



IDAHO'S
COMMUNITIES
OF EXCELLENCE
CHARTER SCHOOL
GRANT
YEAR 3 EVALUATION
2022



BOISE STATE UNIVERSITY
IDAHO POLICY INSTITUTE



COMMUNITIES OF EXCELLENCE YEAR 3 EVALUATION EXECUTIVE SUMMARY

In 2018, the U.S. Department of Education awarded Idaho's *Communities of Excellence* (COE) consortium, led by the Boise-based nonprofit, Bluum, a \$17.1 million Charter Schools Program (CSP) grant. The amount of the award increased to \$22.47 million in 2019. Grant funds will be distributed over five years with the intent to achieve Idaho's COE objectives.

The following questions drive Idaho Policy Institute (IPI)'s evaluation of Idaho's COE:

1. How are subgrantee schools using funds for school-site implementation?
2. How do students and parents perceive the quality of schools vis-a-vis their prior school experience?
3. What are school and staff perceptions of the successes, improvements, and challenges at subgrantee schools?

These questions were addressed using:

- Demographic data received from the Idaho State Board of Education.
- Financial data received from Bluum (the non-profit organization that serves as a fiscal agent for the grant).
- Standardized test data from the Idaho State Board of Education.
- Parent and teacher survey data from the Farkas-Duffett Research (FDR) Group.

Key findings include:

- Cohort 1 and 2 schools mostly serve similar populations after two years of receiving grant funds.
- 4,060 seats have been added across all schools.
- Subgrantee schools have used 57.7% of funds, 39.5% of which have gone to staffing, 22.9% to technology, and 20.5% to furniture and fixtures.
- On average, subgrantee schools have higher rates of proficiency compared to state averages.
- In subgrantee schools, economically disadvantaged students are more likely to have lower rates of proficiency than state averages.
- Parents and teachers are very satisfied with their schools.

This report provides a baseline evaluation of the first cohort of the Communities of Excellence program. \$52,051.00 (100%) of this report was funded by Federal CSP Grant dollars; \$0.00 (0%) of this event was funded by non-governmental sources; total cost \$52,051.00.



INTRODUCTION

In 2018, Bluum led a consortium of leaders in Idaho education¹ in applying for a competitive Charter School Program (CSP) grant from the U.S. Department of Education (See Appendix A) to launch, replicate, and expand charter schools across the state. As a result, the Idaho *Communities of Excellence* (COE) consortium was awarded a \$17.1 million CSP grant, which increased to \$22.47 million in 2019. Over the grant's five years, Idaho's COE program will administer the majority of grant funding (90%) and technical assistance (~7%) to 2 or 26 Idaho public charter schools.

Idaho's COE program has three main objectives:

1. Increase the number of quality charter school seats by at least 8,200 students, especially for Idaho's most educationally disadvantaged and rural students, through charter school start-up, replication, and expansion (described in Appendix A).
2. Support the Public Charter School Commission in expanding its quality authorizing efforts while disseminating and supporting best practices for other authorizers statewide.
3. Evaluate and widely disseminate the successes and lessons of high-quality charter schools to impact the broader education system.

Idaho Policy Institute (IPI) serves as the independent third-party evaluator to support the program's third objective. IPI is a non-partisan, interdisciplinary research unit in the School of Public Service at Boise State University. As evaluator, IPI analyzes the COE program design and effectiveness, use of funds, and stakeholder perception for each of the CSP charter school subgrantees.

Since 2019, Bluum has distributed grant funds to 22 schools. Five schools in Spring 2019 (Cohort 1), six schools in Fall 2019 (Cohort 2), two schools in Spring 2020 (Cohort 3), two schools in Fall 2020 (Cohort 4), and seven schools in Spring 2021 (Cohort 5). This report evaluates the schools in each of these cohorts using student achievement and growth data, subgrantee school budgets and expense reports, and stakeholder engagement data.

The COE project aims to ensure educationally disadvantaged and rural students are represented in subgrantee schools. Table 1 includes demographic data for Cohort 1 subgrantee schools, all Idaho public schools, and all Idaho public charter schools. The data represents the demographics of the school in the third year of receiving grant funds and the change in demographics from the baseline 2018/19 school year in which schools were not using any CSP grant funds. Forge International School opened in the 2019/20 school year, which serves as the baseline data.

1 Idaho Public Charter School Commission, Idaho State Board of Education and three non-profits; Bluum, the J.A. and Kathryn Albertson Family Foundation, and Building Hope.

TABLE 1: COHORT 1 SUBGRANTEE SPECIFICS

	Compass Charter	Forge International	Future Public	Gem Prep: Meridian	White Pine Charter	Idaho	All Public Charters
Type	Expansion	Replication	Start-up	Start-up	Expansion		
Planned New Seats	319	653	576	574	182		
Urban/Rural*	Suburb: Large	Suburb: Midsize	Suburb: Large	Suburb: Large	Suburb: Small		
Year Opened	2005/06	2019/20	2018/19	2018/19	2003/04		
% Economically Disadvantaged	14.0% -1.0%**	30.0% +4.0%	53.0% +0.0%	40.0% -8.0%	32.0% -2.0%	35.3% -9.6%	31.8% -5.5%
% Special Education	4.0% +0.0%	12.0% +2.0%	14.0% +2.0%	12.0% +4.0%	11.0% -1.0%	11.1% +0.4%	9.3% -0.1%
% English Language Learners	3.0% +2.0%	1.0% -1.0%	16.0% -1.0%	2.0% +0.0%	2.0% +1.0%	6.1% -0.4%	2.9% +0.2%
% Hispanic/Latino	10.2% +1.3%	12.7% -2.0%	12.3% -3.3%	10.9% +1.9%	16.0% +5.4%	18.9% +0.6%	15.4% +2.9%
% Non-white	18.2% +2.1%	16.3% -3.9%	36.6% -1.5%	20.1% +2.8%	22.3% +6.4%	25.6% +0.7%	22.6% +3.0%

*See Appendix A

** Difference from baseline school year

Mostly, schools serve similar populations compared to the year prior to receiving grant funds. White Pine is the only school with increased enrollment in any subgroup by 5% or more. However, White Pine was not able to increase their overall enrollment enough to continue receiving grant funds, which were discontinued in February 2021.

Table 2 includes demographic data for Cohort 2 subgrantee schools. The data represents the demographics of the school in the second year of receiving grant funds and the change in demographics from the baseline 2019/20 school year in which schools were not using any CSP grant funds. Hayden Canyon Charter and MOSAICS opened in the 2020/21 school year and do not have baseline data for comparison. Gem Prep: Meridian North opened in the 2021/22 school year and does not have data to report.



TABLE 2: COHORT 2 SUBGRANTEE SPECIFICS

	Elevate Academy	Fern Waters Charter	Gem Prep: Meridian North	Hayden Canyon Charter	MOSAICS	Treasure Valley Classical Academy	Idaho	All Public Charters
Type	Start-up	Start-up	Start-up	Start-up	Start-up	Start-up		
Planned New Seats	487	57	574	434	540	702		
Urban/Rural*	Suburb: Midsize	Town: Remote	Rural: Fringe	Rural: Fringe	Rural: Fringe	Town: Distant		
Year Opened	2019/20	2019/20	2021/22	2020/21	2020/21	2019/20		
% Economically Disadvantaged	41.0% -41.0%	56.0% ***	N/A	22.0% N/A	37.0% N/A	37.0% -10.0%	35.3% -9.6%	31.8% -5.5%
% Special Education	19.0% +3.0%	***	N/A	9.0% N/A	10.0% N/A	11.0% +5.0%	11.1% +0.4%	9.3% -0.1%
% English Language Learners	14.0% -1.0%	***	N/A	*** N/A	9.0% N/A	2.0% -1.0%	6.1% -0.4%	2.9% +0.2%
% Hispanic/Latino	66.3% -0.4%	1.6% -0.2	N/A	4.8% N/A	34.3% N/A	17.3% +0.6%	18.9% +0.6%	15.4% +2.9%
% Non-white	69.0% -1.4%	6.5% +1.1%	N/A	8.0% N/A	37.0% N/A	22.6% -1.5%	25.6% +0.7%	22.6% +3.0%

*See Appendix A

Both Elevate Academy and Treasure Valley Classical Academy (TVCA) saw sizable decreases in enrollment of economically disadvantaged students. Otherwise, enrollment percentages remain similar.

Table 3 includes demographic data for Cohort 3 subgrantee schools. These metrics will serve as baseline data in future reports.

TABLE 3: COHORT 3 SUBGRANTEE SPECIFICS

	Anser Charter	Idaho Arts Charter	Idaho	All Public Charters
Type	Expansion	Expansion		
Planned New Seats	302	260		
Urban/Rural*	Suburb: Large	Suburb: Midsize		
Year Opened	1998/99	2005/06		
% Economically Disadvantaged	18.0%	31.0%	35.3%	31.8%
% Special Education	11.0%	10.0%	11.1%	9.3%
% English Language Learners	2.0%	5.0%	6.1%	2.9%
% Hispanic/Latino	9.6%	27.5%	18.9%	15.4%
% Non-white	19.4%	34.1%	25.6%	22.6%

*See Appendix A

Cohort 4 subgrantee schools are also included in this evaluation. However, the two schools in Cohort 4 have no available data as Alturas Preparatory Academy opened this school year and Gem Prep: Meridian South will not open until the 2022/23 school year. Both schools are start-ups; Alturas plans to add 602 seats, and Gem Prep: Meridian South plans to add 574 seats.

Table 4 includes demographic data for Cohort 5 subgrantee schools. Three schools have data: Connor, Doral, and Pinecrest Academies. These metrics will serve as baseline data in future reports. Four schools from Cohort 5 are not included in the table: Cardinal Academy (start-up), Elevate Academy: Nampa (start-up), Elevate Academy: North (start-up), and RISE charter (start-up). These schools are omitted because they do not have data yet.

TABLE 4: COHORT 5 SUBGRANTEE SPECIFICS**

	Doral Academy	Pinecrest Academy	Connor Academy	Idaho	All Public Charters
Type	Replication	Replication	Expansion		
Planned New Seats	342	367	282		
Urban/Rural*	Suburb: Large	Town: Remote	Rural: Fringe		
Year Opened	2020/21	2020/21	2006/07		
% Economically Disadvantaged	18.0%	12.0%	12.0%	35.3%	31.8%
% Special Education	15.0%	5.0%	8.0%	11.1%	9.3%
% English Language Learners	3.0%	***	***	6.1%	2.9%
% Hispanic/Latino	17.4%	10.8%	9.0%	18.9%	15.4%
% Non-white	22.8%	15.4%	17.0%	25.6%	22.6%

*See Appendix A

** Four Cohort 5 schools omitted from table because data is not yet available

FINANCIAL ANALYSIS

Grant funds are awarded to schools meeting the minimum acceptable score during a competitive third-party review process. Subgrant amounts are based on whether the school is a start-up, replication, or expansion. Each school has an approved budget and timeline with Bluum regarding spending. All school expenditures within their budget must align with an “allowable cost guide” based on US Department of Education CSP guidance. Most schools plan to spread their funding across two years. All spending data is managed by Bluum and monitored federally.

Table 5 displays spending and distribution of grant funds by cohort. All Cohort 1 schools finished spending grant funds during 2021.

TABLE 5: SPENDING AND DISTRIBUTION OF GRANT FUNDS

	Cohort 1	Cohort 2	Cohort 3	Cohort 4	Cohort 5
Grant Amount	\$5,163,353	\$5,033,224	\$1,600,000	\$1,600,000	\$4,183,300
Planned New Seats	2241	2794	562	1176	2130
Expenditures through 9/30/2021					
Spending	\$5,163,353	\$3,711,597	\$300,133	\$649,172	\$423,319
Percent Spent	100%	73.7%	18.8%	40.6%	10.1%
New Seats	1478	2000	-25	295	312
Remaining Grant Funds					
Funding Left	\$0	\$1,321,627	\$1,299,867	\$950,828	\$3,759,982
Seats to Goal	998	794	587	881	1818

White Pine Charter School was originally awarded \$800,000 but funds were reduced to \$613,353 due to the school not meeting enrollment targets. After using all funds, Cohort 1 schools reached 59.7% of their enrollment goals. When not accounting for White Pine Charter’s goal, that number increases to 68.2%. Gem Prep: Meridian is closest to reaching their seat goal, having filled 84.8% of their seats (See Appendix Table B1).

After two years of spending, most Cohort 2 schools used over 60% of their funds (See Appendix Table B2). Cohort 2 schools filled 71.6% of their planned seats. Elevate Academy nearly reached their new seat goal while Fern Waters exceeded it. As Gem Prep: Meridian North is in its first year of operation, and are predictably furthest from reaching full build out.

After one year of spending, Cohort 3 schools used less than 20% of their funds (See Appendix Table B3). Both schools saw a decrease in overall enrollment in year one. This is not unexpected as schools across the country experienced drops in enrollment as result of the pandemic. However, the continuation of their funds will be dependent on increased enrollment in year two.

After one year of spending, Cohort 4 schools used less than 40% of their funds (See Appendix Table B3). In their first year of operation, Alturas Preparatory reached nearly 50% of their seat goal. Gem Prep: Meridian South did not increase any seats as the school is not yet open.

Within the first six months of spending, Cohort 5 schools used 10.1% of funds (See Appendix Table B4). Only three of the seven schools used any funds.

Table 6 provides data regarding specific expenditures for each of the cohorts.

TABLE 6: EXPENDITURES OF GRANT FUNDS ACROSS COHORTS

	Cohort 1	Cohort 2	Cohort 3	Cohort 4	Cohort 5
Staffing	\$2,468,314	\$1,551,805	\$900	\$16,060	\$13,968
Professional Development	\$86,735	\$33,043	\$4,621	\$0	\$532
Curriculum	\$360,045	\$331,401	\$31,232	\$108,797	\$1,253
Purchase Services	\$141,853	\$191,294	\$28,483	\$0	\$0
Furniture and Fixtures	\$829,096	\$637,611	\$77,745	\$498,938	\$58,825
Technology	\$1,205,439	\$833,365	\$148,503	\$25,377	\$135,740
Software Licenses	\$71,871	\$38,763	\$8,649	\$0	\$0
Transportation	\$0	\$94,315	\$0	\$0	\$213,000
Total	\$5,163,353	\$3,711,597	\$300,133	\$649,172	\$423,318
Percent Spent	100%	73.7%	18.7%	40.5%	10.1%

Note: Expenditures through 9/30/2021

The most common expenditure category for Cohort 1 was staffing, with four out of the five schools spending more than 40% of their funds on it (See Appendix Table B5). Compass used the majority of their funds on furniture and fixtures (53.9%) and technology (26.1%). Gem Prep: Meridian also spent a sizable amount of funds on technology (36.4%).

Similarly, the most common expenditure category for Cohort 2 was staffing, though funds were more distributed throughout the categories compared to Cohort 1 schools (See Appendix Table B6). Gem Prep: Meridian North had the most concentrated spending, split between furniture and fixtures (64.8%) and staffing (31.5%).

The two Cohort 3 schools are both expansion schools and their expenditures demonstrate different needs compared to previously established schools attempting to grow (See Appendix Table B7). Anser funds are split almost evenly between purchased services (53.7%) and software licenses (42.0%). Idaho Arts Charter School used most funds on technology (53.1%) and furniture and fixtures (27.8%). However, neither school spent much during this funding period and future purchases may reflect different priorities.

In Cohort 4, Gem Prep: Meridian South is in the process of opening and consequently has used few of its allocated funds (See Appendix Table B7). Alternately, Alturas Preparatory opened in the most recent school year and has used most of its allocated funds. So far, 78.8% of expenses have been toward furniture and fixtures.

Six months after being awarded funds, only three schools from Cohort 5 had used grant funds (See Appendix Table B8). Cardinal Academy used the most funds, mainly on transportation (76.4%). Out of the funds used by RISE, most went toward technology (53.0%) and furniture and fixtures (37.3%).

At this point in the grant program, 57.7% of funds have been used by subgrantee schools. Across all cohorts, staffing is the most common expenditure, with 39.5% of funds dedicated toward it thus far. The next most common expenditures are furniture and fixtures (20.5%) and technology (22.9%). All other categories account for 17% of expenditures put together.

These expenditure patterns demonstrate the value of grant funds to grantee schools. As schools increase in enrollment, they will likely need to increase staff capacity which grant funds allow them to do. Starting a new charter school can be costly and the use of funds on furniture and fixtures and technology show the ability of grant funds to ameliorate those costs.

SCHOOL PERFORMANCE ANALYSIS

Idaho's COE program defines a high-quality charter school as a school that has both above state average student achievement and student growth using Idaho's state assessments in English Language Arts (ELA) and mathematics.

A school must be high quality to qualify for grant funds. This analysis utilizes Idaho Standard Achievement Test (ISAT) scores, received from the Idaho State Board of Education, that measure achievement and growth. Scores for CSP schools are reported individually and aggregated by cohort. Scores for all public schools and charter schools in the state are provided for comparison. The COVID-19 pandemic impacted test scores across the state, as such, comparisons remain amongst subgroups for the 2020/21 school year only.

Growth targets, or increases in achievement, are set by the state (See Appendix A) and measure if students are making adequate progress from year to year toward reaching proficiency.

Table 7 compares cohort averages of *proficiency rates* with Idaho and charter school averages as well as the state goals for achievement.

TABLE 7: STUDENTS MEETING PROFICIENCY ACROSS COHORTS

2020/21 ISAT Performance	Cohort 1	Cohort 2	Cohort 3	Cohort 5	State Goal	Idaho	All Public Charters
Math							
All Students	61.4%	33.1%	31.9%	57.7%	57.8%	40.3%	47.4%
Grade 4	60.4%	47.1%	34.7%	60.6%	N/A	45.9%	51.5%
Grade 8	52.9%	7.9%	29.5%	61.2%	N/A	36.7%	45.7%
Economically Disadvantaged	46.1%	23.9%	23.7%	31.8%	49.7%	27.6%	35.3%
Students with Disabilities	20.8%	***	9.0%	15.5%	38.8%	9.1%	15.2%
Hispanic or Latino	39.3%	***	19.8%	29.5%	43.7%	21.4%	29.2%
English Language Learners	19.5%	***	***	***	32.9%	14.6%	21.8%
English Language Arts							
All Students	61.7%	43.8%	51.6%	66.6%	66.1%	54.6%	61.5%
Grade 4	63.7%	39.7%	46.5%	48.6%	N/A	49.8%	56.2%
Grade 8	76.3%	13.6%	39.6%	65.3%	N/A	56.3%	65.0%
Economically Disadvantaged	50.6%	34.0%	42.1%	44.9%	57.1%	40.4%	49.1%
Students with Disabilities	17.8%	***	9.6%	***	38.6%	12.3%	19.1%
Hispanic or Latino	52.2%	16.9%	38.1%	33.0%	52.0%	36.3%	43.9%
English Language Learners	27.4%	***	15.9%	***	32.8%	23.2%	29.8%

***FERPA protected data

As a whole, Cohort 1 schools have more students reaching proficiency than statewide and charter school averages on the math test. The cohort schools surpass the state goal for the percent of students meeting or exceeding state math achievement targets. In ELA, cohort schools have slightly more students reaching proficiency than Idaho and charter schools. Only two schools—Compass and Gem Prep: Meridian reach the state ELA target (See Appendix Table C1).

The rate of students scoring proficient in Cohort 2 is less than statewide and charter school averages on math and ELA achievement. None of the five schools meet the state goal for math achievement targets, while only Fern Waters and Hayden Canyon students reach the goal for ELA (See Appendix Table C2).

Among Cohort 3 schools, lower rates of students score proficient on math and ELA achievement compared to statewide and charter school averages. Neither of the two schools reach the state goal for percent of students meeting or exceeding state achievement targets in either subject (See Appendix Table C3).

Higher rates of students in Cohort 5 reach proficiency than the statewide and charter school averages on math and ELA achievement. The cohort nearly meets the state achievement goal for math and exceeds the state ELA target. All three schools surpass statewide achievement rates in each subject. However, only Connor Academy meets the state math goal, while Connor Academy and Pinecrest Academy meet the state ELA target (See Appendix Table C4).

Table 8 compares cohort averages of *growth rates* with Idaho and charter school averages as well as the state goals for achievement.

TABLE 8: STUDENTS MEETING GROWTH TARGETS ACROSS COHORTS

2020/21 ISAT Growth	Cohort 1	Cohort 2	Cohort 3	Cohort 5	Idaho	All Public Charters
Math						
All Students	56.2%	25.5%	33.3%	43.9%	41.5%	49.2%
Grade 4	***	***	***	***	***	***
Grade 8	45.7%	***	33.3%	63.3%	38.9%	48.8%
Economically Disadvantaged	41.5%	18.2%	21.3%	29.0%	28.8%	37.0%
Students with Disabilities	***	***	10.2%	***	9.6%	14.6%
Hispanic or Latino	32.3%	***	20.6%	30.7%	23.5%	29.6%
English Language Learners	***	***	***	***	16.1%	22.5%
English Language Arts						
All Students	74.7%	42.0%	55.0%	51.2%	60.7%	66.5%
Grade 4	***	***	***	***	***	***
Grade 8	70.3%	17.0%	51.6%	79.6%	62.8%	70.0%
Economically Disadvantaged	48.8%	22.1%	42.8%	38.3%	48.4%	54.8%
Students with Disabilities	25.9%	***	7.8%	***	18.4%	24.4%
Hispanic or Latino	47.2%	15.1%	43.2%	***	45.0%	49.8%
English Language Learners	***	***	***	***	33.8%	39.6%

***FERPA protected data

Cohort 1 students have higher rates of meeting or exceeding state growth targets for math and ELA than statewide and charter schools. Four of the five schools exceed the Idaho rate in math growth and all five schools outperform the statewide average in ELA growth (See Appendix Table C5).

Although Cohort 2 falls short of statewide and charter school averages on academic growth targets, three out of four schools with reported data exceed the Idaho rate in math growth and two schools surpass the statewide average in ELA growth (See Appendix Table C6).

Similar trends hold for Cohort 3 schools related to academic growth (See Table C7). Students have lower rates of meeting or exceeding state growth targets for math and ELA than statewide and charter school averages and do not reach state targets.

Cohort 5 students surpass Idaho academic growth rates in math but fall short in ELA. Although reported growth data is limited for two of the three schools, Connor Academy exceeds Idaho and charter school growth rates in each subject.

Most subgrantee schools have more students reaching proficiency than state averages as a whole and across subgroups. Three schools perform exceptionally, while two have fewer students reaching proficiency than state averages. A few schools have room to increase proficiency rates among economically disadvantaged students to improve their performance compared to state averages. This is the only subgroup with lower levels of proficiency and failure to reach growth targets on both ELA and math tests in four or more schools.

QUALITY PERCEPTION ANALYSIS

The FDR Group conducted independent surveys of parents and teachers from all operating subgrantee schools across all CSP cohorts. This section describes results for these nineteen schools. Survey results include responses from 2,150 parents and 367 teachers. Certain schools and grade levels are represented more than others in the surveys (See Tables 9 and 10).

TABLE 9: SCHOOLS REPRESENTED BY SURVEY RESPONDENTS

School	Parent Survey	Teacher Survey
Compass Charter	18%	15%
Idaho Arts Charter	17%	5%
Anser Charter	7%	5%
White Pine Charter	6%	9%
Hayden Canyon Charter	6%	4%
MOSAICS	5%	4%
Gem Prep: Meridian	5%	7%
Forge International	5%	7%
Alturas Preparatory	5%	3%
Treasure Valley Classical Academy	5%	5%
Future Public	4%	5%
Pinecrest Academy	4%	1%
Doral Academy	3%	4%
Fern Waters Charter	3%	2%
Gem Prep: Meridian North	3%	4%
Elevate Academy	2%	10%
RISE Charter	2%	2%
Connor Academy	2%	5%
Cardinal Academy	0%	3%

TABLE 10: GRADES REPRESENTED BY SURVEY RESPONDENTS

Grade	Parent Survey	Teacher Survey
Kindergarten	18%	14%
Grade 1	17%	17%
Grade 2	18%	17%
Grade 3	15%	18%
Grade 4	15%	21%
Grade 5	17%	20%
Grade 6	17%	31%
Grade 7	14%	35%
Grade 8	12%	33%
Grade 9	6%	26%
Grade 10	4%	21%
Grade 11	2%	18%
Grade 12	2%	16%



PARENT PERCEPTIONS

The parent survey asked 2,150 parents about their experiences with CSP schools, their satisfaction with the school, their children’s experiences, and why they chose their schools.

Overall, most parents report high levels of satisfaction with their school and that their child is happy at school (See Figures 1 and 2).

FIGURE 1:

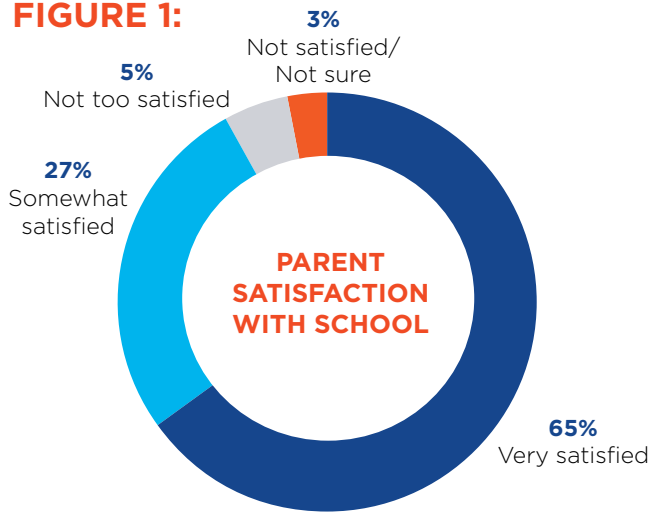
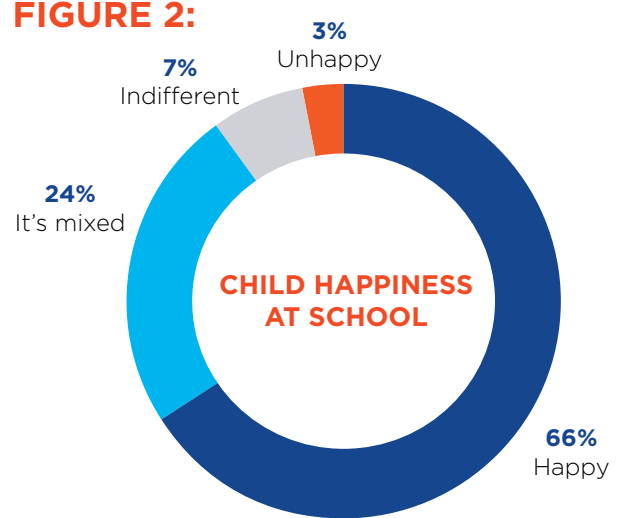


FIGURE 2:



When asked which reasons were very important when making their decision to choose the school, parents most frequently responded that the academic program or instructional approach appealed to them. Over half of respondents indicated the importance of hearing positive reviews from other people (See Table 11).

TABLE 11: MOTIVATION FOR PICKING SCHOOL

Motivation	Very Important
Academic program or instructional approach appealed to me	78%
Heard great things from other people	52%
The traditional public school was a poor fit for my child	40%
Impressed by school’s leadership	32%
Impressed by school’s teachers	31%
Had a good feeling as soon as I walked in the door	23%
School was close or convenient	21%
The building looked terrific	11%

Quality teachers, good communication, school safety, and personalized instruction are considered essential by most parents. On each these topics, parents mainly rated their schools as excellent or good (See Table 12).

TABLE 12: MEETING PARENT EXPECTATIONS

Expectation	Considered Essential	School is Good or Excellent	School is Fair or Poor
Top-notch teachers who love working with kids	89%	88%	10%
Good communication with parents	78%	83%	17%
A safe and orderly atmosphere in the building	73%	88%	10%
An emphasis on personalized instruction for each student	55%	74%	21%

Despite the educational disruptions of the COVID-19 pandemic, a significant majority of parents do not believe that their child’s academic achievement slipped, that their work habits weakened, or that they developed emotional or behavioral issues. Only about one-third of parents gained a new appreciation for the value of online learning (See Table 13).

TABLE 13: PARENT PERCEPTIONS DURING COVID-19

	Agree	Disagree
I gained a new appreciation for the value of online learning	35%	49%
Parents seem to be more trusting of the school	34%	21%
My child’s academic achievement has slipped	23%	67%
My child’s work habits have weakened	22%	68%
My child has developed emotional or behavioral issues	16%	75%

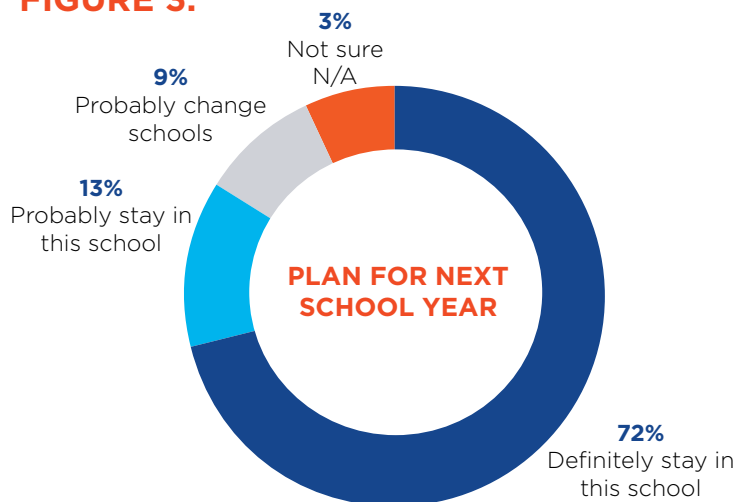
More than 90% of parents agree that teachers in their school care about the students and that their child is learning a lot in school. Over 80% agree the school welcomes parents into the building and trust the school to do what is right for their child (See Table 14).

TABLE 14: OTHER PARENT PERCEPTIONS

	Agree	Disagree
The teachers in this school seem to really care about the students	93%	6%
I feel that my child is learning a lot at this school	91%	7%
The school welcomes parents into the building	87%	9%
I trust this school to do what is right for my child	86%	12%
I tell as many parents as possible to send their children to this school	73%	19%
I have sometimes been confused or frustrated by the school’s approach to teaching	33%	63%
This school has a negative reputation in my community	11%	78%

Looking to the next school year, 85% of parents indicated that they will likely remain in the same school (See Figure 3).

FIGURE 3:



Overall, parents are satisfied with their subgrantee schools, with more than three-quarters (77%) indicating they would definitely recommend their school to a family that “wanted a top-notch public school for their child.”

TEACHER PERCEPTIONS

FDR surveyed 367 teachers about their experiences working at a CSP school. Overwhelmingly, teachers are satisfied working at their school (90%), though 64% feel that morale could improve (See Figures 4 and 5).

FIGURE 4:

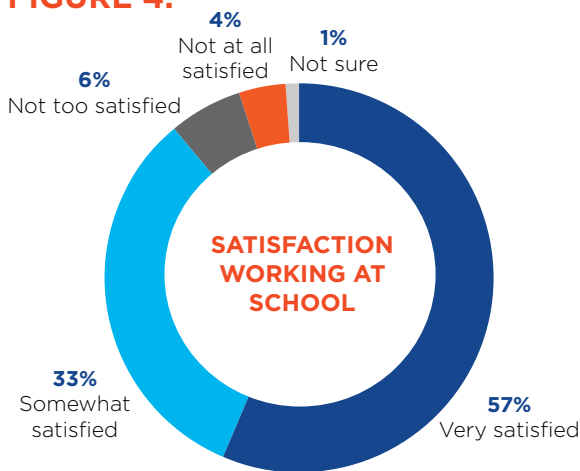
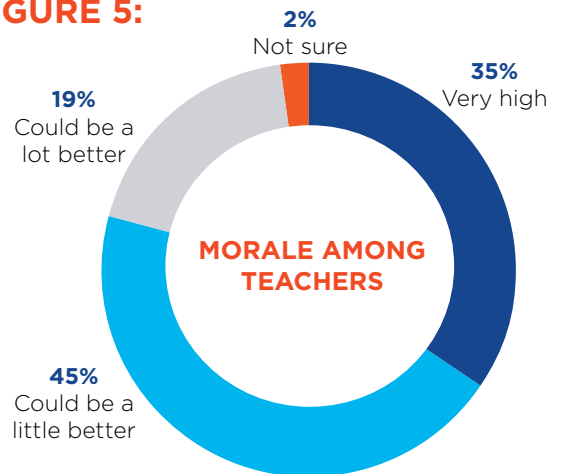


FIGURE 5:



74% of teachers feel their school is on the right track (See Figure 6). While this is a high number, it is a 10% drop from last year's survey results.

FIGURE 6:

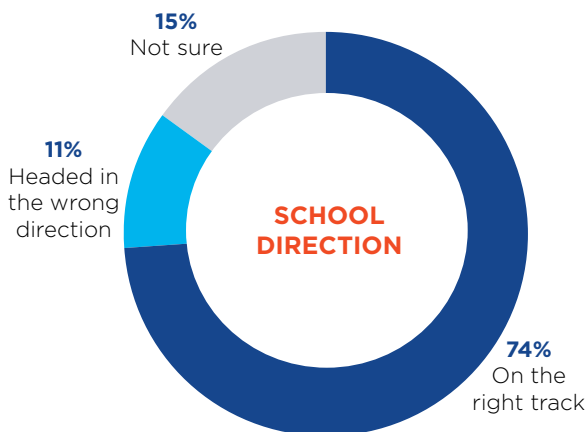
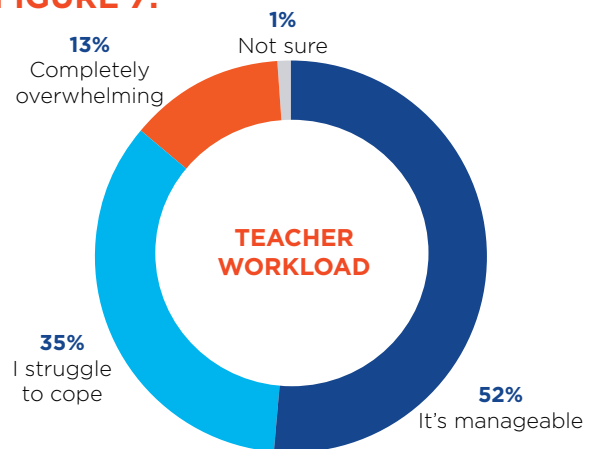


FIGURE 7:



Teachers are divided on their ability to manage the workload, however, only 13% find it completely overwhelming (See Figure 7). Regardless of workload, most teachers feel supported by their school's administration to accomplish their job (See Table 15).

TABLE 15: ADMINISTRATIVE SUPPORT

	Very or Somewhat close to Own View
I have a strong sense of personal accomplishment - I feel I'm making a difference	92%
I'm given professional autonomy and initiative	89%
I feel part of a team of quality professionals working to achieve a shared vision	89%
The administration genuinely values and cares about me and my colleagues	86%
My administrator is easy to approach with problems and suggestions	85%
I have the resources I need to do my job effectively	80%

When asked about parents and students, around 85% of teachers agree most parents trust their school and most students are excited to be there. Half of the teachers feel parents did not understand the school’s mission when enrolling, but only 35% feel parents are confused by it (See Table 16).

TABLE 16: TEACHER PERCEPTIONS OF PARENTS AND STUDENTS

	Agree	Disagree
Most parents trust our school	85%	11%
Most students are excited to be here	84%	14%
We are a school of choice; so parents and students are more likely to appreciate it	68%	26%
Too many parents signed up without understanding what our school is about	50%	41%
Too many parents are confused by teaching approach and methods	35%	56%

During the COVID-19 pandemic, teachers recognized a few troubling trends. While parents expressed more optimism about their child’s learning progress during the pandemic, teachers largely agree that more students have emotional or behavioral issues, student work habits have weakened, and student academic achievement has slipped (See Table 17).

TABLE 17: TEACHER PERCEPTIONS DURING COVID-19

	Agree	Disagree
I am more effective at using technology in my teaching practice	76%	9%
I see a larger number of students with emotional or behavioral issues	76%	13%
Students’ work habits have weakened	71%	16%
Student academic achievement has slipped	62%	23%
Dealing with parents has become more challenging	43%	41%

When rating their school, most teachers feel their school excels in the given options (See Table 18).

TABLE 18: TEACHERS RATING THEIR SCHOOL

	Excellent or Good	Fair or Poor
Focusing on academic achievement, learning	90%	10%
Staff works as a team, with shared vision	84%	16%
Commitment to educating struggling students	82%	17%
Commitment to special needs students	82%	18%
Involving parents in school success	80%	17%
Class size	79%	20%
Being open to new ideas and innovation	78%	22%
Achieving student diversity	75%	22%
Solving building problems promptly	70%	29%
Leadership communication and trust with staff	70%	30%
Culture of respect, good behavior in building	67%	33%
Providing enough extra-curricular options	55%	43%

CONCLUSION

Three years into distributing grant funds, awarded subgrantee schools are located across the state representing different levels of rurality, though most are located in the Treasure Valley. Compared to baseline data, schools in their second and third year of receiving grant funds are serving similar populations as they were before receiving grant funds.

Many schools are still spending grant funds and adding students, but to this point, staffing continues to be the most common expenditure. Most schools are making progress toward goals to add new seats despite the precarious enrollment trends seen in the state during the COVID-19 pandemic.

When looking at performance data, most subgrantee schools meet the definition of a high-quality school. A few schools have exceptional rates of students reaching proficiency across subgroups while a few schools have lower rates of proficiency compared to the state average. Several schools have fewer economically disadvantaged students reaching proficiency than their counterparts across the state. Future evaluations will aim to identify any improvements made in subgroups across school years.

Overall, teachers and parents are satisfied with their experiences at subgrantee schools. Parents feel schools meet their expectations for providing a safe and quality education to their children. Teachers feel supported by their schools and feel their schools value academic achievement while working together to meet a common goal.

As more subgrantee schools are awarded and open in the next two years, future evaluations will be valuable to determining the full extent of the impact of the CSP grant.

APPENDIX A: DEFINITIONS AND ACRONYMS

CSP: Charter School Program - Authorized by title V, part B, subpart 1 of the Every Student Succeeds Act (ESSA, Public Law 114-95), which reauthorized the Elementary and Secondary Education Act of 1965 (ESEA), the federal Charter School Program (CSP) provides funding to State Entities with the purpose “to expand opportunities for all students, particularly traditionally underserved students, to attend public charter schools and meet challenging State academic standards; provide financial assistance for the planning, program design, and initial implementation of charter schools; increase the number of high-quality charter schools available to students across the United States; evaluate the impact of charter schools on student achievement, families, and communities; share best practices between charter schools and other public schools; encourage States to provide facilities support to charter schools; and support efforts to strengthen the charter school authorizing process.”

Types of Schools:

Expansion: A school that intends to significantly increase enrollment or add one or more grades.

Replication: An existing school opens a new charter school or a new campus of the school based on their existing educational model. This can either be under an existing charter or an additional charter.

Start-Up: A school that did not previously exist. They must have opened within the past year or is approved by an authorizer to open in the coming fall.

Urban/Rural: Designations are from the National Center for Education Statistics which are based on population density estimates from the US Census Bureau:

- *City - Large (11):* Territory inside an Urbanized Area and inside a Principal City with population of 250,000 or more.
- *City - Midsize (12):* Territory inside an Urbanized Area and inside a Principal City with population less than 250,000 and greater than or equal to 100,000.
- *City - Small (13):* Territory inside an Urbanized Area and inside a Principal City with population less than 100,000.
- *Suburban - Large (21):* Territory outside a Principal City and inside an Urbanized Area with population of 250,000 or more.
- *Suburban - Midsize (22):* Territory outside a Principal City and inside an Urbanized Area with population less than 250,000 and greater than or equal to 100,000.
- *Suburban - Small (23):* Territory outside a Principal City and inside an Urbanized Area with population less than 100,000.
- *Town - Fringe (31):* Territory inside an Urban Cluster that is less than or equal to 10 miles from an Urbanized Area.
- *Town - Distant (32):* Territory inside an Urban Cluster that is more than 10 miles and less than or equal to 35 miles from an Urbanized Area.
- *Town - Remote (33):* Territory inside an Urban Cluster that is more than 35 miles from an Urbanized Area.
- *Rural - Fringe (41):* Census-defined rural territory that is less than or equal to 5 miles from an Urbanized Area, as well as rural territory that is less than or equal to 2.5 miles from an Urban Cluster.

- *Rural – Distant (42)*: Census-defined rural territory that is more than 5 miles but less than or equal to 25 miles from an Urbanized Area, as well as rural territory that is more than 2.5 miles but less than or equal to 10 miles from an Urban Cluster.
- *Rural – Remote (43)*: Census-defined rural territory that is more than 25 miles from an Urbanized Area and also more than 10 miles from an Urban Cluster.

https://nces.ed.gov/programs/edge/docs/LOCALE_CLASSIFICATIONS.pdf

“Rural community,” for the purposes of the Federal CSP Grant application, is a community served by one or more local educational agencies (LEAs) (a) with a locale code of 32, 33, 41, 42, or 43; or (b) that include a majority of schools with a locale code of 32, 33, 41, 42, or 43.

FERPA: Family Educational Rights and Privacy Act - FERPA is a federal law designed to protect the privacy of students and families by ensuring that those who access publicly available data are not able to identify individual students. The Idaho State Board of Education’s Data Management Council’s implementing Policies and Procedures of FERPA (Idaho Statute Title 33-133) requires the redaction of:

- Data representing less than five students
- Where the difference between the total of one or more cells of categorical data is less the five of the total student population
- The combination of the data requested, and other data already made publicly available would result student identification (this is known as the two-document rule)

Idaho Academic Growth Targets: A student’s score on the ISAT is reported in one of four achievement levels (from Below Basic to Advanced). Each of these performance levels is associated with a score scale specific to each grade.

To calculate a student’s academic growth target, a student’s scale score from the prior year will serve as a baseline. Next, the score that the student needs to reach Level 3 (Proficient) on the statewide assessment: three years in the future is identified and called a target scale score. A simple subtraction of the target scale score and the baseline score results in the necessary growth needed to meet proficiency in three years. This number is then divided by three, providing an annual growth target.

The change between a student’s scale score from year to year is compared to their annual growth target. If the student’s actual growth was greater than or equal to the annual growth target, the student is “on track.”

APPENDIX B: FINANCIAL DATA BY COHORT

TABLE B1: SPENDING AND DISTRIBUTION OF COHORT 1 GRANT FUNDS

	Compass Charter	Forge International	Future Public	Gem Prep: Meridian	White Pine Charter
Type	Expansion	Replication	Start-up	Start-up	Expansion
Grant Amount	\$800,000	\$1,250,000	\$1,250,000	\$1,250,000	\$613,353
Planned New Seats	319	653	576	574	182
Expenditures through 9/30/2021					
Spending	\$800,000	\$1,250,000	\$1,250,000	\$1,250,000	\$613,353
Percent Spent	100%	100%	100%	100%	100%
New Seats	161	385	415	487	30
Remaining Grant Funds					
Funding Left	\$0	\$0	\$0	\$0	\$0
Seats to Goal	158	268	161	87	324
Budget End Date	11/30/2019	6/30/2021	7/31/2021	4/30/2021	6/30/2021

TABLE B2: SPENDING AND DISTRIBUTION OF COHORT 2 GRANT FUNDS

	Elevate Academy	Fern Waters Charter	Gem Prep: Meridian North	Hayden Canyon Charter	MOSAICS	Treasure Valley Classical Academy
Type	Start-up	Start-up	Start-up	Start-up	Start-up	Start-up
Grant Amount	\$1,250,000	\$133,224	\$800,000	\$800,000	\$800,000	\$1,250,000
Planned New Seats	487	57	574	434	540	702
Expenditures through 9/30/2021						
Spending	\$1,136,749	\$116,464	\$371,135	\$567,660	\$504,357	\$1,015,232
Percent Spent	90.9%	87.4%	46.4%	71.0%	63.0%	81.2%
New Seats	479	76	216	388	352	489
Remaining Grant Funds						
Funding Left	\$113,251	\$16,760	\$428,865	\$232,340	\$295,643	\$234,768
Seats to Goal	8	0	358	46	188	213
Budget End Date	10/31/2021	9/30/2021	7/31/2023	8/31/2022	8/31/2022	10/31/2021

TABLE B3: SPENDING AND DISTRIBUTION OF COHORT 3 & 4 GRANT FUNDS

	Anser Charter	Idaho Arts Charter	Alturas Preparatory	Gem Prep: Meridian South
Type	Expansion	Expansion	Start-up	Start-up
Grant Amount	\$800,000	\$800,000	\$800,000	\$800,000
Planned New Seats	302	260	602	574
Expenditures through 9/30/2021				
Spending	\$20,600	\$279,533	\$633,112	\$16,060
Percent Spent	2.6%	34.9%	79.1%	2.0%
New Seats	-18	-7	295	0
Remaining Grant Funds				
Funding Left	\$779,400	\$520,467	\$166,888	\$783,940
Seats to Goal	320	267	307	574
Budget End Date	9/30/2023	6/30/2023	9/30/2023	9/30/2023

TABLE B4: SPENDING AND DISTRIBUTION OF COHORT 5 GRANT FUNDS

	Cardinal Academy	Doral Academy	Elevate Academy: Nampa	Elevate Academy: North	Pinecrest Academy	RISE Charter	Connor Academy
Type	Start-up	Replication	Start-up	Start-up	Replication	Start-up	Expansion
Grant Amount	\$376,085	\$500,000	\$800,000	\$800,000	\$501,600	\$405,615	\$800,000
Planned New Seats	120	342	486	308	367	225	282
Expenditures through 9/30/2021							
Spending	\$278,857	\$0	\$0	\$0	\$532	\$143,929	\$0
Percent Spent	74.1%	0.0%	0.0%	0.0%	0.1%	35.5%	0.0%
New Seats	45	61	0	0	88	120	-2
Remaining Grant Funds							
Funding Left	\$97,228	\$500,000	\$800,000	\$800,000	\$501,068	\$261,686	\$800,000
Seats to Goal	75	281	486	308	279	105	284
Budget End Date	9/30/23	8/27/22	9/30/23	9/30/23	8/17/22	9/30/23	9/30/23

TABLE B5: COHORT 1 EXPENDITURES OF GRANT FUNDS

	Compass Charter	Forge International	Future Public	Gem Prep: Meridian	White Pine Charter
Staffing	\$34,039	\$660,041	\$924,057	\$520,853	\$329,324
Professional Development	\$23,704	\$0	\$40,470	\$0	\$22,561
Curriculum	\$93,669	\$67,486	\$56,876	\$126,618	\$15,396
Purchase Services	\$0	\$28,162	\$14,565	\$91,631	\$7,495
Furniture and Fixtures	\$431,946	\$251,406	\$0	\$53,909	\$91,835
Technology	\$208,783	\$215,529	\$180,048	\$454,337	\$146,742
Software Licenses	\$7,859	\$27,376	\$33,984	\$2,652	\$0
Transportation	\$0	\$0	\$0	\$0	\$0
Total	\$800,000	\$1,250,000	\$1,250,000	\$1,250,000	\$613,353
Percent Spent	100%	100%	100%	100%	100%

Note: Expenditures through 9/30/2021

TABLE B6: COHORT 2 EXPENDITURES OF GRANT FUNDS

	Elevate Academy	Fern Waters Charter	Gem Prep: Meridian North	Hayden Canyon Charter	MOSAICS	Treasure Valley Classical Academy
Staffing	\$466,428	\$7,981	\$116,889	\$274,308	\$108,888	\$577,311
Professional Development	\$12,642	\$14,318	\$0	\$0	\$6,083	\$0
Curriculum	\$17,054	\$31,985	\$0	\$21,322	\$74,908	\$186,132
Purchase Services	\$158,688	\$2,726	\$0	\$9,023	\$20,857	\$0
Furniture and Fixtures	\$40,087	\$8,133	\$240,650	\$147,974	\$179,139	\$21,628
Technology	\$441,850	\$49,495	\$0	\$6,872	\$114,087	\$221,061
Software Licenses	\$0	\$1,826	\$13,596	\$13,846	\$395	\$9,100
Transportation	\$0	\$0	\$0	\$94,315	\$0	\$0
Total	\$1,136,749	\$116,464	\$371,135	\$567,660	\$504,357	\$1,015,232
Percent Spent	90.9%	87.4%	46.4%	70.9%	63.0%	81.2%

Note: Expenditures through 9/30/2021

TABLE B7: COHORTS 3 & 4 EXPENDITURES OF GRANT FUNDS

	Anser Charter	Idaho Arts Charter	Alturas Preparatory	Gem Prep: Meridian South
Staffing	\$900	\$0	\$0	\$16,060
Professional Development	\$0	\$4,621	\$0	\$0
Curriculum	\$0	\$31,232	\$108,797	\$0
Purchase Services	\$11,051	\$17,432	\$0	\$0
Furniture and Fixtures	\$0	\$77,745	\$498,938	\$0
Technology	\$0	\$148,503	\$25,377	\$0
Software Licenses	\$8,649	\$0	\$0	\$0
Transportation	\$0	\$0	\$0	\$0
Total	\$20,600	\$279,533	\$633,112	\$16,060
Percent Spent	2.6%	34.9%	79.1%	2.0%

Note: Expenditures through 9/30/2021

TABLE B8: COHORT 5 EXPENDITURES OF GRANT FUNDS

	Cardinal Academy	Doral Academy	Elevate Academy: Nampa	Elevate Academy: North	Pinecrest Academy	RISE Charter	Connor Academy
Staffing	\$0	\$0	\$0	\$0	\$0	\$13,968	\$0
Professional Development	\$0	\$0	\$0	\$0	\$532	\$0	\$0
Curriculum	\$1,253	\$0	\$0	\$0	\$0	\$0	\$0
Purchase Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Furniture and Fixtures	\$5,189	\$0	\$0	\$0	\$0	\$53,636	\$0
Technology	\$59,415	\$0	\$0	\$0	\$0	\$76,325	\$0
Software Licenses	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Transportation	\$213,000	\$0	\$0	\$0	\$0	\$0	\$0
Total	\$278,857	\$0	\$0	\$0	\$532	\$143,929	\$0
Percent Spent	74.1%	0.0%	0.0%	0.0%	0.1%	35.5%	0.0%

Note: Expenditures through 9/30/2021

APPENDIX C: PERFORMANCE DATA BY COHORT

TABLE C1: COHORT 1 STUDENTS MEETING PROFICIENCY

2020/21 ISAT Performance	Compass Charter	Forge International	Future Public	Gem Prep: Meridian	White Pine Charter	State Goal	Idaho
Math							
All Students	84.7%	31.6%	35.9%	57.2%	50.3%	57.8%	40.3%
Grade 4	78.9%	18.6%	34.0%	70.8%	69.4%	N/A	45.9%
Grade 8	64.6%	***	N/A	42.5%	58.8%	N/A	36.7%
Economically Disadvantaged	73.5%	13.6%	25.9%	58.2%	47.2%	49.7%	27.6%
Students with Disabilities	38.9%	***	22.2%	24.1%	15.8%	38.8%	9.1%
Hispanic or Latino	74.7%	***	***	40.7%	27.9%	43.7%	21.4%
English Language Learners	57.7%	***	***	***	***	32.9%	14.6%
English Language Arts							
All Students	73.0%	47.9%	41.3%	69.9%	52.8%	66.1%	54.6%
Grade 4	87.2%	32.6%	34.0%	70.8%	63.3%	N/A	49.8%
Grade 8	86.9%	58.8%	N/A	72.5%	65.7%	N/A	56.3%
Economically Disadvantaged	79.8%	33.3%	23.3%	70.0%	44.0%	57.1%	40.4%
Students with Disabilities	36.8%	***	***	31.0%	13.2%	38.6%	12.3%
Hispanic or Latino	82.7%	38.5%	***	51.9%	41.9%	52.0%	36.3%
English Language Learners	60.9%	***	16.7%	***	***	32.8%	23.2%

***FERPA protected data

TABLE C2: COHORT 2 STUDENTS MEETING PROFICIENCY

2020/21 ISAT Performance	Elevate Academy	Fern Waters Charter	Hayden Canyon Charter	MOSAICS	Treasure Valley Classical Academy	State Goal	Idaho
Math							
All Students	4.1%	41.0%	46.1%	39.0%	48.1%	57.8%	40.3%
Grade 4	N/A	***	54.2%	33.3%	63.3%	N/A	45.9%
Grade 8	***	54.5%	***	N/A	N/A	N/A	36.7%
Economically Disadvantaged	***	42.9%	37.5%	25.0%	38.3%	49.7%	27.6%
Students with Disabilities	***	***	***	***	***	38.8%	9.1%
Hispanic or Latino	***	***	***	***	21.1%	43.7%	21.4%
English Language Learners	***	***	***	***	***	32.9%	14.6%
English Language Arts							
All Students	26.3%	73.8%	67.5%	26.0%	51.4%	66.1%	54.6%
Grade 4	N/A	50.0%	***	30.0%	61.2%	N/A	49.8%
Grade 8	16.0%	***	***	N/A	N/A	N/A	56.3%
Economically Disadvantaged	23.2%	74.3%	62.5%	***	45.2%	57.1%	40.4%
Students with Disabilities	***	***	***	***	***	38.6%	12.3%
Hispanic or Latino	23.1%	***	***	***	15.8%	52.0%	36.3%
English Language Learners	***	***	***	***	***	32.8%	23.2%

***FERPA protected data

TABLE C3: COHORT 3 STUDENTS MEETING PROFICIENCY

2020/21 ISAT Performance	Anser Charter	Idaho Arts Charter	State Goal	Idaho
Math				
All Students	34.7%	31.0%	57.8%	40.3%
Grade 4	48.9%	29.4%	N/A	45.9%
Grade 8	30.0%	28.7%	N/A	36.7%
Economically Disadvantaged	15.9%	25.2%	49.7%	27.6%
Students with Disabilities	17.9%	5.8%	38.8%	9.1%
Hispanic or Latino	25.0%	19.3%	43.7%	21.4%
English Language Learners	***	***	32.9%	14.6%
English Language Arts				
All Students	54.8%	50.5%	66.1%	54.6%
Grade 4	66.0%	38.1%	N/A	49.8%
Grade 8	46.2%	36.1%	N/A	56.3%
Economically Disadvantaged	40.0%	42.6%	57.1%	40.4%
Students with Disabilities	20.7%	5.9%	38.6%	12.3%
Hispanic or Latino	34.5%	38.6%	52.0%	36.3%
English Language Learners	***	15.9%	32.8%	23.2%

***FERPA protected data

TABLE C4: COHORT 5 STUDENTS MEETING PROFICIENCY

2020/21 ISAT Performance	Doral Academy	Pinecrest Academy	Connor Academy	State Goal	Idaho
Math					
All Students	45.0%	55.8%	61.8%	57.8%	40.3%
Grade 4	63.6%	58.8%	59.7%	N/A	45.9%
Grade 8	N/A	N/A	60.4%	N/A	36.7%
Economically Disadvantaged	***	***	51.4%	49.7%	27.6%
Students with Disabilities	***	***	25.0%	38.8%	9.1%
Hispanic or Latino	***	***	51.6%	43.7%	21.4%
English Language Learners	***	***	***	32.9%	14.6%
English Language Arts					
All Students	61.7%	72.1%	66.6%	66.1%	54.6%
Grade 4	59.1%	***	61.3%	N/A	49.8%
Grade 8	N/A	N/A	66.7%	N/A	56.3%
Economically Disadvantaged	45.5%	***	56.8%	57.1%	40.4%
Students with Disabilities	***	***	***	38.6%	12.3%
Hispanic or Latino	***	***	58.1%	52.0%	36.3%
English Language Learners	***	***	***	32.8%	23.2%

***FERPA protected data

TABLE C5: COHORT 1 STUDENTS MEETING GROWTH TARGETS

2020/21 ISAT Growth	Compass Charter	Forge International	Future Public	Gem Prep: Meridian	White Pine Charter	Idaho
Math						
All Students	72.0%	35.4%	44.2%	53.4%	46.3%	41.5%
Grade 4	***	***	***	***	***	***
Grade 8	64.4%	***	***	36.8%	34.3%	38.9%
Economically Disadvantaged	69.5%	15.2%	26.1%	56.5%	32.3%	28.8%
Students with Disabilities	***	***	***	***	***	9.6%
Hispanic or Latino	73.9%	***	***	42.9%	***	23.5%
English Language Learners	***	***	***	***	***	16.1%
English Language Arts						
All Students	86.8%	64.0%	63.6%	77.0%	61.5%	60.7%
Grade 4	***	***	***	***	***	***
Grade 8	88.6%	***	***	78.9%	55.6%	62.8%
Economically Disadvantaged	79.7%	42.4%	***	69.4%	48.4%	48.4%
Students with Disabilities	***	41.7%	50.0%	45.0%	***	18.4%
Hispanic or Latino	82.6%	***	***	57.1%	36.4%	45.0%
English Language Learners	***	***	***	***	***	33.8%

***FERPA protected data

TABLE C6: COHORT 2 STUDENTS MEETING GROWTH TARGETS

2020/21 ISAT Growth	Elevate Academy	Fern Waters Charter	Hayden Canyon Charter	MOSAICS	Treasure Valley Classical Academy	Idaho
Math						
All Students	5.4%	56.5%	44.0%	***	43.0%	41.5%
Grade 4	***	***	***	***	***	***
Grade 8	***	***	***	***	***	38.9%
Economically Disadvantaged	***	63.0%	42.9%	***	26.2%	28.8%
Students with Disabilities	***	***	***	***	***	9.6%
Hispanic or Latino	***	***	***	***	***	23.5%
English Language Learners	***	***	***	***	***	16.1%
English Language Arts						
All Students	27.0%	80.4%	68.0%	***	58.8%	60.7%
Grade 4	***	***	***	***	***	***
Grade 8	21.3%	***	***	***	***	62.8%
Economically Disadvantaged	24.6%	***	***	***	45.2%	48.4%
Students with Disabilities	***	***	***	***	***	18.4%
Hispanic or Latino	23.9%	***	***	***	***	45.0%
English Language Learners	***	***	***	***	***	33.8%

***FERPA protected data

TABLE C7: COHORT 3 STUDENTS MEETING GROWTH TARGETS

2020/21 ISAT Growth	Anser Charter	Idaho Arts Charter	Idaho
Math			
All Students	29.3%	34.7%	41.5%
Grade 4	***	***	***
Grade 8	34.2%	32.4%	38.9%
Economically Disadvantaged	***	25.4%	28.8%
Students with Disabilities	***	13.2%	9.6%
Hispanic or Latino	***	22.7%	23.5%
English Language Learners	***	***	16.1%
English Language Arts			
All Students	54.8%	55.2%	60.7%
Grade 4	***	***	***
Grade 8	56.8%	49.0%	62.8%
Economically Disadvantaged	40.0%	43.3%	48.4%
Students with Disabilities	***	9.8%	18.4%
Hispanic or Latino	40.0%	43.7	45.0%
English Language Learners	***	***	33.8%

***FERPA protected data

TABLE C8: COHORT 5 STUDENTS MEETING GROWTH TARGETS

2020/21 ISAT Growth	Doral Academy	Pinecrest Academy	Connor Academy	Idaho
Math				
All Students	***	***	65.6%	41.5%
Grade 4	N/A	N/A	N/A	***
Grade 8	N/A	N/A	64.4%	38.9%
Economically Disadvantaged	***	***	47.4%	28.8%
Students with Disabilities	***	N/A	***	9.6%
Hispanic or Latino	N/A	N/A	53.3%	23.5%
English Language Learners	N/A	N/A	N/A	16.1%
English Language Arts				
All Students	***	***	76.8%	60.7%
Grade 4	N/A	N/A	N/A	***
Grade 8	N/A	N/A	80.0%	62.8%
Economically Disadvantaged	***	***	63.2%	48.4%
Students with Disabilities	***	N/A	***	18.4%
Hispanic or Latino	N/A	N/A	***	45.0%
English Language Learners	N/A	N/A	N/A	33.8%

***FERPA protected data

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