT TO SAT - MATH	All Students	n < 20	-	0 / 0	-
	English Learners	n < 20	-	0 / 0	-
	Free/Reduced-Price Lunch Eligible	n < 20	-	0 / 0	-
	Minority Students	n < 20	-	0 / 0	-
	Students with Disabilities	n < 20	-	0 / 0	-
ELP	English Language Proficiency	n < 20	-	0 / 0	-
TOTAL		*	*	0 / 0	-

This page displays the performance indicator data for the high school level. For additional information regarding Academic Growth points, cut-points, and ratings see the scoring guide at the end of this document.

The Participation Rate includes parent excuses in the denominator and excludes English Learners in their first year in the United States who took the WIDA ACCESS for ELLS instead of the PARCC ELA assessment in the numerator and denominator.

Academic Growth: reflects the median student growth percentile for the identified student group based on 2017 growth results for the assessments and subject areas listed. English Language Proficiency growth has not yet been calculated or validated and so is not included.

Data on this page are based on results from 2016-17, unless otherwise noted. For additional information, reference the scoring guide on the last page of this report.

(*) Not Applicable; (-) No Reportable Data

4369: DESTINATIONS CAREER ACADEMY OF COLORADO | 2862: JULESBURG RE-1 Level: High - (1-Year)

POSTSECONDARY AND WORKFORCE READINESS

Subject	Student Group	Count	Best Rate	Rate/Score	Participation Rate	Pts Earned/Eligible	Rating
CO SAT - EBRW^	All Students	30	*	487.3	60.0%	1 / 2	Approaching
CO SAT - MATH	All Students	30	*	443.0	60.0%	.5 / 2	Does Not Meet
Dropout	All Students	376	*	15.4%	*	1 / 4	Does Not Meet
Matriculation	All Students	77	*	18.2%	*	.5 / 2	Does Not Meet
	2-Year Higher Education Institution	*	*	13.0%	*	*	-
	4-Year Higher Education Institution	*	*	5.2%	*	*	-
	Career & Technical Education	*	*	0.0%	*	*	-
Graduation	All Students	194	5yr	45.9%	*	1 / 4	Does Not Meet
	English Learners	n < 16	-	-	*	0 / 0	-
	Free/Reduced-Price Lunch Eligible	97	5yr	45.4%	*	.25 / 1	Does Not Meet
	Minority Students	29	4yr	44.8%	*	.25 / 1	Does Not Meet
	Students with Disabilities	18	5yr	38.9%	*	.25 / 1	Does Not Meet
TOTAL		*	*	*	*	4.75 / 17	Does Not Meet

REFERENCE TABLE: DISAGGREGATED GRADUATION RATES

For historical graduation data: http://www2.cde.state.co.us/schoolview/dish/schooldashboard.asp

Student Group	4-Year (AYG 2016)	5-Year (AYG 2015)	6-Year (AYG 2014)	7-Year (AYG 2013)	Best Rate
All Students	41.5%	45.9%	26.0%	23.6%	5yr
English Learners	-	-	-	-	-
Free/Reduced-Price Lunch Eligible	36.2%	45.4%	23.6%	25.3%	5yr
Minority Students	44.8%	43.2%	17.4%	26.9%	4yr
Students with Disabilities	-	38.9%	20.0%	18.4%	5yr

Dropout Rates: reflects the percentage of students enrolled in grades 7-12 who leave school during a single year. It is calculated by dividing the number of dropouts by a membership base, which includes all students who were in the membership any time during the year and did not enroll in a different Colorado school. The rates included in this report are based on the 2016 Colorado End of Year (EOY) data collection.

SAT: reflects the mean scale score by subject area for the identified district; SAT was administered to all 11th grade students in Colorado.

Matriculation Rates: reflects all 2016 high school graduates that enroll in a Career & Technical Education program, 2-Year Higher Education Institution, or 4-Year Higher Education Institution during the subsequent academic year. The rate also includes all high school graduates that earned a Career & Technical Education certificate or a college degree while they were still enrolled in high school. The matriculation data includes both in-state and out-of-state enrollments. For more information: http://www.cde.state.co.us/accountability/matriculation_guidance_and_faq_7_25_16

Graduation Rates: Colorado calculates 'on-time' graduation as the percent of students who graduate from high school four years after entering ninth grade. The rates presented in this report reflect the best of the 4-, 5-, 6-, and 7-year graduation rates at the overall and disaggregated levels, based on end of year state submission reporting. The four-year rate for this report is based on 2016 graduates.

Anticipated Year of Graduation (AYG): is the expected year of graduation officially assigned at the end of a student's first year of 9th-12th grade in Colorado, typically based on the year the student enrolled in 9th grade. AYG cannot be changed once assigned through the Colorado End of Year (EOY) data collection system.

For additional information, reference the scoring guide on the last page of this report.

(*) Not Applicable; (-) No Reportable Data
(^) Evidence-Based Reading and Writing

Scoring Guide for 2017 District/School Performance Frameworks

Performance Indicator	Measure/Metric	Rating	Point Value			
			All Students		Disaggregated Group	
	The district or school's mean scale score was*: see table below for actual values		E & M (and H Science)	H ELA/EBRW & Math	E & M (and H Science)	H ELA/EBRW & Math
Academic Achievement	• at or above the 85th percentile	Exceeds	16	8	2.0	1.00
	• at or above the 50th percentile but below the 85th percentile	Meets	12	6	1.5	0.75
	• at or above the 15th percentile but below the 50th percentile	Approaching	8	4	1.0	0.50
	• below the 15th percentile	Does Not Meet	4	2	0.5	0.25
	Students Previously Identified for a READ Plan (bonus point)					
	• CMAS ELA Mean scale score at or above 725 (Approaching Expectations cut-score)		2 bonus points			

Academic Growth	Median Growth Percentile was:		All Students		Disaggregated Group		ELP
			E & M	H	E & M	H	
	• at or above 65	Exceeds	16	8	2.0	1.00	-
	• at or above 50 but below 65	Meets	12	6	1.5	0.75	-
	• at or above 35 but below 50	Approaching	8	4	1.0	0.50	-
	• below 35	Does Not Meet	4	2	0.5	0.25	-

Postsecondary and Workforce Readiness				
	*Mean CO SAT Evidence-Based Reading and Writing (EBRW) scale score was**:*			
	• at or above 559.1	Exceeds	2.0	
	• at or above 509.2 but below 559.1	Meets	1.5	
	• at or above 462.3 but below 509.2	Approaching	1.0	
	• below 462.3	Does Not Meet	0.5	
	*Mean CO SAT Math scale score was**:*			
	• at or above 543.4	Exceeds	2.0	
	• at or above 491.7 but below 543.4	Meets	1.5	
	• at or above 446.5 but below 491.7	Approaching	1.0	
	• below 446.5	Does Not Meet	0.5	
	Dropout Rate: The district or school dropout rate was (of all schools in 2016):			
	• at or below 0.5%	Exceeds	4	
	• at or below 2.0% but above 0.5%	Meets	3	
	• at or below 5.0% but above 2.0%	Approaching	2	
	• above 5.0%	Does Not Meet	1	
	Matriculation Rate (of all schools in 2016):			
	• at or above the 73.1%	Exceeds	2.0	
	• at or above 59.3% but below 73.1%	Meets	1.5	
	• at or above 41.4% but below 59.3%	Approaching	1.0	
	• below 41.1%	Does Not Meet	0.5	
	Graduation Rate and Disaggregated Graduation Rate (Best of 4-, 5-, 6-, or 7-year):		All Students	Each Disaggregated Group
	• at or above 95.0%	Exceeds	4	1.00
	• at or above 85.0% but below 95.0%	Meets	3	0.75
	• at or above 75.0% but below 85.0%	Approaching	2	0.50
	• below 75.0%	Does Not Meet	1	0.25

Academic Achievement: Mean Scale Score by Percentile Cut-Points

The Academic Achievement Indicator reflects achievement as measured by the mean scale score on Colorado's standardized assessments. The presented targets for the Achievement Indicators have been established utilizing baseline year data.*

	English Language Arts & EBRW for CO PSAT				Mathematics				Science		
Percentile	Elem	Middle	CMAS g9	PSAT g10	Elem	Middle	CMAS g9	PSAT g10	Elem	Middle	High
15th percentile	722.3	724.1	724.6	433.3	719.1	716.5	717.3	426.3	531.9	527.7	564.4
50th percentile	739.5	740.1	739.6	475.2	734.3	731.2	729.8	458.9	601.7	591.4	609.2
85th percentile	755.9	757.3	753.3	518.8	751.9	746.2	746.0	504.6	655.9	643.3	651.3

Cut-Points for Each Performance Indicator

Achievement; Growth; Postsecondary Readiness	*Cut-Point:The district or school earned...of the points eligible.*
	• at or above 87.5% — Exceeds
	• at or above 62.5% but below 87.5% — Meets
	• at or above 37.5% but below 62.5% — Approaching
	• below 37.5% — Does Not Meet

Total Possible Points by Performance Indicator

Indicator	Total Possible Points per EMH Level	Elementary/Middle	High/District
Achievement	E & M- 72 points (16 per subject for all students and 8 per subject by disaggregated group) H- 72 points (8 per ELA/EBRW & Math for all students and 4 by disaggregated group, 16 for Science for all students and 8 by disaggregated group)	40%	30%
Growth	E & M- 48 total points (16 per subject for all students, 8 per subject by disaggregated group) H- 48 points (8 per subject for all students, 4 per subject by disaggregated group)	60%	40%
Postsecondary Readiness	18 total points (8 for graduation, 2 for matriculation and 4 for all other sub-indicators)	not applicable	30%

Cut-Points for Plan/Category Type Assignment

	District	School	Accreditation Category/Plan Type
Total Framework Points	74.0%	not applicable	Accredited w/Distinction (District only)
	56.0%	53.0%	Accredited (District) or Performance Plan (School)
	44.0%	42.0%	Accredited w/Improvement Plan (District) or Improvement Plan (School)
	34.0%	34.0%	Accredited w/Priority Improvement Plan (District) or Priority Improvement (School)
	25.0%	25.0%	Accredited w/Turnaround Plan (District) or Turnaround Plan (School)

* 2016 school data used as baseline for CMAS and CoAlt (g3-9) ELA & Math, CMAS Science (g5, 8, 11) and CSLA.

** 2017 school data used as baseline for grade 10 CO PSAT and CO SAT EBRW & Math and CoAlt (g10-11) ELA & Math.

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Idaho Technical Career Academy
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Dear Idaho Technical Career Academy,

It is with great pleasure that Cognia congratulates you for earning the 2021 School of Distinction Award. The Schools of Distinction program recognizes schools and systems that truly stand out in their service to learners, as demonstrated in meeting the Cognia Performance Standards.

Across the world, educators dedicate themselves to maximizing opportunities for learners. This award, newly launched this year, recognizes institutions in the year of their accreditation review for excelling in their implementation of high-quality learning, organizational effectiveness, and commitment to continuous improvement.

Enclosed you will find tools to spread the word in your community and beyond about your recognition of excellence: a plaque commemorating your award and a window cling, both of which you can proudly display at your institution. In addition, Cognia has made a digital badge and press release template available online for your use at Extranet.Cognia.org/Distinction. Note that this link is hidden from general view and is only provided via this letter. You will need to sign in to your myJourney account, and then copy and paste or type the address into the browser.

The institutions receiving this honor are showcased on a web page, Cognia.org/Distinction. We encourage you to share the link with your stakeholders. We also encourage you to connect with us on social media, @CogniaOrg, and promote your award using #CogniaDistinction.

Again, congratulations on this achievement. Thank you for your commitment to providing high-quality education to learners!

Sincerely,

[redacted]

Annette Bohling, J.D.
Chief Global Accreditation Officer

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SCHOOL OF
DISTINCTION
Idaho Technical
Career Academy
Has Achieved
Accreditation
with Distinction
Recognizing Excellence in Education
2021
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Idaho Technical Career Academy

Meridian, Idaho

February 28 – March 3, 2021

Digital Learning Accreditation Engagement Review

261186

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Cognia Continuous Improvement System

Cognia defines continuous improvement as "an embedded behavior rooted in an institution's culture that constantly focuses on conditions, processes, and practices to improve teaching and learning." The Cognia Continuous Improvement System (CIS) provides a systemic, fully integrated solution to help institutions map out and navigate a successful improvement journey. In the same manner that educators are expected to understand the unique needs of every learner and tailor the education experience to drive student success, every institution must be empowered to map out and embrace their unique improvement journey. Cognia expects institutions to use the results and the analysis of data from various interwoven components for the implementation of improvement actions to drive education quality and improved student outcomes. While each improvement journey is unique, the journey is driven by key actions.

The findings of the Engagement Review Team are organized by the ratings from the Cognia Performance Standards Diagnostic and the Levels of Impact within the i3 Rubric: Initiate, Improve, and Impact.

Initiate

The first phase of the improvement journey is to **Initiate** actions to cause and achieve better results. The elements of the Initiate phase are defined within the Levels of Impact of Engagement and Implementation. Engagement is the level of involvement and frequency of stakeholders in the desired practices, processes, or programs within the institution. Implementation is the process of monitoring and adjusting the administration of the desired practices, processes, or programs for quality and fidelity. Standards identified within Initiate should become the focus of the institution's continuous improvement journey toward the collection, analysis, and use of data to measure the results of engagement and implementation. Enhancing the capacity of the institution in meeting these Standards has the greatest potential impact on improving student performance and organizational effectiveness.

Improve

The second phase of the improvement journey is to gather and evaluate the results of actions in order to **Improve**. The elements of the **Improve** phase are defined within the Levels of Impact of Results and Sustainability. Results come from the collection, analysis, and use of data and evidence to demonstrate attaining the desired result(s). Sustainability is results achieved consistently to demonstrate growth and improvement over time (a minimum of three years). Standards identified within Improve are those in which the institution is using results to inform their continuous improvement processes and to demonstrate over time the achievement of goals. The institution should continue to analyze and use results to guide improvements in student achievement and organizational effectiveness.

Impact

The third phase of achieving improvement is **Impact,** where desired practices are deeply entrenched. The elements of the **Impact** phase are defined within the Level of Impact of Embeddedness. Embeddedness is the degree to which the desired practices, processes, or programs are deeply ingrained in the culture and operation of the institution. Standards identified within Impact are those in which the institution has demonstrated ongoing growth and improvement over time and has embedded the practices within its culture. Institutions should continue to support and sustain these practices that yield results in improving student achievement and organizational effectiveness.

Cognia Performance Accreditation and the Engagement Review

Accreditation is pivotal in leveraging education quality and continuous improvement. Using a set of rigorous research-based standards, the Cognia Accreditation Process examines the whole institution—the program, the cultural context, and the community of stakeholders—to determine how well the parts work together to meet the needs of learners. Through the accreditation process, highly skilled and trained Engagement Review Teams gather first-hand evidence and information pertinent to evaluating an institution's performance against the research-based Cognia Performance Standards. Review teams use these Standards to assess the quality of learning environments in order to gain valuable insights and target improvements in teaching and learning. Cognia provides Standards that are tailored for all education providers so that the benefits of accreditation are universal across the education community.

Through a comprehensive review of evidence and information, our experts gain a broad understanding of institution quality. Using the Standards, the review team provides valuable feedback to institutions, which helps to focus and guide each institution's improvement journey. Valuable evidence and information from other stakeholders, including students, also are obtained through interviews, surveys, and additional activities.

Cognia Standards Diagnostic Results

The Cognia Performance Standards Diagnostic is used by the Engagement Review Team to evaluate the institution's effectiveness based on the Cognia Performance Standards. The diagnostic consists of three components built around each of three Domains: **Leadership Capacity**, **Learning Capacity,** and **Resource Capacity**. Results are reported within four ranges identified by color. The results for the three Domains are presented in the tables that follow.

Color	Rating	Description
Red	Insufficient	Identifies areas with insufficient evidence or evidence that indicated little or no activity leading toward improvement
Yellow	Initiating	Represents areas to enhance and extend current improvement efforts
Green	Improving	Pinpoints quality practices that are improving and meet the Standards
Blue	Impacting	Demonstrates noteworthy practices producing clear results that positively impact the institution

Under each Standard statement is a row indicating the scores related to the elements of Cognia's i3 Rubric. The rubric is scored from one (1) to four (4). A score of four on any element indicates high performance, while a score of one or two indicates an element in need of improvement. The following table provides the key to the abbreviations of the elements of the i3 Rubric.

Element	Abbreviation
Engagement	EN
Implementation	IM
Results	RE
Sustainability	SU
Embeddedness	EM

Leadership Capacity Domain

The capacity of leadership to ensure an institution's progress toward its stated objectives is an essential element of organizational effectiveness. An institution's leadership capacity includes the fidelity and commitment to its 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 implement strategies that improve learner and educator performance.

Leadership Capacity Standards										Rating
1.1	The institution commits to a purpose statement that defines beliefs about teaching and learning, including the expectations for learners.									Impacting
	EN:	3	IM:	4	RE:	4	SU:	4	EM:	4
1.2	Stakeholders collectively demonstrate actions to ensure the achievement of the institution's purpose and desired outcomes for learning.									Impacting
	EN:	4	IM:	4	RE:	4	SU:	4	EM:	3
1.3	The institution engages in a continuous improvement process that produces evidence, including measurable results of improving student learning and professional practice.									Impacting
	EN:	4	IM:	4	RE:	4	SU:	4	EM:	4
1.4	The governing authority establishes and ensures adherence to policies that are designed to support institutional effectiveness.									Impacting
	EN:	4	IM:	4	RE:	4	SU:	4	EM:	4
1.5	The governing authority adheres to a code of ethics and functions within defined roles and responsibilities.									Impacting
	EN:	4	IM:	4	RE:	4	SU:	4	EM:	4
1.6	Leaders implement staff supervision and evaluation processes to improve professional practice and organizational effectiveness.									Impacting
	EN:	4	IM:	4	RE:	4	SU:	4	EM:	4
1.7	Leaders implement operational processes and procedures to ensure organizational effectiveness in support of teaching and learning.									Impacting
	EN:	4	IM:	4	RE:	4	SU:	4	EM:	3
1.8	Leaders engage stakeholders to support the achievement of the institution's purpose and direction.									Impacting
	EN:	4	IM:	4	RE:	4	SU:	4	EM:	3
1.9	The institution provides experiences that cultivate and improve leadership effectiveness.									Impacting
	EN:	3	IM:	4	RE:	3	SU:	3	EM:	4
1.10	Leaders collect and analyze a range of feedback data from multiple stakeholder groups to inform decision-making that results in improvement.									Impacting
	EN:	4	IM:	4	RE:	4	SU:	4	EM:	4

Leadership Capacity Standards										Rating
1.11	Leaders utilize ethical marketing and communication practices.									Impacting
	EN:	4	IM:	3	RE:	4	SU:	4	EM:	4

Learning Capacity Domain

The impact of teaching and learning on student achievement and success is the primary expectation of every institution. An effective learning culture is characterized by positive and productive teacher/learner relationships, high expectations and standards, a challenging and engaging curriculum, quality instruction and comprehensive support that enable all learners to be successful, and assessment practices (formative and summative) that monitor and measure learner progress and achievement. Moreover, a quality institution evaluates the impact of its learning culture, including all programs and support services, and adjusts accordingly.

Learning Capacity Standards										Rating
2.1	Learners have equitable opportunities to develop skills and achieve the content and learning priorities established by the institution.									Impacting
	EN:	4	IM:	4	RE:	4	SU:	4	EM:	4
2.2	The learning culture promotes creativity, innovation, and collaborative problem-solving.									Impacting
	EN:	4	IM:	3	RE:	3	SU:	2	EM:	4
2.3	The learning culture develops learners' attitudes, beliefs, and skills needed for success.									Impacting
	EN:	4	IM:	4	RE:	3	SU:	3	EM:	4
2.4	The institution has a formal structure to ensure learners develop positive relationships with and have adults/peers who support their educational experiences.									Impacting
	EN:	4	IM:	4	RE:	3	SU:	3	EM:	4
2.5	Educators implement a curriculum that is based on high expectations and prepares learners for their next levels.									Impacting
	EN:	4	IM:	4	RE:	4	SU:	4	EM:	4
2.6	The institution implements a process to ensure the curriculum is clearly aligned to standards and best practices.									Impacting
	EN:	3	IM:	4	RE:	4	SU:	4	EM:	3
2.7	Instruction is monitored and adjusted to meet individual learners' needs and the institution's learning expectations.									Impacting
	EN:	4	IM:	4	RE:	4	SU:	4	EM:	4
2.8	The institution provides programs and services for learners' educational futures and career planning.									Impacting
	EN:	4	IM:	4	RE:	3	SU:	3	EM:	4

Learning Capacity Standards										Rating
2.9	The institution implements processes to identify and address the specialized needs of learners.									Improving
	EN:	3	**IM:**	3	**RE:**	3	**SU:**	3	**EM:**	3
2.10	Learning progress is reliably assessed and consistently and clearly communicated.									Impacting
	EN:	4	**IM:**	4	**RE:**	4	**SU:**	4	**EM:**	4
2.11	Educators gather, analyze, and use formative and summative data that lead to the demonstrable improvement of student learning.									Impacting
	EN:	4	**IM:**	4	**RE:**	4	**SU:**	4	**EM:**	4
2.12	The institution implements a process to continuously assess its programs and organizational conditions to improve student learning.									Improving
	EN:	3	**IM:**	3	**RE:**	3	**SU:**	3	**EM:**	3
2.13	The institution ensures authenticity in student learning in a digital learning environment.									Improving
	EN:	3	**IM:**	3	**RE:**	3	**SU:**	3	**EM:**	3

Resource Capacity Domain

The use and distribution of resources support the stated mission of the institution. Institutions ensure that resources are distributed and utilized equitably, so the needs of all learners are adequately and effectively addressed. The utilization of resources includes support for professional learning for all staff. The institution examines the allocation and use of resources to ensure appropriate levels of funding, sustainability, organizational effectiveness, and increased student learning.

Resource Capacity Standards										Rating
3.1	The institution plans and delivers professional learning to improve the learning environment, learner achievement, and the institution's effectiveness.									Impacting
	EN:	4	**IM:**	3	**RE:**	4	**SU:**	3	**EM:**	4
3.2	The institution's professional learning structure and expectations promote collaboration and collegiality to improve learner performance and organizational effectiveness.									Impacting
	EN:	4	**IM:**	4	**RE:**	4	**SU:**	4	**EM:**	4
3.3	The institution provides induction, mentoring, and coaching programs that ensure all staff members have the knowledge and skills to improve student performance and organizational effectiveness.									Impacting
	EN:	4	**IM:**	4	**RE:**	4	**SU:**	4	**EM:**	3
3.4	The institution attracts and retains qualified personnel who support the institution's purpose and direction.									Improving
	EN:	3	**IM:**	3	**RE:**	3	**SU:**	3	**EM:**	3

Resource Capacity Standards										Rating
3.5	The institution integrates digital resources into teaching, learning, and operations to improve professional practice, student performance, and organizational effectiveness.									Impacting
	EN:	4	IM:	4	RE:	4	SU:	4	EM:	4
3.6	The institution provides access to information resources and materials to support the curriculum, programs, and needs of students, staff, and the institution.									Impacting
	EN:	4	IM:	4	RE:	4	SU:	3	EM:	4
3.7	The institution demonstrates strategic resource management that includes long-range planning and use of resources in support of the institution's purpose and direction.									Impacting
	EN:	4	IM:	3	RE:	3	SU:	3	EM:	4
3.8	The institution allocates human, material, and fiscal resources in alignment with the institution's identified needs and priorities to improve student performance and organizational effectiveness.									Improving
	EN:	3	IM:	3	RE:	3	SU:	3	EM:	3
3.9	The institution provides an effective Learning Management System (LMS).									Impacting
	EN:	4	IM:	4	RE:	3	SU:	3	EM:	4
3.10	The institution's technology infrastructure supports teaching, learning, and operational effectiveness.									Impacting
	EN:	4	IM:	4	RE:	4	SU:	4	EM:	4

Assurances

Assurances are statements that accredited institutions must confirm they are meeting. The Assurance statements are based on the type of institution, and the responses are confirmed by the Accreditation Engagement Review Team. Institutions are expected to meet all Assurances and are expected to correct any deficiencies in unmet Assurances.

Assurances Met		
YES	NO	If No, List Unmet Assurances by Number Below
X		

Cognia Observation Tool for Digital Learning

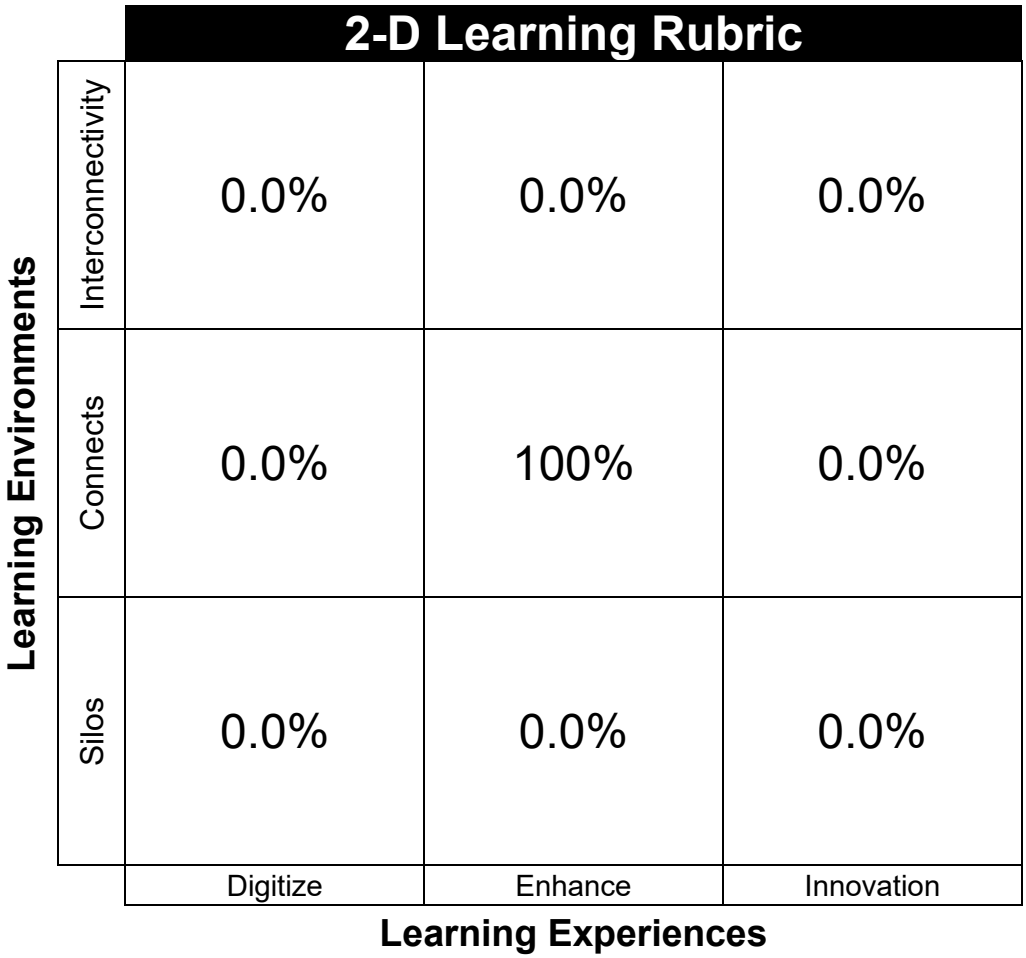
The instrument that is used by the Engagement Review Team is the Cognia Observation Tool for Digital Learning. This tool provides a format for reviewing five major key areas of the digital environment including Instructional Design, Learning Engagement, Platforms and Technologies, Assessment for Learning, and the Digital Learning Community. The tool provided the contextual framework for the team in conducting classroom observations, whether synchronously or asynchronously, and established a common language for team discussion. Additionally, these five areas (with their accompanying indicators) provided support for the team as they interviewed leaders, teachers, and students about the digital learning environment of your school.

The 2-D Learning Rubric looks at the instructional delivery with the key areas from a two-dimensional (2D) perspective that measures the Learning Environments and Learning Experiences. The 2-D Learning Rubric identifies the percentage of scores that fall into nine possible cells and will serve as a baseline for the educational provider's continuous improvement journey. The ratings and averages are in support of the findings of the Engagement Review Team. The results of the observation tool will also be posted in the workspace for additional access. The Learning Experiences are categorized as Digitize, Enhance and Innovation. Learning Environments are categorized as Silos, Connects, and Interconnectivity. The relationship between the experience and the environment is then rated.

These data support the team's findings and your own review of your program. Scores derived from these observations have no mathematical impact on the Index of Education Quality (IEQ) or final ratings of any of the Standards. They, in fact, support the areas of strength and needs for improvement identified in this report.

Cognia Observation Tool for Digital Learning						Institution	Cognia Average
Instructional Design: Instruction is designed to promote interactive engagement with personalized academic content.	**HE**	**EV**	**SE**	**NE**	**NA**	**3.93**	***2.53***
Learners have access to appropriately challenging curriculum (providing rigor, relevance, and fostering positive relationships).	3	0	0	0	0	4.00	***2.92***
Learners engage in a competency-based curriculum.	3	0	0	0	0	4.00	***2.80***
Instructional design incorporates evidence-based strategies appropriate for digital learning environments.	3	0	0	0	0	4.00	***2.56***
Instruction is designed to encourage collaboration with peers and mentors in meeting high learning expectations.	3	0	0	0	0	4.00	***1.97***
Learners demonstrate work that reflects the high expectations of the instructional design.	2	1	0	0	0	3.67	***2.41***
Learning Engagement: Dynamic learning environments support interactive engagement to create personalized learning experiences.	**HE**	**EV**	**SE**	**NE**	**NA**	**3.75**	***2.24***
The mentors and learners collaborate on personalized learning experiences that provide equity in learner voice and choice (e.g. competencies, rigor, time, place, and pace).	3	0	0	0	0	4.00	***2.31***
Learners engage in rigorous learning experiences, including interaction between peers and mentors and the use of higher order thinking skills.	3	0	0	0	0	4.00	***2.12***
Learner interactions with peers, mentors, and the academic content permeate the digital environment.	2	1	0	0	0	3.67	***2.09***
Learners make connections from the digital learning environment to real-life experiences.	2	0	1	0	0	3.33	***2.43***
Platforms and Technologies: Technology platforms are dynamic and enable innovative interactions between mentors and learners in support of personalized learning pathways.	**HE**	**EV**	**SE**	**NE**	**NA**	**3.67**	***2.35***
Learners have equal access to resources in a Learning Management System (LMS) or Content Management System (CMS) to enable classroom discussions, activities, digital tools, and support.	3	0	0	0	0	4.00	***3.04***
Learners use digital resources to gather, evaluate, and/or use information for learning.	3	0	0	0	0	4.00	***2.50***
Learners use digital resources to conduct research, solve problems, and/or create original works for learning.	0	2	1	0	0	2.67	***2.24***
Learners use digital platforms to communicate and/or work collaboratively for learning.	3	0	0	0	0	4.00	***2.17***
Learners and mentors engage in interactive digital platforms that have capacity to support new technologies (e.g. adaptive technology, technology-enhanced items, virtual reality, or augmented reality).	2	1	0	0	0	3.67	***1.82***

Cognia Observation Tool for Digital Learning						Institution	Cognia Average
Assessment for Learning: Assessment for learning promotes the development of learning goals, support and progress monitoring, and student ownership of the learning process.	**HE**	**EV**	**SE**	**NE**	**NA**	**3.67**	***2.26***
Learners engage in a process that includes goal setting, self-assessment, and reflection on learning with support from mentors.	3	0	0	0	0	4.00	***2.18***
Learners engage consistently in active communication (static and dynamic) with mentors about their learning goals.	3	0	0	0	0	4.00	***2.30***
Learners engage in the coaching process with their mentors in their progress towards learning goals.	1	2	0	0	0	3.33	***2.20***
Learners take responsibility in the creation and attainment of their learning goals.	0	3	0	0	0	3.00	***2.17***
Learners engage consistently in active feedback (static and dynamic) with mentors.	3	0	0	0	0	4.00	***2.44***
Digital Learning Community: The community promotes positive interactions and relationships between and among learners and mentors.	**HE**	**EV**	**SE**	**NE**	**NA**	**3.83**	***2.18***
Learners are engaged in promoting digital citizenship and a culture of connectedness.	3	0	0	0	0	4.00	***2.18***
Learners communicate and interact respectfully with mentor(s) and each other.	3	0	0	0	0	4.00	***2.65***
Learners and mentors have opportunities to develop empathy and respect for personal and socio-cultural differences among members within the community.	1	2	0	0	0	3.33	***1.75***
Learners and mentors have opportunities to build a sense of community by fostering positive relationships (peer to peer, peer to adult, adult to adult).	3	0	0	0	0	4.00	***2.14***


2-D Learning Rubric
Learning Environments
Interconnectivity
Connects
Silos
0.0%
0.0%
0.0%
0.0%
100%
0.0%
0.0%
0.0%
0.0%
Digitize
Enhance
Innovation
Learning Experiences

Accreditation Status and Index of Education Quality®

Cognia will review the results of the Accreditation Engagement Review to make a final determination concerning accreditation status, including the appropriate next steps for your institution in response to these findings. Cognia provides the Index of Education Quality (IEQ) as a holistic measure of overall performance based on a comprehensive set of standards and review criteria. This formative tool for improvement identifies areas of success and areas in need of focus. The IEQ comprises the Standards Diagnostic ratings from the three Domains: Leadership Capacity, Learning Capacity, and Resource Capacity. The IEQ results are reported on a scale of 100 to 400 and provide information about how the institution is performing compared to expected criteria. Institutions should review the IEQ in relation to the findings from the review in the areas of Initiate, Improve, and Impact. An IEQ score below 250 indicates that the institution has several areas within the Initiate level and should focus their improvement efforts on those Standards within that level. An IEQ in the range of 225–300 indicates that the institution has several Standards within the Improve level and is using results to inform continuous improvement and demonstrate sustainability. An IEQ of 275 and above indicates the institution is beginning to reach the Impact level and is engaged in practices that are sustained over time and are becoming ingrained in the culture of the institution.

Below is the average (range) of all Cognia Improvement Network (CIN) institutions evaluated for accreditation in the last five years. The range of the annual CIN IEQ average is presented to enable you to benchmark your results with other institutions in the network.

Institution IEQ	376.18	CIN 5 Year IEQ Range	278.34 – 283.33

Insights from the Review

Idaho Technical Career Academy (ITCA) is a virtual career-technical education charter school that provides an occupational sequence of instruction to prepare Idaho students to obtain the necessary technical skills needed to pursue post-secondary education, achieve occupational certifications, or enter directly into the workforce. The school focuses are in three areas providing: 1) an alternative to academic virtual schools; 2) career pathways to students geographically dispersed throughout Idaho (41% rural), academically deficient (32% credit-deficient), at-risk, and underserved (49.5% free and reduced lunch); and 3) Idaho industries with educated and employment-ready individuals. All students have an individual learning plan. K12 is the educational services provider that provides curriculum, technology, and management services (Head of School).

The influence of the pandemic had an impact on school enrollment. In the 2019-2020 school year, the enrollment of this state-wide school in August was 118, and in February was 203. In 2020-2021, the enrollment in August was 218, and in February was 306. If this growth is sustained or increases, it will impact the future planning of the school.

Team members identified several themes after reviewing the provided documents and participating in focus groups with the board, administrative staff, teachers, parents, community members, and students. Each of these themes is a thread that runs through the three strategic areas the school identified as its primary focus for growth and development. These focus areas are academics, career pathways, and student experience.

The school has an intentional alignment of beliefs and actions stated in the purpose statement with an ongoing commitment to the success of the continuous improvement plan and long-term support and involvement of the governing authority. All documentation, data, and focus group interviews provided evidence of an embedded culture and climate of continuous improvement. The culture and climate were engrained by the Head of School (HoS) and the board from the initial establishment of the school in 2014, and both the HoS and the board are actively involved in the operation and oversight of the school up to this time. The continuous improvement culture is evident in academics, career pathways, and student experience. In interviews, teachers expressed how passionate they are about student growth. The team noted a high level of trust throughout the school developed by the HoS and a commitment to continuous improvement in the administration and faculty. Student data show growth in student retention, graduation rate, and number and percentage of students passing career-technical exams. The school board and the leadership team support each other and identify the same goals and commitments as the team heard in the review interviews with teachers, parents, and students. The yearly school goals are reviewed by various stakeholder groups each spring for the upcoming school year. Continuous improvement goals have collected and analyzed data, and new objectives are determined throughout the year. The school stated the next steps in continuous improvement goals broadly. In academics, it is to continue deploying strategies to increase academic performance. In Career Technical Education (CTE), it is to continue to expand occupational opportunities for students. In student experience, it is to continue to cultivate student connections. The school may want to help teachers and other staff members increase their comfort level using data to analyze their own practice and performance. The school might also consider ways to continue and sustain this climate of continuous improvement with the growth in the number of staff members due to anticipated significant student growth.

The school uses a data-driven and collaborative process to assess the district's programs and continuously improve student learning. A combination of internal and external tools allows the district to ensure a student experience that is individualized, guaranteed, and viable. The team noted three areas of excellence in data collection and analysis. One is an extensive plan for data collection in all areas, including academics, career planning, and student experience. Implemented in this plan for academics were data meetings, professional learning community (PLC) collaborations, targeted small group response to intervention (RTI) sessions, adjusted class times to facilitate small group sessions, standards-based interim assessments, and live and recorded classroom observations. A second is the use of data teams in the school to analyze data and plan for the next steps. In CTE, the next steps in offering areas of career preparation were determined to be, in order of priority, Medical Assistant, Game Design, Software Development, Sports Medicine, and Web Design. And the third area of excellence is to make adjustments in the type of data collected to ensure staff members have the necessary information to make decisions. In the student experience area, improvements like mailing birthday cards, recognizing students for academic achievement, and monthly virtual school assemblies resulted in improved student retention of 7.2 percent and overall student satisfaction improving 6 percent year after year. In planning for the next steps, data teams might focus on using data to help teachers identify overall areas for improvement in addition to those areas currently used for RTI. In the future, the school should address the challenges that will come with more extensive staff and student body to ensure that all staff is part of the collaborative data culture and the needs of all students continue to be met. The school also might plan for the next steps in data collection as the school grows in the number of students.

Educators have embedded personal, equitable learning opportunities within a culture that shares beliefs about learner engagement and developing creative, innovative, and problem-solving skills in all curricula, which are based on high expectations, are consistently applied, and prepare all learners for their next levels. The leadership team, Board of Directors, and staff members

have high expectations for all stakeholders in the school community. Those expectations have translated into actions that create immediate and long-term growth in each of the school's focus areas. The leadership team uses data meetings and strategic planning to operationally define "success" and proficiency in academics, career development, and student experience. Significant evidence indicated that resources and support are directed to support these goals and lead to increased success in each area. One of these areas is special education, expressed to the team in an interview. The director of special education was given the opportunity to restructure the delivery of special education. The school currently has 25 special education students and one special education teacher. Instead of having all students in one or two classes, the director of special education was able to look at the individual needs of each student, adjust each student's IEP, and, with accommodations like audio readers and reduced writing requirements, integrate the students into general education classes and testing. The teachers use a team approach and use very specific wording in the accommodations. The special education director and seven teachers meet during every staff meeting, discuss IEP goals and accommodations, and stress parent participation with the teachers and referral team. There is a high level of interaction with families. The result has been reduced stigmatization of special needs students and increased performance while in regular classes with targeted support. Similarly, every student in the school has individual instructional levels in reading and math, assessed by the Northwest Evaluation Association (NWEA) tests in the 9th, 10th, and 11th grades, and students testing below grade-level are supported in small group targeted sessions.

The school enrolls students interested in pursuing a high school education and specialization in a career-technical pathway. Demographic data show that the school is serving a population of students with a variety of unique needs. In addition to growth in state-mandated achievement data, school data show significant growth in graduation rates for alternative students in need of considerable credit recovery, student achievement of goals on IEPs, and successful completion of career technical pathways and certification exams. Allocation of resources and support is clearly aligned to the school's three focus areas. Data reviewed by the team show that the resources and support produce short and long-term improvement in each identified area, and longitudinal data show steady progress in each area. Potential next steps are to identify additional career pathways as the student body grows and use stakeholder surveys and focus groups to identify areas of need (i.e., social-emotional learning, family engagement) and partnerships that will support those needs.

Creativity, innovation, digital activities, and collaborative problem-solving were consistently in evidence at Idaho Technical Career Academy through artifacts and interviews. In problem-based learning (PBL), students learn by actively engaging in real-world and personally meaningful projects. This is a collaborative process among students. The expectation of teachers is a 75% learning activity/25% lecture ratio for live class sessions. Teachers meet weekly for PLC, where they evaluate the implementation of instruction and quality of engagement. Through weekly collaboration, teachers develop creative and innovative solutions. Social-emotional learning (SEL) professional development is infused into weekly staff meetings to practice and provide reflection time for teachers to integrate the 7 Mindsets in their classrooms. To enhance the development of learning opportunities for students to learn creativity, cultivate innovation, and encourage collaborative problem-solving, the school has recently added a new classroom platform called Newrow. An area for future consideration would be developing authentic assessments that are compatible with the K12 curriculum and the online education model.

The school engages all its resources, opportunities, and goals together to achieve long-term success and excellence. The team learned through artifacts, presentations, and interviews that, from the beginning of the school seven years ago, the Board of Directors has had a high level of support and commitment to the school's vision. This includes a clear understanding of the board's role in governing the school and approving budgets, making staffing recommendations, and creating policies that provide

a strong and solid foundation for the school. Similarly, the continuing and growing support from the Technical Advisory Committee and the involvement of industry experts in the technical advisory committees representing different industry segments has been a source of strength for the school. The long-term growth in student enrollment, and the more recent considerable increase of nearly 100 students in the last year during the pandemic, speaks both to the need for the school and its long-term commitment to continuous improvement. Finally, the quality and support of the K12 organization, with its attention to the quality of implementation and continuous improvement, added to the HoS's recruitment and retention of teachers with a high level of expertise and collaboration in both academic instruction and career technical instruction for an at-risk student population, has created a highly effective educational environment. The outcomes for the school show increasing improvement each year, and the teachers have the flexibility to work in an environment that changes in student needs and enrollment each year, especially this last year. The challenge for the upcoming year will be to determine the budget and staffing needs in the year following the COVID-19 pandemic, based on a projection of what the enrollment will be in the 2021-22 school year.

Cognia expects schools to be aware of all accreditation Standards and requirements, celebrate their work meeting Standards rated as Impacting, and address suggested Standards rated at the Insufficient level. Many of the Standards are interdependent and have been identified in themes earlier in this narrative. Some individual standards did not align with the themes above. To provide the best possible feedback for your school, issues related to those Standards are addressed below.

The institution allocates human, material, and fiscal resources in alignment with the institution's identified needs and priorities to improve student performance and organizational effectiveness. The school has historically done a very good job of anticipating needs and priorities. During the current school year, the enrollment, due to school closures and the pandemic, had increased by 100 students by August over the previous year. By February, it had not only sustained that number, but it had risen to over 300 total students. It remains to be seen what will happen in the fall of this next school year. There may be an expansion or contraction of the pandemic due to vaccinations and its activity cycle. It may be hard to estimate the number of students who will initially enroll in the school and the number who will continue their enrollment. This uncertainty will necessitate adequate advanced planning by the school to allow for various scenarios to mitigate the impact of a change in enrollment, whether it is an increase, decrease, or a continuation of current enrollment levels.

This report describes in some detail, themes related to most of the Standards that are rated Impacting. However, a number of those highly rated Standards did not fit into themes. Those represent characteristics of the school that stand out. For example, the collection and analysis of feedback from multiple stakeholder groups, use of ethical marketing and communications, development of learners' traits needed for success, students' positive relationships with adults and peers, and curriculum alignment. Additionally, the institution provides adequate access to digital resources and makes those resources available through its learning management system and infrastructure to support teaching, learning, and operational effectiveness.

The team thanks the school for its genuine engagement in the continuous improvement process and hopes the Idaho Technical Career Academy stakeholders use the insights from this review as they move forward in their continuous improvement journey.

Next Steps

Upon receiving the Accreditation Engagement Review Report, the institution is encouraged to implement the following steps:

- Review and share the findings with stakeholders.
- Develop plans to address areas for improvement identified by the Engagement Review Team.
- Use the findings and data from the report to guide and strengthen the institution's continuous improvement efforts.
- Celebrate the successes noted in the report.
- Continue the improvement journey.

Team Roster

The Engagement Review Teams are comprised of professionals with varied backgrounds and expertise. To provide knowledge and understanding of the Cognia tools and processes, all Lead Evaluators and Engagement Review Team members are required to complete Cognia training. The following professionals served on the Engagement Review Team:

Team Member Name	Brief Biography
Todd Goble, Lead Evaluator	Todd Goble graduated from Allegheny College, in Meadville, PA with a B.A. in English and an M.A. in education. He taught in the Cleveland area (1970) and was involved with alternative high school education since 1975. He was an at-risk high school teacher, an assistant high school principal, an at-risk high school principal, and a a career-technical high school director. He is a certified public school superintendent and worked on a PhD in Urban Education, Cleveland State University. Mr. Goble served as a teacher, principal and executive director for Pikes Peak Academy, an alternative at-risk Christian high school, Colorado Springs. He served as the StreetSchool Network vice president of education (2003-2010), designing and implementing its national replication model under a Bill and Melinda Gates grant called the Alternative High School Initiative, integrating accreditation. Mr. Goble began involvement with accreditation (2005) and is a Lead Evaluator. During 2011, he was the interim executive director of AHSI and a Sagamore Institute Senior Fellow. He was the CEO for The Summit Education Group and led it to Cognia corporation accreditation with two digital learning schools. Mr. Goble is retired and is a Lead Evaluator for Cognia, nationally and internationally. He resides in Redding, California.
Christine Ivie	Dr. Christine Ivie has over 30 years of experience in education and administration, focusing primarily on comprehensive reform, school improvement, and school choice with a particular emphasis on serving students from high poverty, rural communities. She previously served as the chief of education for the National Aeronautics and Space Administration (NASA) Ames Research Center, deputy superintendent for the Idaho Department of Education, and chief elementary and secondary academic officer for the Idaho State Board of Education. Dr. Ivie served as a teacher, counselor, principal, special education director, superintendent, and board member in traditional public and public charter school LEAs. She has also worked as a coach, advisor, and consultant for federal and state government agencies and non-profit organizations. Dr. Ivie is a licensed professional counselor and certificated educator in Idaho. She currently serves as the superintendent of Heritage Academy, Idaho Public School District #479 and is working with educators to implement education models that increase student engagement and student achievement across all groups of students.

Team Member Name	Brief Biography
Piergiorgio Parisio	Piergiorgio Parisio has 21 years of teaching experience. The last nine years were as a mathematics, science, and social studies teacher at Saudi Aramco Expatriate Schools. During his tenure at SAES, Mr. Parisio assumed a variety of leadership positions including but not limited to the school leadership team, data team leader, curriculum alignment team leader, and site advisory council. In addition to having earned a Bachelor of Science from the University of California at San Diego, he has teaching certifications for elementary, middle level mathematics, and secondary social science. Mr. Parisio earned a master's in business administration from San Diego State University. He has had a unique career in education and has taught in the US and internationally as well. While abroad, Mr. Parisio taught at international schools and schools run by natural resource companies, such as ALCOA, Newmont Mining, and Saudi Aramco.

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Color Key									
Blue= Online School									
Yellow= Dropout Recovery/Alternative Education Focus									
White= Charter School									
State	**School Name**	**Year Opened**	**Head of School**	**Contact Information**	**Location**	**Name of School's Authorizer**	**Authorizer Contact Information**	**Additional Information**	**Accrediting Orgnaization**
AL	Alabama Destinations Career Academy (ALDCA)	2019	Kisha Tolbert Simmons	(251) 309-9400	110 Beauregard St. Suite 303 Mobile, AL 36602	City of Chickasaw Board of Education	251-452-2256	District School	
AL	Alabama Virtual Academy at Eufaula City (ALVA)	2015	Melanie Barkley	(334) 689-5059	831 W. Washington Street Eufaula, Alabama 36027	Eufaula City Board of Education	(334) 687-1100	District School	
AR	Arkansas Virtual Academy (ARVA)	2007	Amy Johnson	(501) 664-4225	1400 West Markham, Suite 206 Little Rock, AR 72201	Arkansas Department of Education	501-682-4475		Department of Standards of Accreditation
AZ	Arizona Virtual Academy (AZVA)	2010	Charles Woods	(602) 476-1320	5323 N 99th Ave #210, Glendale, Arizona 85305	Arizona State Board for Charter Schools	602-364-3080		NCA CASI accredited, AdvancED/Cognia accredited
AZ	Insight Academy of Arizona (ISAZ)	2010	Charles Woods	(602) 476-1320	5323 N 99th Ave #210, Glendale, Arizona 85305	Arizona State Board for Charter Schools	602-364-3080	Dropout Recovery/Alternative Education Focus	NCA CASI accredited, AdvancED/Cognia accredited
CA	California Virtual Academy @ Fresno (CAVA@Fresno)	2012	April Warren	(805) 581-0202	50 Moreland Road, Simi Valley, CA 93065	Orange Center Elementary School District	559-237-0437		WASC
CA	California Virtual Academy @ Kings (CAVA@Kings)	2012	April Warren	(805) 581-0202	50 Moreland Road, Simi Valley, CA 93065	Armona Union Elementary School District	559-583-5000		WASC
CA	California Virtual Academy @ Los Angeles (CAVA@LA)	2009	April Warren	(805) 581-0202	50 Moreland Road, Simi Valley, CA 93065	West Covina Unified School District	626-939-4600		WASC
CA	California Virtual Academy @ Maricopa (CAVA@Maricopa)	2012	April Warren	(805) 581-0202	50 Moreland Road, Simi Valley, CA 93065	Maricopa Unified School District	520-568-5100		WASC
CA	California Virtual Academy @ San Diego (CAVA@San Diego)	2012	April Warren	(805) 581-0202	50 Moreland Road, Simi Valley, CA 93065	Spencer Valley Elementary School District	760-765-0336		WASC
CA	California Virtual Academy @ San Joaquin (CAVA@San Joaquin)	2012	April Warren	(805) 581-0202	50 Moreland Road, Simi Valley, CA 93065	New Jerusalem Elementary School District	209-830-6363		WASC
CA	California Virtual Academy @ San Mateo (CAVA@San Mateo)	2012	April Warren	(805) 581-0202	50 Moreland Road, Simi Valley, CA 93065	Jefferson Elementary School District	650-991-1000		WASC
CA	California Virtual Academy @ Sonoma (CAVA@Sonoma)	2012	April Warren	(805) 581-0202	50 Moreland Road, Simi Valley, CA 93065	Liberty Elementary School District	707-795-4380		WASC
CA	California Virtual Academy @ Sutter (CAVA@Sutter)	2013	April Warren	(805) 581-0202	50 Moreland Road, Simi Valley, CA 93065	Meridian Elementary School District (used to be with Nuestro School District)	530-696-2604		WASC
CA	Insight @ San Diego (ISSD)	2011	Kimberly Odom	(805) 581-0202	50 Moreland Road, Simi Valley, CA 93065	Spencer Valley School District	760-765-0336	Dropout Recovery/Alternative Education Focus	WASC
CA	Insight @ San Joaquin (ISSJ)	2015	Kimberly Odom	(805) 581-0202	50 Moreland Road, Simi Valley, CA 93065	New Jerusalem Elementary School District	209-830-6363	Dropout Recovery/Alternative Education Focus	WASC
CA	Insight School of California) (ISCA)	2012	Kimberly Odom	(805) 581-0202	50 Moreland Road, Simi Valley, CA 93065	Maricopa School District	(520) 568-5100	Dropout Recovery/Alternative Education Focus	WASC
CA	iQ Academy California—Los Angeles (IQLA)	2010	Nick Stecken	(805) 581-0202	50 Moreland Road, Simi Valley, CA 93065	Rowland Unified School District	(626) 965-2541		WASC
CO	Colorado Preparatory Academy (CPOA)	2013	Nicole Tiley	(720) 381-2047	8601 Turnpike Drive #100 Westminster, CO 80031	Colorado Digital Board of Cooperative Educational Services	(970) 785-2064	District School	Cognia Accredited and Authorized by the State
CO	Destinations Career Academy of Colorado (CODCA)	2008	Teri Cady	(303) 728-6200	8601 Turnpike Drive #100 Westminster, CO 80031	Mitchell School District	(605) 995-3010	District School	Cognia Accredited and Authorized by the State
CO	Pike's Peak Online School (PPOS)	2015	Nicole Tiley	(720) 370-7767	8601 Turnpike Drive #100 Westminster, CO 80031	Colorado Digital Board of Cooperative Educational Services	(970) 785-2064	Dropout Recovery/Alternative Education Focus	Cognia Accredited and Authorized by the State
DC	Friendship Public Charter School Online (FPCS)	2015	John "Tracy" Sloane	(202) 795-7106	1351 Nicholson St NW Washington, DC 20011	D.C. Public Charter School Board	(202) 328-2660		State through district
FL	Digital Academy of Florida (DAOF)	2019	Clark Berry Laura Downes	(863) 271-4300	9143 Philips Hwy #590, Jacksonville, FL 32256	Hendry County District Schools	863-674-4642	District School	State through district
FL	Florida Cyber Charter Academy at Clay County (FLCCA@Clay)	2014	Clark Berry Jerry Hulshult	(904) 247-3268	9143 Philips Hwy #590, Jacksonville, FL 32256	School Board of Clay County	(904) 284-6500		AdvancED/Cognia
FL	Florida Cyber Charter Academy at Duval County (FLCCA@Duval)	2013	Clark Berry Jerry Hulshult	(904) 247-3268	9143 Philips Hwy #590, Jacksonville, FL 32256	School Board of Duval County	(904) 390-2000		AdvancED/Cognia
FL	Florida Cyber Charter Academy at Osceola County (FLCCA@Osceola)	2012	Clark Berry Jerry Hulshult	(904) 247-3268	9143 Philips Hwy #590, Jacksonville, FL 32256	School Board of Osceola County	(407) 870-4600		AdvancED/Cognia
GA	Destinations Career Academy of Georgia	2022	Darice Irby	(470) 890-6001	1700 Water Place, Suite 306 Atlanta, Georgia, 30339	Georgia State Charter School Commission	(404) 656-2837		

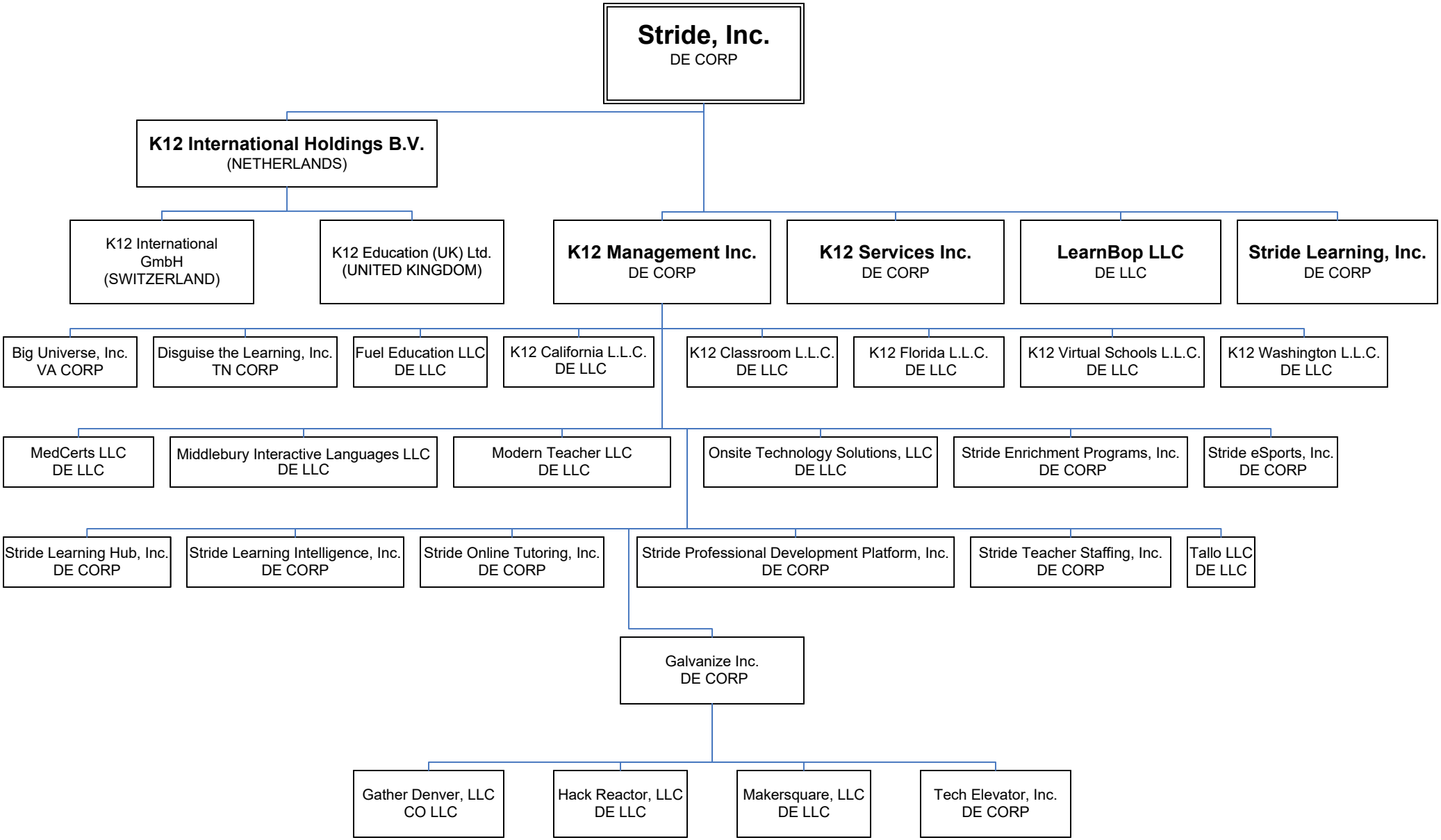
IA	Iowa Virtual Academy (IAVA)	2012	Steve Hoff	(563) 748-1017	IAVA 306 South Cherry P.O. Box 249 Guttenberg, IA 52052	Howard Bridge Opportunity School District	(563) 252-2341	District School	District
ID	Idaho Technical Career Academy (ITCA)	2014	Monti Pittman	208-332-1561	1965 S. Eagle Road, Suite 150 Meridian, ID 83642	Idaho Public Charter School Commission	(208) 332-1561		AdvancED/Cognia
ID	Idaho Virtual Academy (IDVA)	2002	Kelly Edginton	208-332-1561	1965 S. Eagle Rd., Suite 190 Meridian, ID 83642	Idaho Public Charter School Commission	(208) 332-1561		AdvancED/Cognia
ID	Insight School of Idaho (ISID)	2002	Kelly Edginton	208-332-1561	1965 S. Eagle Rd., Suite 190 Meridian, ID 83642	Idaho Public Charter School Commission	(208) 332-1561	Dropout Recovery/Alternative Education Focus	AdvancED/Cognia
IN	Indiana Digital Learning School (IDLS)	2017	Elizabeth Sliger	(765) 204-2224	8707 W US Hwy 36 Modoc, IN 47358	Union School Corporation	(765) 853-5464	District School	State through district
IN	Indiana Gateway Digital Academy (INGDA)	2020	Dwight Ashley	(844) 743-4437	200 Ettels Lane Clarksville, IN 47129	Clarksville Community School Corporation	(812) 282-7754	District School	State through district
IN	Hoosier College & Career Academy	2016	David Rarick	(317) 495-6494	5650 Caito Drive Indianapolis, IN 46226	Ball State University	(765) 289-1241		AdvancED
KS	Insight School of Kansas (ISKS)	2008	Cassandra Barton	(913) 592-4600	101 E South St. Spring Hill, KS 66083	Spring Hill Unified School District No. 230	(913) 592-7200	District School	State through district
KS	Kansas Virtual Academy (KSVA)	2012	Cassandra Barton	(913) 592-4600	101 E South St. Spring Hill, KS 66083	Spring Hill Unified School District No. 230	(913) 592-7200	District School	State through district
LA	Louisiana Virtual Charter Academy (LAVA)	2011	Danielle Scott-Johnson	(504) 322-7543	4962 Florida Blvd Baton Rouge, LA 70806	Louisiana Board of Elementary and Secondary Education	(225) 341-5840		BESE Board
ME	Maine Virtual Academy (MEVA)	2015	Stephanie Emery	(207) 613-8900	Maine Virtual Academy c/o Ballard Center 6 East Chedtnut St., Suite 230 Augusta, ME 04330	Maine State Charter School Commission	(207) 446-8898		State through district
MI	Highpoint Virtual Academy of Michigan (HVAM)	2016	Mary Moorman	(855) 337-8243	210 E. Mesick Ave. POB 596 Mesick MI 49668	Mesick Consolidated Public Schools	(231) 885-2727		Cognia
MI	Insight School of Michigan (ISMI)	2014	Teresa Boardman	(517) 580-0020	526 S. Creyts Road, Suite A Lansing, MI 48917	Central Michigan University	(989) 774-4371	Dropout Recovery/Alternative Education Focus	Cognia
MI	Michigan Great Lakes Virtual Academy (MGLVA)	2013	Kendall Schroeder	(231) 794-5999	50 Filer St Ste 324 Manistee MI 49660	Manistee Area Public School District	(231) 723-3521		Cognia
MI	Michigan Virtual Charter Academy (MVCA)	2010	Randy Rodriguez	(616) 309-1600	5910 Tahoe Drive, SE Grand Rapids, MI 49546	School District of the City of Hazel Park	(248) 658-5200		Cognia
MN	Insight School of Minnesota (ISMN)	2013	Jenny Ryan	(763) 656-2800	6120 Earle Brown Dr; Suite 200 Brooklyn Center MN 55430	Independent School District 286, Brooklyn Center	(763) 450-3386	Dropout Recovery/Alternative Education Focus	State through district
MN	iQ Academy Minnesota (IQMN)	2008	Theresa Gallagher	(218) 998-0544	340 Friberg Ave, Fergus Falls, MN 56537	Independent School District No. 544, Fergus Falls	218-998-0544	District School	State through district
MN	Minnesota Virtual Academy (MNVA)	2002	Mary Morem	(507) 896-5323	306 W. Elm Street, Houston, MN 55943	Houston Public School District	(507) 896-5323	District School	State through district
MO	Missouri Digital Academy (MODA)	2022	Steve Richards	(314) 924-6000	12645 Olive Blvd #214, Creve Coeur, MO 63141	Laquey R-V School District	(573) 765-3716		State through district
MO	Missouri Virtual Academy (MOVA)	2019	Steve Richards	(314) 924-6000	12645 Olive Blvd #214, Creve Coeur, MO 63141	Grandview R-2 School District	(636) 944-3941	District School	State through district
NC	North Carolina Virtual Academy (NCVA)	2015	Katie Gomersall	(919) 346- 0121	4220 NC Highway 55 STE 130 Durham, NC 27713	North Carolina State Board of Education	(984) 236-2100		State through district
NM	Destinations Career Academy of New Mexico	2020	Gerald Horacek	(505) 906-6180	640 Boardman Ave, Gallup, NM 87301	Gallup-McKinley School District	(505) 721-1000	District School	State through district
NV	Nevada Virtual Academy (NVVA)	2007	Yolanda Hamilton	(702) 407-1825	8645 S. Eastern Ave Suite 100 Las Vegas, NV 89123	Nevada State Public Charter School Authority	(775) 687-9174		AdvancED/Cognia
OH	Ohio Digital Learning School (ODLS)	2019	Kate Harkless	419-720-5200	1745 Indian Wood Circle, Suite 210 Maumee, Ohio 43537	Ohio Council of Community Schools (OCCS)	(419) 720-5200		Cognia
OH	Ohio Virtual Academy (OHVA)	2007	Kristin Stewart	419-720-5200	1690 Woodlands Dr. Ste 200 Maumee, OH 43537	Ohio Council of Community Schools (OCCS)	(419) 720-5200		Cognia
OK	Insight School of Oklahoma (ISOK)	2014	Jennifer Wilkinson	(405) 835-2133	1117 S Douglas Blvd Suite E Midwest City, OK 73130	Oklahoma Statewide Virtual Charter School Board	(405) 522-3240	Dropout Recovery/Alternative Education Focus	State, AdvancED/Cognia
OK	Oklahoma Virtual Charter Academy (OKVA)	2014	Audra Plummer	405-522-3240	1117 S Douglas Blvd Suite F Midwest City, OK 73130	Oklahoma Statewide Virtual Charter School Board	(405) 522-3240		State, AdvancED/Cognia
OR	Cascade Virtual Academy (CVA)	2018	Melissa Hausmann	541-462-3311	603 NW Third Street Prineville, OR 97754	Mitchell School District	(541) 462-3311		AdvancED/Cognia

OR	Destinations Career Academy of Oregon (ORDCA)	2018	Melissa Hausmann	541-462-3311	603 NW Third Street Prineville, OR 97754	Mitchell School District	(541) 462-3311		AdvancEd/Cognia
OR	Insight Oregon - Painted Hills (ISOR-PH)	2015	Melissa Hausmann	(541) 823-5010	603 NW Third Street Prineville, OR 97754	Mitchell School District	(541) 462-3311	Dropout Recovery/Alternative Education Focus	AdvancEd/Cognia
PA	Insight PA Cyber Charter School (ISPA)	2017	Michael Frost	(484) 713-4353	350 Eagleview Blvd, Suite 350 Exton, PA 19341	Pennsylvania Department of Education	(717) 783-6788		State through district
PA	Passport Academy Charter School (PACS)	2013	Joseph Oliphant	(412) 376-3724	933 Penn Avenue Pittsburgh, PA 15222	Pittsburgh Public School Board	(412) 529-4357	Dropout Recovery/Alternative Education Focus	State through district
SC	Cyber Academy of South Carolina (CASC)	2013	Nicki Batson	(803) 849-2464	330 Pelham Rd STE101 A Greenville, SC 29615	The Charter Institute at Erskine	(803) 849-2464		State, AdvancED/Cognia
TN	Tennessee Virtual Academy (TNVA)	2011	Tonya Childress	(865) 992-9026	1924 Dutch Valley Dr. Suite 1 Knoxville, TN 37918	Union County, TN Board of Education	(865) 992-5466	District School	State through district
TX	Digital Academy of Texas (DATX)	2022	Melissa Robinett	(972) 420-1404	1825 Lakeway Drive, Suite 400 Lewisville, TX 75057	Roscoe Collegiate Independent School District	(325) 766-3629	District School	State through district
TX	Lone Star Online Academy (LSOA)	2020	Chaille Hymes	(972) 420-1404	1825 Lakeway Drive, Suite 400 Lewisville, TX 75057	Roscoe Collegiate Independent School District	(325) 766-3629	District School	State through district
TX	Texas Online Preparatory School (TOPS)	2013	Kristina Nanini	(972) 420-1404	1825 Lakeway Drive, Suite 400 Lewisville, TX 75057	Huntsville Independent School District	(936) 435-6300	District School	Cognia
TX	Texas Virtual Academy at Hallsville (TVAH)	2018	Kyla Pickrell	(972) 420-1404	1825 Lakeway Drive, Suite 400 Lewisville, TX 75057	Hallsville Independent School District	(903) 668-5990	Dropout Recovery/Alternative Education Focus	State through district
UT	Utah Virtual Academy (UTVA)	2007	Meghan Merideth	(801) 262-4922	310 E. 4500 S. Ste.620 Murray, UT 84065	Utah State Charter School Board	(801) 538-7990		AdvancED
VA	Virginia Virtual Academy-King and Queen County (VAVA@King and Queen County)	2007	Kenny Moles	(540) 712-9006	125 S. Augusta St Suite 2100 Staunton, VA 24401	King and Queen County Public Schools	(804) 785-5981	District School	State through district
WA	Insight School of Washington (ISWA)	2006	Myron Hammond	(425) 533-2700	2601 S 35th St Ste 100 Tacoma, WA 98409	Quillayute Valley School District	(360) 374-6262	Dropout Recovery/Alternative Education Focus	AdvancED/Cognia
WA	Washington Virtual Academy-Omak (WAVA)	2009	Susan Boyer	(253) 591-6888	2601 South 35th Street, Suite 100 Tacoma, WA 98409	Omak School District	(509) 826-0320	District School	AdvancED/Cognia
WI	Destinations Career Academy of Wisconsin (WIDCA)	2016	Sara Cutler	(608) 838-9482	4721 Dale-Curtin Drive McFarland WI 53558	School District of McFarland	(608) 838-4500		Cognia
WI	Insight School of Wisconsin K/8 & High School (ISWI)	2009	Sara Cutler	(608) 838-9482	4721 Dale-Curtin Drive McFarland WI 53558	School District of McFarland	(608) 838-4500		Cognia
WI	Wisconsin Virtual Academy (WIVA)	2009	Sara Cutler	(608) 838-9482	4721 Dale-Curtin Drive McFarland WI 53558	School District of McFarland	(608) 838-4500		Cognia
WV	West Virginia Virtual Academy	2022	Doug Cipoletti	(304) 807-9370	3508 Staunton Avenue Charleston, WV 25304	Mountain State Learning Solutions, Inc.	(304) 807-9370		State through district
WY	Wyoming Virtual Academy (WYVA)	2009	Joe Heywood	(307) 334-1001	322 West 5th Lusk, WY 82225	Niobrara County School District #1	(307) 334-3793	District School	State through district

Stride, Inc. Corporate Structure

Attachment 56-60-14PP

as of 2023-04-14



Attachment 61-62 - CCS

61. Describe the following elements as it relates to your mission and vision:

- **a. School community**
- **b. Staff Plans and Evaluation**
- **c. Facilities**

62. An application for a conversion charter school <u>must meet</u> the requirements of Section 302D-13, Hawaii Revised Statutes:

- **a. School Community**
  - **i. A certification and supporting documentation as verifiable evidence that this application was approved by a majority of the votes cast by existing administrative, support, and teaching personnel and parents or guardians of students at the existing DOE school. The documentation must include a breakdown of the number of administrative, support, and teaching personnel and parents or guardians of students who constitute the existing DOE school and the number of each of the aforementioned groups who actually participated in the vote.**
  - **ii. A clear explanation of the process used to engage various stakeholder groups and collect evidence of support that demonstrates that there was reasonable effort to encourage engagement from all stakeholders, especially faculty and families, in discussing and deciding to apply for a Conversion Charter School.**
  - **iii. A clear description and explanation of the degree of opposition to the conversion, the reasons for opposition, and any other community stakeholders that support conversion, including, any additional evidence of community support for the conversion and opposition to the conversion. The description must adequately explain how the proposed school and governing board will address any opposition to ensure there are no negative impacts to student learning and the operations of the school.**
- **b. Staff Plans and Evaluation**
  - **i. A clear description of the process that will be implemented to transition employees from the existing DOE school to your proposed conversion school and a detailed framework that addresses any issues and protects the rights of such employees.**
- **c. Facilities**
  - **i. A description of the process that will be implemented to secure the use of the existing DOE school facilities that is aligned with the proposed budget, including a reasonable timeline for negotiating a lease or memorandum of agreement with the DOE, a plan for ongoing upkeep and maintenance, and any plans for renovation.**
- **d. <u>Nonprofit Organization as Applicant</u>. *<u>Note: Only applicants proposing a Conversion Charter School where a nonprofit organization will operate and manage the proposed school and the nonprofit organization's board of directors will serve as the Conversion Charter School's governing board need to complete this section</u>.***

Attachment 61-62 - CCS

i. **A clear description of the organizational structure of the nonprofit organization and reasonable and legally sound plans for how it will also serve as the governing board of the Conversion Charter School and how governing board members will be selected. If the nonprofit organization is going to appoint advisory groups of community representatives for each school managed by the nonprofit organization, the description must include the organizational structure and scope of jurisdiction for each advisory group.**
ii. **The nonprofit organization's bylaws or policies that are legally sound and describe the manner in which business is conducted and policies that relate to the management of potential conflict of interest situations.**
iii. **A clear description that demonstrates that the nonprofit organization possesses sufficient experience in the management and operation of public or private schools or plans to enter into an agreement to obtain services from another entity or entities possessing such experience.**
iv. **A reasonable explanation of how the nonprofit organization will execute and implement its start-up plan without interfering in the operations of the existing DOE school until authorized to do so by the Commission.**
v. **A description of any licensure or accreditation requirements, such as registration with the Department of Commerce and Consumer Affairs, the nonprofit organization must comply with and the status of any such licenses or accreditations that demonstrates the nonprofit is in good standing with all such requirements.**

Attachment 61-62- CCS is not applicable because LNCA is not a conversion charter school.