IDAHO'S COMMUNITIES OF EXCELLENCE CHARTER SCHOOL GRANT
YEAR 5 EVALUATION 2023

BOISE STATE UNIVERSITY
IDAHO POLICY INSTITUTE

COMMUNITIES OF EXCELLENCE
BLUUM
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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 $22.5 million in 2019. Grant funds were distributed over five years with the intent to achieve Idaho's COE objectives.

The following questions drive Idaho Policy Institute's (IPI) 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 serving the fiscal agent for the grant).
- Standardized test data from the Idaho State Board of Education.
- Parent, student, and teacher survey data from the Idaho State Board of Education.

Key findings include:

- At the end of the grant period a little over half of subgrantee schools served similar rates of non-white, Hispanic, and economically disadvantaged students compared to the statewide average while almost all subgrantee schools served similar rates of special education students compared to the statewide average.
- Of the $20.4 million subgrants awarded across the seven cohorts, staffing was the most common expenditure overall (29.0%). The next most popular categories are technology (22.0%) and furniture and fixtures (22.0%).
- When looking at **English Language Arts** proficiency rates for all COE subgrantee schools, 28.6% had proficiency rates similar to the statewide average, 23.8% had lower rates, and 47.6% had higher rates of proficiency.
- When looking at **math** proficiency rates for all COE subgrantee schools, 38.1% had proficiency rates similar to the statewide average, 23.8% had lower rates, and 38.1% had higher rates of proficiency.

INTRODUCTION

In 2018, a consortium of leaders in Idaho education[1] applied 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 $22.5 million in 2019. Over the grant's five years, Idaho's COE program will administer the majority of grant funding (90.0%) and technical assistance (~7.0%) to 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 28 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), seven schools in Spring 2021 (Cohort 5), two schools in Summer 2022 (Cohort 6), and four schools in Winter 2023 (Cohort 7). 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 fifth 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. White Pine was not able to increase their overall enrollment and did not receive all of their originally allotted funds.

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[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. Bluum leads the consortium.

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		
% Hispanic/Latino	10.3% +1.4%**	17.9% +3.2%	15.4% -0.2%	11.8% +2.8%	25.3% +14.7%	19.2% +0.2%	16.4%
%Economically Disadvantaged	16.0% +1.0%	23.0% -3.0%	46.0% -7.0%	40.0% -8.0%	35.0% +1.0%	40.0% +9.9%	33.8% +0.1%
% Special Education	3.0% -1.0%	13.0% +3.0%	15.0% +3.0%	10.0% +2.0%	12.0% +0.0%	12.0% +0.4%	10.7% +0.6%
% English Language Learners	3.0% +2.0%	3.0% +1.0%	8.0% +0.0%	1.0% -1.0%	2.0% +1.0%	6.0% +0.0%	4.3% +1.3%
% Non-white	20.4% +4.3%	24.5% +4.3%	35.4% +4.3%	22.1% +4.8%	23.2% +7.3%	26.2% +0.5%	23.8%

* See Appendix A
** Change from baseline school year

Five years after initial funding, Compass and Forge demographics were all within 5.0% of the baseline year with Compass falling far below the "within 5.0% of the statewide average" goal in almost categories. Both Future and Gem Prep: Meridian had drops greater than 5.0% in enrollment of economically disadvantaged students but remained similar to the statewide average. When compared to local schools near the charter, Gem Prep: Meridian is the only school with a higher enrollment of economically disadvantaged students while the other charter schools in Cohort 1 have much lower enrollments compared to local counterparts. Though Forge notably serves a greater percentage of non-white and Hispanic/Latino students than local counterparts. Aside from Compass, most of the schools are within 5.0% of the statewide average of most categories.

Table 2 includes demographic data for Cohort 2 subgrantee 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 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 which serves as the baseline data. Gem Prep: Meridian North opened in the 2021/22 school year, which will serve as the baseline in future reports.

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	98.0% +17.0%	26.0% +15.0%	30.0% +6.0%	25.0% +3.0%	52.0% +15.0%	42.0% -5.0%	40.0% +9.9%	33.8% +0.1%
% Special Education	19.7% +3.7%	10.0% N/A%	9.0% +1.0%	7.0% -2.0%	14.0% +4.0%	11.0% +5.0%	12.0% +0.4%	10.7% +0.6%
% English Language Learners	13.6% -1.4%	9.0% N/A	3.0% N/A	2.0% N/A	5.0% -4.0%	3.0% +0.0%	6.0% +0.0%	4.3% +1.3%
% Hispanic/ Latino	60.6% -6.1%	*** N/A	18.7% +2.6%	2.8% -2.0%	32.0% -2.3%	20.4% +3.7%	19.2% +0.2%	16.4%
% Non-white	64.4% -6.0%	1.4% -4.0%	24.9% +0.9	7.9% -0.1%	37.2% +0.2%	27.0% +2.9%	26.2% +0.5%	23.8%

* Not available
*** FERPA protected data (See Appendix A)

Almost all the schools in Cohort 2 have increased enrollment of economically disadvantaged students compared to their baseline year. Fern Waters, Gem Prep: Meridian North, and Hayden Canyon remain far below the state average. Fern Waters and MOSAICS have much lower enrollment of economically disadvantaged students than their local school counterparts. Elevate has a much higher enrollment of all subgroups compared to the statewide average and is fairly similar to economically disadvantaged and ELL enrollments in the local schools.

Table 3 includes demographic data for Cohort 3 subgrantee schools. The 2021/22 school year metrics serve as baseline data for this cohort. Idaho Arts enrolls similar rates of subgroup populations as the statewide average while Anser falls short of the "within 5.0%" of the statewide average goal for economically disadvantaged, English language learners, Hispanic/Latino, and non-white populations. When compared to local schools, Anser serves similar rates of Hispanic/Latino students and Idaho Arts serves similar rates of special education students but both schools have far fewer rates of all other subgroups.

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	24.0% +6.0%	37.0% +6.0%	40.0% +9.9%	33.8% +0.1%
% Special Education	14.0% +3.0%	13.0% +3.0%	12.0% +0.4%	10.7% +0.6%
% English Language Learners	1.0% -1.0%	5.0% +0.0%	6.0% +0.0%	4.3% +1.3%
% Hispanic/Latino	10.5% +0.9%	26.2% -1.3%	19.2% +0.2%	16.4%
% Non-white	15.5% -3.9%	33.2% -0.9%	26.2% +0.5%	23.8%

* Not available
*** FERPA protected data (See Appendix A)

Table 4 includes available data for Cohort 4 schools, Gem Prep: Meridian South opened in the 2022/23 school year so there is no data to measure growth. Both schools serve similar rates of special education students and English language learners compared to the statewide average. Gem Prep: Meridian South also serves similar rates of Hispanic/Latino and non-white students as the statewide average. Both schools fall below the statewide average of economically disadvantaged student enrollment rates. However, both schools serve similar rates of each subgroup compared to local school enrollments.

TABLE 4: COHORT 4 SUBGRANTEE SPECIFICS

	Alturas Preparatory Academy	Gem Prep: Meridian South	Idaho	All Public Charters
Type	Start-up	Start-up		
Planned New Seats	602	574		
Urban/Rural*	City: Small	Rural: Fringe		
Year Opened	2021/22	2022/23		
%Economically Disadvantaged	32.0% -0.1%	26.0% N/A	40.0% +9.9%	33.8% +0.1
% Special Education	11.0% +1.0%	10.0% N/A	12.0% +0.4%	10.7% +0.6%
% English Language Learners	1.0% N/A	3.0% N/A	6.0% +0.0%	4.3% +1.3%
% Hispanic/Latino	11.8% +1.2%	13.1% N/A	19.2% +0.2%	16.4%
% Non-white	17.5% +1.9%	24.3% N/A	26.2% +0.5%	23.8%

* Not available
*** FERPA protected data (See Appendix A)

Table 5 includes demographic data for Cohort 5 subgrantee schools. Both Elevate Academies opened in the 2022/23 schools year so there is no data to measure growth at this time.

TABLE 5: COHORT 5 SUBGRANTEE SPECIFICS

	Cardinal Academy	Doral Academy	Elevate Academy: Nampa	Elevate Academy: North	Pinecrest Academy	RISE Charter	Connor Academy
Type	Start-up	Start-Up	Start-Up	Start-up	Replication	Start-up	Expansion
Planned New Seats	120	342	486	308	367	225	282
Urban/Rural*	City: Midsize	Suburb: Large	Suburb: Midsize	Suburb: Small	Town: Remote	Town: Remote	Rural: Fringe
Year Opened	2021/22	2020/21	2022/23	2022/23	2020/21	2021/22	2006/07
%Economically Disadvantaged	17.0% N/A	17.0% -1.0%	59.0% N/A	50.2% N/A	15.0% +3.0%	36.0% +18.0%	25.0% +13.0%
% Special Education	28.0% +10.0%	16.0% +1.0%	19.0% N/A	19.2% N/A	9.0% +4.0%	14.0% +5.0%	10.0% +2.0%
% English Language Learners	14.0% N/A	3.0% +0.0%	6.0% N/A	3.0% N/A	3.0% N/A	5.0% N/A	2.0% N/A
% Hispanic/ Latino	36.1% +0.8%	17.9% +0.5%	38.9% N/A	8.7% N/A	19.3% +8.5%	13.1% +0.2%	11.0% +2.0%
% Non-white	52.8% +2.8%	26.2% +3.4%	44.6% N/A	15.5% N/A	27.3% +11.9%	14.6% -0.7%	16.1% -0.9%

*** FERPA protected data (See Appendix A)

Compared to the statewide averages, about half of the schools serve similar rates of non-white, Hispanic/Latino, and economically disadvantaged students while the other half serve much lower rates of these populations. All schools serve similar rates of English language learners and special education students. Both Elevate Academies serve similar rates of all subgroups compared to local schools with Elevate Academy: North serving much larger rates of both economically disadvantaged and special education students.

Cohort 6 schools, Gem Prep: Twin Falls and Mountain Community School, will also be included in parts of this report. As shown in Table 6, Mountain Community School is the only school with demographic data. Gem Prep: Twin Falls is a start-up that opened in the 2023/24 school year and intends on adding 574 seats.

Mountain Community School serves similar rates of economically disadvantaged students, English language learners, and special education students compared to the statewide averages but serves far lower than the statewide average of Hispanic/Latino and non-white populations. However, compared to local schools, it serves similar rates of these populations though it serves a smaller rate of special education students and a greater rate of economically disadvantaged students.

TABLE 6: COHORT 6 SUBGRANTEE SPECIFICS

	Alturas Preparatory Academy	Idaho	All Public Charters
Type	Start-up		
Planned New Seats	225		
Urban/Rural*	Rural: Remote		
Year Opened	2022/23		
%Economically Disadvantaged	42.0%	40.0%	33.8%
% Special Education	8.0%	12.0%	10.7%
% English Language Learners	8.0%	6.0%	4.3%
% Hispanic/Latino	4.9%	19.2%	16.4%
% Non-white	13.6%	26.2%	23.8%

* Not available
*** FERPA protected data (See Appendix A)

Cohort 7 schools were awarded funds in Spring 2023. Therefore, there is no data available to represent demographics of the schools after receiving the funds. Elevate Academy: Idaho Falls, Idaho Youth Ranch: Promise Academy, and Idaho Novus Classical Academy are all start-up schools while Pinecrest Academy: Lewiston is a replication that opened in Fall 2023. Promise Academy also opened in 2023. Elevate Academy: Idaho Falls and Idaho Novus Classical Academy both open in Fall 2024.

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. All spending data is managed by Bluum and monitored federally.

Table 7 displays spending and distribution of grant funds by cohort.

TABLE 7: COHORT SPENDING AND DISTRIBUTION OF GRANT FUNDS

	Cohort 1	Cohort 2	Cohort 3	Cohort 4	Cohort 5	Cohort 6	Cohort 7
Grant Amount	$5,163,353	$5,030,816	$1,600,000	$1,600,000	$3,870,099	$1,059,896	$2,067,618
Planned New Seats	2304	2794	562	1176	2130	799	1702
Expenditures through 9/30/2023							
Spending	$5,163,353	$$5,030,816	$1,600,000	$1,600,000	$3,870,099	$1,059,896	$2,067,618
Percent Spent	100%	100%	100%	100%	100%	100%	100%
New Seats	1573	2632	212	830	1514	252	117
Remaining Grant Funds							
Funding Left	$0	$0	$0	$0	$0	$0	$0
Seats to Goal	731	162	350	346	616	547	1585

After using all funds, Cohort 1 schools reached 68.3% of their enrollment goals. Gem Prep: Meridian remains closest to meeting its target, having filled 84.3% of seats (See Appendix Table B1).

Cohort 2 schools filled 94.2% of their planned seats. Fern Waters, Elevate Academy, and Hayden Canyon exceeded their seat goals (See Appendix Table B2). Gem Prep: Meridian North, MOSAICS, and TVCA all were less than 20.0% away from reaching their seat goals.

Cohort 3 schools were able to reach 37.7% of their enrollment goal. Each school in this cohort had been in operation for over a decade before receiving grant funds so expansion is expected to be slower than a newly opened school (See Appendix Table B3).

Cohort 4 schools were able to reach 70.6% of their enrollment goal. Alturas Preparatory filled 67.3% of its seat target while Gem Prep: Meridian South reached 74.0% of its goal (See Appendix Table B3).

Cohort 5 schools were able to reach 71.1% of their enrollment goal. Elevate Academy North reaching the highest share of new seats at 92.5% (See Appendix Table B4). Cardinal Academy was the furthest from reaching its goal at 33.3%.

Cohort 6 schools were able to reach 31.5% of their enrollment goal. Mountain Community School has filled 36.9% of its seat target while Gem Prep: Twin Falls filled 29.4% of its goal in its first year of operation (See Appendix Table B5). Only two of the four Cohort 7 schools are open and have so far accounted for 117 of the 1702 planned seats.

Table 8 provides data regarding specific expenditures for each of the cohorts.

TABLE 8: COHORT EXPENDITURES OF GRANT FUNDS

	Cohort 1	Cohort 2	Cohort 3	Cohort 4	Cohort 5	Cohort 6	Cohort 7
Staffing	$2,468,314	$2,017,978	$265,233	$215,272	$524,338	$216,634	$115,558
Professional Development	$86,735	$57,993	$169,771	$0	$58,927	$43,100	$0
Curriculum	$360,045	$563,700	$237,870	$261,825	$568,688	$91,027	$131,446
Purchased Services	$141,853	$196,447	$94,092	$0	$68,040	$7,186	$4,524
Furniture and Fixtures	$829,096	$1,221,868	$331,013	$598,254	$853,553	$157,602	$593,436
Technology	$1,205,439	$838,368	$480,371	$509,649	$745,520	$529,347	$130,395
Software Licenses	$71,871	$40,146	$21,650	$15,000	$50,352	$15,000	$51,256
Transportation	$0	$94,315	$0	$0	$1,001,582	$0	$1,041,003
Total	$5,163,353	$5,030,816	$1,600,000	$1,600,000	$3,870,999	$1,059,896	$2,067,618
Percent Spent	100%	100%	100%	100%	100%	100%	100%

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 B6). Compass was the exception by a significant margin—only 4.0% on staffing—instead dedicating the majority of funds to furniture and fixtures (54%) and technology (26%). This is likely because Compass did not add any grades as part of their expansion, just increased the number of students. Gem Prep: Meridian was the only school in the cohort to spend more than one-third of funds on technology (36%).

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 B7). Staffing was the primary spending category for TVCA (55%), Hayden Canyon (53%), and Elevate Academy (40%). Furniture and fixtures were the focus for Gem Prep: Meridian North (60%) and MOSAICS (32%). Fern Waters spent most of its funds on technology (41%).

Despite both members of Cohort 3 being expansion schools, each prioritized different categories (See Appendix Table B8). The top two categories for Anser were staffing (33%) and furniture and fixtures (27%), and for Idaho Arts, technology (61%) and curriculum (22%).

In Cohort 4, Alturas Preparatory dedicated nearly all of its funds to furniture and fixtures (62%) and curriculum (33%), while Gem Prep: Meridian South focused spending on technology (59%) and staffing (27%).

Cohort 5 stands out as the only one with significant spending on transportation (See Appendix Table B9). Cardinal Academy (63%), Elevate Academy: Nampa (62%), and Elevate Academy: North (36%) dedicated more than a third of their funds to the category. Among the other three schools who have used grant funds, Pinecrest Academy (35%) dedicated the highest portion to staffing, while Doral Academy (38%) and RISE (45%) prioritized curriculum. Connor Academy used almost all of their funds (84%) on furniture and fixtures.

The two Cohort 6 schools distributed funds differently (See Appendix Table B10). Gem Prep: Twin Falls spent over half of their funds (57%) on technology while Mountain Community Charter distributed funds more evenly but with the highest share (25%) still going to technology. Out of the Cohort 7 schools, Anser (73%) and Idaho Novus Classical Academy (64%) spent the highest portion of their funds on transportation while Pinecrest Lewiston (56%) and Promise Academy (32%) dedicated the higher portion on furniture and fixtures.

Of the $20.4 million in subgrants awarded across the seven cohorts, staffing was the most common expenditure overall (29%). The next most popular categories are technology (22%), furniture and fixtures (22%). The next most common expenditures were curriculum (11%) and transportation (10%). Purchased services, professional development, and software licenses combine for the remaining 6%.

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.

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 9 compares cohort averages of *proficiency rates* with Idaho and charter school averages as well as the state goals for achievement. School specific data can be found in Appendix C.

TABLE 9: STUDENTS MEETING ACHIEVEMENT TARGETS BY COHORT

2022/23 ISAT Performance	Cohort 1	Cohort 2	Cohort 3	Cohort 4	Cohort 5	Cohort 6	State Goal	Idaho
English Language Arts								
All Students	60.5%	51.2%	60.1%	63.6%	40.6%	55.0%	68.7%	52.2%
Grade 4	55.7%	51.3%	57.3%	60.0%	52.4%	***	N/A	48.4%
Grade 8	73.2%	58.1%	51.4%	67.2%	33.3%	***	N/A	51.7%
Math								
All Students	57.0%	40.5%	41.6%	56.3%	32.5%	30.0%	61.1%	41.5%
Grade 4	57.7%	46.2%	50.1%	66.7%	47.9%	***	N/A	47.2%
Grade 8	69.4%	31.0%	26.9%	55.6%	25.9%	***	N/A	36.8%

*** FERPA protected data (See Appendix A)

Cohort 1 schools on average have more students score higher than the statewide average in both ELA and math. When looking at individual schools in the cohort, two have significantly higher rates of students scoring proficient compared to the statewide average while two have similar rates for both ELA and math (See Appendix Table C1).

The rate of students scoring proficient in Cohort 2 is similar to the statewide average on math and ELA achievement. The average for the cohort is likely low because of the performance at Elevate Academy. Almost all the other schools in the cohort had higher or at least similar proficiency rates to the state. Notably, MOSAICS had similar rates to the state in both ELA and math, Hayden Canyon had lower rates in math but higher in ELA, while TVCA had higher rates in math and lower rates in ELA (See Appendix Table C2).

Among Cohort 3 schools, similar rates of students scored proficient on math and higher rates of ELA achievement compared to statewide. 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).

Cohort 4 schools had higher rates of proficiency compared to the statewide average in both math and ELA. Gem Prep: Meridian South exceeded the state goal for math while Alturas had a rate of proficiency similar to the statewide average (See Appendix Table C4).

Cohort 5 schools had average proficiency rates lower than the statewide average for both math and ELA. This is because Cohort 5 includes two Elevate Academies. Elevate Academies aim to serve students who do not perform well in traditional academics and provide valuable educational opportunities not reflected in test scores. The other schools in Cohort 5 did not have exceptional rates of proficiency compared to the statewide average (See Appendix Table C5).

Cohort 6 scores currently only account for Mountain Community Charter. Mountain Community had a similar rate of ELA performance but a much lower rate of math proficiency compared to the statewide average.

When looking at **ELA** proficiency rates for all COE subgrantee schools, 28.6% had proficiency rates similar to the statewide average, 23.8% had lower rates, and 47.6% had higher rates of proficiency.

When looking at **math** proficiency rates for all COE subgrantee schools, 38.1% had proficiency rates similar to the statewide average, 23.8% had lower rates, and 38.1% had higher rates of proficiency.

Table 10 compares cohort averages of *growth rates* with Idaho and charter school averages as well as the state goals for achievement.

TABLE 10: STUDENTS MEETING GROWTH TARGETS BY COHORT

2022/23 ISAT Growth	Cohort 1	Cohort 2	Cohort 3	Cohort 4	Cohort 5	Cohort 6	Idaho
English Language Arts							
All Students	63.8%	58.9%	70.6%	59.7%	47.9%	58.3%	57.5%
Grade 4	62.3%	61.2%	75.1%	***	62.1%	***	55.4%
Grade 8	70.7%	61.4%	60.7%	74.1%	42.1%	***	59.7%
Math							
All Students	64.3%	46.4%	53.1%	56.0%	37.1%	30.4%	48.2%
Grade 4	67.6%	54.8%	54.0%	54.5%	55.5%	***	54.3%
Grade 8	64.8%	39.5%	29.3%	53.3%	26.7%	***	43.4%

*** FERPA protected data (See Appendix A)

Cohort 1 and Cohort 3 exceed the statewide average of rates of students reaching state **ELA** growth targets, while Cohort 2, Cohort 4, and Cohort 6 (Mountain Community Charter) have similar rates. The Cohort 5 average is nearly 10.0% below the state average. Overall, 28.6% of COE schools have similar rates of students meeting the growth goal compared to the state, while 47.6% have higher rates, and 23.8% have lower rates of students meeting growth targets.

When looking at the rates of the students reaching state **math** growth targets, Cohort 1 and Cohort 4 exceed the state average, while Cohort 2 and Cohort 3 have similar rates. Cohort 5 and Cohort 6 (Mountain Community Charter) had rates more than 10.0% lower than the statewide average. Overall, 28.6% of subgrantee schools have similar rates of students meeting growth targets compared to the statewide average, 42.8% have greater rates than the statewide average, and 28.6% have rates lower.

To better understand subgroup performance at subgrantee schools, data across all cohorts is aggregated, shown in Table 11.

TABLE 11: SUBGROUP PERFORMANCE

2022/23 ISAT Performance	COE Schools	Idaho	All Charters	State Goal
English Language Arts				
Economically Disadvantaged	43.2%	36.8%	44.1%	60.4%
English Language Learners	25.1%	16.9%	21.9%	37.9%
Hispanic or Latino	38.5%	34.4%	41.7%	55.7%
Students with Disabilities	18.3%	13.8%	19.9%	43.3%
Math				
Economically Disadvantaged	33.8%	27.5%	33.3%	53.5%
English Language Learners	22.9%	13.6%	20.5%	38.1%
Hispanic or Latino	26.1%	22.8%	29.1%	48.0%
Students with Disabilities	14.0%	11.9%	15.1%	43.5%

*** FERPA protected data (See Appendix A)

In aggregate, a slightly higher rate of economically disadvantaged students (about 6.0%) score proficient on the ELA and math ISAT compared to the statewide averages. The rate of English language Learners at COE schools scoring proficient on the ELA ISAT is 8.2% higher than the statewide average and 9.0% higher on the math ISAT. The rate of Hispanic/ Latino students at COE schools scoring proficient on the ELA and math ISAT is similar to the statewide average, the same is true for students with disabilities from COE schools.

Across individual schools, many have exceptionally high rates of proficiency among subgroups while some have lower rates. However, the schools with exceptional rates of performance also enroll lower rates of these subgroups while those with lower rates tend to enroll higher rates. Therefore, in an aggregate calculation the majority of students represented are likely from those from schools with lower rates. This is likely the situation happening with growth targets as well.

TABLE 12: SUBGROUP GROWTH

2022/23 ISAT Growth	COE Schools	Idaho	All Charters
English Language Arts			
Economically Disadvantaged	51.9%	46.7%	52.5%
English Language Learners	45.9%	16.9%	38.8%
Hispanic or Latino	50.0%	44.4%	50.3%
Students with Disabilities	35.1%	28.6%	33.7%
Math			
Economically Disadvantaged	40.2%	37.0%	41.1%
English Language Learners	34.1%	13.6%	32.5%
Hispanic or Latino	35.6%	33.4%	38.3%
Students with Disabilities	29.0%	23.5%	26.5%

*** FERPA protected data (See Appendix A)

When observing growth targets among subgroups, almost all COE subgroups had rates of students reaching growth targets similar to the statewide average on both the ELA and math ISATs, as seen in Table 12. The only significant difference is among English language learners. A much higher rate of English language learners at COE schools reach proficiency compared to the statewide average. It should be noted that most COE schools enroll less than half the rate of ELL students than the statewide average.

QUALITY PERCEPTION ANALYSIS

The 2022 Idaho Engagement and Satisfaction Survey (ESS) provides insight into the perceptions of school quality among students, parents, and school staff. In past evaluations, data from the CSP schools was compared with statewide ESS results. However, the ESS is no longer distributed in Idaho so there is no data available for the final year of the grant period.

CONCLUSION

At the end of the grant period, 28 charters schools across the state of Idaho were awarded funds from the CSP grant. When comparing the students of all subgrantee schools, the rate of enrollment of economically disadvantaged students is 7.0% lower than the statewide average. The rate of enrollment of Hispanic/Latino students, students with disabilities, and English language learners is similar to the statewide rate.

After spending all grant funds, staffing was the most common expenditure closely followed by technology and furniture and fixtures. Most schools made valuable progress toward individual goals to add new seats but very few were able to meet their goal in the grant period. However, the increased enrollment across all subgrantee schools met the goal set for the grant.

The grant aimed to increase enrollment at high-quality charter schools that have higher rates of proficiency on both ELA and math compared to the statewide average. About half of subgrantee schools met this benchmark in the final year of the grant period. Some schools have exceptional rates of students reaching proficiency across subgroups while a few schools have similar rates of proficiency compared to the state average. Only a few schools perform below the state average.

There was not engagement and satisfaction data for the final year of the evaluation though in past evaluations subgrantee schools tended to have high scores from both teachers and parents.

The grant was ultimately successful in increasing the number of charter school seats across the state, including in rural areas. Though the grant funding period is over, the impact of the grant funds will likely continue for many years.

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 redaction when:

- Data represents less than five students,

- 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	354
Expenditures through 9/30/2023					
Spending	$800,000	$1,250,000	$1,250,000	$1,250,000	$613,353
Percent Spent	100%	100%	100%	100%	100%
New Seats	189	432	386	484	82
Remaining Grant Funds					
Funding Left	$0	$0	$0	$0	$0
Seats to Goal	130	221	190	90	100
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	TVCA
Type	Start-up	Start-up	Start-up	Start-up	Start-up	Start-up
Grant Amount	$1,250,000	$130,816	$800,000	$800,000	$800,000	$1,250,000
Planned New Seats	487	57	574	434	540	702
Expenditures through 9/30/2023						
Spending	$1,250,000	$130,816	$800,000	$800,000	$800,000	$1,250,000
Percent Spent	100%	100%	100%	100%	100%	100%
New Seats	493	80	475	534	476	574
Remaining Grant Funds						
Funding Left	$0	$0	$0	$0	$0	$0
Seats to Goal	0	0	99	0	64	128
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 AND 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 9/30/2022				
Spending	$800,000	$800,000	$800,000	$800,000
Percent Spent	100%	100%	100%	100%
New Seats	114	98	405	425
Remaining Grant Funds				
Funding Left	$0	$0	$0	$0
Seats to Goal	188	162	197	149
Budget End Date	9/30/2023	6/30/2023	9/30/2021	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	$382,285	$799,998	$800,000	$293,884	$418,747	$800,000
Planned New Seats	120	342	486	308	367	225	282
Expenditures through 9/30/2023							
Spending	$376,085	$382,285	$799,998	$800,000	$293,884	$418,747	$800,000
Percent Spent	100%	100%	100%	100%	100%	100%	100%
New Seats	40	174	414	285	250	147	204
Remaining Grant Funds							
Funding Left	$0	$0	$0	$0	$0	$0	$0
Seats to Goal	80	168	72	23	117	78	78
Budget End Date	9/30/2023	8/27/2023	9/30/2023	9/30/2023	8/17/2022	9/30/2023	9/30/2023

TABLE B5: SPENDING AND DISTRIBUTION OF COHORT 6 AND 7 GRANT FUNDS

	Gem Prep: Twin Falls	Mountain Community	Elevate Academy: Idaho Falls	Promise Academy	Pinecrest Academy: Lewiston	Idaho Novus Classical Academy
Type	Start-up	Start-up	Start-up	Start-up	Replication	Start-up
Grant Amount	$837,500	$222,396	$692,749	$254,678	$282,691	$837,500
Planned New Seats	574	225	486	64	450	702
Expenditures through 9/30/2023						
Spending	$837,500	$222,396	$692,749	$254,678	$282,691	$837,500
Percent Spent	100%	100%	100%	100%	100%	100%
New Seats	169	83	0	3	114	0
Remaining Grant Funds						
Funding Left	$0	$0	$0	$0	$0	$0
Seats to Goal	405	142	486	61	336	702
Budget End Date	9/30/2023	6/30/2023	9/30/2023	9/30/2023	9/30/2023	6/30/2023

TABLE B6: SCHOOL EXPENDITURES OF COHORT 1 GRANT FUNDS

	Compass Charter	Forge International	Future Public	Gem Prep: Meridian	White Pine Charter
Staffing	$34,039	$660,042	$924,056	$520,853	$329,324
Professional Development	$23,704	$0	$40,471	$0	$22,561
Curriculum	$93,669	$67,485	$56,876	$126,618	$15,396
Purchased Services	$0	$28,162	$14,565	$91,630	$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%

TABLE B7: SCHOOL EXPENDITURES OF COHORT 2 GRANT FUNDS

	Elevate Academy	Fern Waters Charter	Gem Prep: Meridian North	Hayden Canyon Charter	MOSAICS	TVCA
Staffing	$503,523	$7,982	$175,539	$423,473	$217,449	$690,012
Professional Development	$14,636	$17,630	$4,857	$487	$20,383	$0
Curriculum	$63,759	$37,585	$18,803	$51,639	$149,441	$242,475
Purchased Services	$158,688	$3,241	$0	$13,662	$20,856	$0
Furniture and Fixtures	$40,087	$8,133	$480,318	$153,403	$253,143	$286,784
Technology	$469,307	$53,524	$106,889	$49,175	$137,843	$21,629
Software Licenses	$0	$2,722	$13,595	$13,846	$883	$9,100
Transportation	$0	$0	$0	$94,315	$0	$0
Total	$1,250,000	$130,816	$800,000	$800,000	$800,000	$1,250,000
Percent Spent	100%	100%	92.7%	100%	100%	100%

TABLE B8: SCHOOL EXPENDITURES OF COHORT 3 AND 4 GRANT FUNDS

	Anser Charter	Idaho Arts Charter	Alturas Preparatory	Gem Prep: Meridian South
Staffing	$265,233	$0	$0	$215,272
Professional Development	$156,850	$12,921	$0	$0
Curriculum	$64,237	$173,633	$261,825	$0
Purchased Services	$38,977	$55,115	$0	$0
Furniture and Fixtures	$231,195	$117,819	$498,938	$99,315
Technology	$39,859	$440,512	$39,237	$470,413
Software Licenses	$21,650	$0	$0	$15,000
Transportation	$0	$0	$0	$0
Total	$800,000	$800,000	$800,000	$800,000
Percent Spent	100%	100%	100%	100%

TABLE B9: SCHOOL EXPENDITURES OF COHORT 5 GRANT FUNDS

	Cardinal Academy	Doral Academy	Elevate Academy: Nampa	Elevate Academy: North	Pinecrest Academy	RISE Charter	Connor Academy
Staffing	$13,277	$70,964	$24,406	$327,572	$74,151	$13,968	$0
Professional Development	$0	$34,730	$1,386	$12,566	$5,246	$0	$0
Curriculum	$22,101	$146,443	$13,794	$54,927	$104,039	$187,651	$39,732
Purchased Services	$1,045	$10,400	$28,979	$19,051	$1,479	$0	$7,085
Furniture and Fixtures	$12,628	$0	$0	$0	$44,126	$123,451	$673,348
Technology	$71,253	$107,179	$234,266	$94,469	$64,842	$93,676	$79,835
Software Licenses	$42,781	$7,570	$0	$0	$0	$0	$0
Transportation	$213,000	$0	$497,167	$291,415	$0	$0	$0
Total	$376,085	$382,285	$799,998	$800,000	$293,884	$418,747	$800,000
Percent Spent	100%	100%	100%	100%	100%	100%	100%

TABLE B10: SCHOOL EXPENDITURES OF COHORT 6 GRANT FUNDS

	Gem Prep: Twin Falls	Mountain Community	Elevate Academy: Idaho Falls	Promise Academy	Pinecrest Academy: Lewiston	Idaho Novus Classical Academy
Staffing	$189,029	$27,605	$0	$73,622	$41,936	$0
Professional Development	$0	$43,100	$0	$0	$0	$0
Curriculum	$62,400	$28,627	$0	$65,477	$65,969	$0
Purchased Services	$0	$7,186	$0	$0	$4,524	$0
Furniture and Fixtures	$97,541	$60,061	$92,088	$82,156	$156,935	$262,258
Technology	$473,530	$55,817	$96,971	$33,424	$0	$0
Software Licenses	$15,000	$0	$0	$0	$13,328	$37,928
Transportation	$0	$0	$503,691	$0	$0	$537,314
Total	$837,500	$222,396	$692,749	$254,678	$282,691	$837,500
Percent Spent	100%	100%	100%	100%	100%	100%

APPENDIX C: PERFORMANCE DATA BY COHORT

TABLE C1: COHORT 1 STUDENTS MEETING ACHIEVEMENT TARGETS

2022/23 ISAT Performance	Compass Charter	Forge International	Future Public	Gem Prep: Meridian	White Pine Charter	Idaho
English Language Arts						
All Students	74.5%	45.0%	52.3%	70.1%	N/A	52.5%
Grade 4	78.4%	39.4%	50.0%	55.0%	N/A	48.4%
Grade 8	76.7%	57.1%	N/A	85.7%	N/A	51.7%
Economically Disadvantaged	66.7%	39.6%	34.9%	59.6%	N/A	36.8%
Students with Disabilities	42.4%	<19.0%	18.2%	21.4%	N/A	13.8%
Hispanic or Latino	67.1%	41.9%	39.3%	58.3%	N/A	34.4%
English Language Learners	42.4%	***	***	***	N/A	16.9%
Math						
All Students	71.0%	42.2%	45.3%	69.5%	N/A	41.5%
Grade 4	78.4%	47.1%	47.8%	57.5%	N/A	47.2%
Grade 8	66.7%	55.9%	N/A	85.7%	N/A	36.8%
Economically Disadvantaged	65.2%	46.9%	30.9%	61.1%	N/A	27.5%
Students with Disabilities	40.2%	<18.0%	<20.0%	33.3%	N/A	11.9%
Hispanic or Latino	64.3%	38.7%	39.3%	64.0%	N/A	22.8%
English Language Learners	52.9%	***	***	***	N/A	13.6%

*** FERPA protected data (See Appendix A)

TABLE C2: COHORT 2 STUDENTS MEETING ACHIEVEMENT TARGETS

2022/23 ISAT Performance	Elevate Academy	Fern Waters	Hayden Canyon	MOSAICS	TVCA	Gem Prep: Meridian North	Idaho
English Language Arts							
All Students	23.7%	58.3%	59.1%	48.2%	46.8%	71.2%	52.2%
Grade 4	N/A	43.8%	68.9%	40.4%	41.5%	61.7%	48.4%
Grade 8	20.4%	***	71.1%	N/A	60.9%	80.0%	51.7%
Economically Disadvantaged	<25.0%	52.6%	57.7%	42.4%	39.1%	68.9%	36.8%
Students with Disabilities	<17.0%	***	35.0%	33.3%	<22.0%	38.9%	13.8%
Hispanic or Latino	23.1%	***	***	32.9%	28.1%	58.3%	34.4%
English Language Learners	<15.0%	***	***	***	***	***	16.9%
Math							
All Students	8.1%	50.7%	33.9%	41.7%	49.4%	59.2%	41.5%
Grade 4	N/A	37.5%	37.8%	38.5%	47.2%	70.2%	47.2%
Grade 8	<11.0%	***	21.1%	N/A	39.1%	53.8%	36.8%
Economically Disadvantaged	<10.0%	52.6%	32.4%	34.4%	39.9%	51.6%	27.5%
Students with Disabilities	<17.0%	***	<30.0%	36.4%	<22.0%	26.3%	11.9%
Hispanic or Latino	<6.0%	***	***	21.9%	34.4%	40.5%	22.8%
English Language Learners	<15.0%	***	***	***	45.5%	50.0%	13.6%

*** FERPA protected data (See Appendix A)

TABLE C3: COHORT 3 AND 4 STUDENTS MEETING ACHIEVEMENT TARGETS

2022/23 ISAT Performance	Anser Charter	Idaho Arts Charter	Alturas Preparatory	Gem Prep: Meridian South	Idaho
English Language Arts					
All Students	61.3%	58.9%	62.6%	64.6%	52.2%
Grade 4	59.6%	55.0%	N/A	60.6%	48.4%
Grade 8	42.4%	60.4%	67.2%	N/A	51.7%
Economically Disadvantaged	48.3%	48.4%	50.0%	56.5%	36.8%
Students with Disabilities	22.6%	14.9%	24.0%	***	13.8%
Hispanic or Latino	41.9%	82.2%	44.0%	***	34.4%
English Language Learners	***	24.4%	***	***	16.9%
Math					
All Students	45.0%	38.1%	46.7%	65.8%	41.5%
Grade 4	53.8%	46.4%	N/A	66.7%	47.2%
Grade 8	18.2%	35.6%	55.6%	N/A	36.8%
Economically Disadvantaged	25.0%	32.9%	33.8%	N/A	27.5%
Students with Disabilities	<12.0%	10.6%	<27.0%	***	11.9%
Hispanic or Latino	19.4%	26.5%	23.1%	***	22.8%
English Language Learners	***	13.3%	***	***	13.6%

*** FERPA protected data (See Appendix A)

TABLE C4: COHORT 5 STUDENTS MEETING ACHIEVEMENT TARGETS

2022/23 ISAT Performance	Cardinal Academy	Doral Academy	Elevate Academy: Nampa	Elevate Academy: North	Pinecrest Academy	RISE Charter	Connor Academy	Idaho
English Language Arts								
All Students	***	52.2%	16.8%	10.9%	58.6%	49.1%	55.9%	52.2%
Grade 4	***	64.7%	N/A	N/A	42.4%	***	50.0%	48.4%
Grade 8	***	N/A	25.5%	13.9%	N/A	29.6%	64.3%	51.7%
Economically Disadvantaged	***	61.5%	11.9%	60.4%	52.4%	34.3%	48.3%	36.8%
Students with Disabilities	***	<23.0%	<24.0%	***	***	***	16.7%	13.8%
Hispanic or Latino	***	<41.0	<14.0%	***	***	***	32.4%	34.4%
English Language Learners	***	***	***	***	***	***	***	16.9%
Math								
All Students	***	44.1%	10.9%	9.9%	45.1%	38.2%	53.6%	41.5%
Grade 4	***	55.9%	N/A	N/A	33.3%	47.4%	54.8%	47.2%
Grade 8	***	N/A	<14.0%	<17.0%	N/A	18.5%	56.1%	36.8%
Economically Disadvantaged	***	53.8%	<8.0%	<11.0%	47.6%	<26.0%	44.4%	27.5%
Students with Disabilities	***	<23.0%	<24.0%	***	***	***	13.9%	11.9%
Hispanic or Latino	***	27.3%	<9.0%	***	***	***	21.6%	22.8%
English Language Learners	***	***	***	***	***	***	***	13.6%

*** FERPA protected data (See Appendix A)

TABLE C5: COHORT 1 STUDENTS MEETING GROWTH TARGETS

2022/23 ISAT Performance	Compass Charter	Forge International	Future Public	Gem Prep: Meridian	White Pine Charter	Idaho
English Language Arts						
All Students	73.8%	51.9%	58.5%	70.9%	N/A	57.5%
Grade 4	75.2%	62.1%	60.5%	51.3%	N/A	55.4%
Grade 8	77.3%	51.7%	N/A	>82.0%	N/A	59.7%
Economically Disadvantaged	71.6%	36.1%	55.2%	66.2%	N/A	46.7%
Students with Disabilities	64.3%	20.8%	38.1%	38.9%	N/A	28.6%
Hispanic or Latino	67.3%	37.5%	52.9%	57.9%	N/A	44.4%
English Language Learners	58.3%	***	35.7%	***	N/A	16.9%
Math						
All Students	70.8%	51.9%	55.2%	79.1%	N/A	48.2%
Grade 4	83.5%	70.0%	60.5%	56.4%	N/A	54.3%
Grade 8	65.0%	46.4%	N/A	>82.0%	N/A	43.4%
Economically Disadvantaged	69.1%	43.2%	50.0%	71.9%	N/A	37.0%
Students with Disabilities	***	20.0%	31.6%	66.7%	N/A	23.5%
Hispanic or Latino	67.3%	37.5%	52.9%	73.7%	N/A	33.4%
English Language Learners	62.5%	***	***	***	N/A	13.6%

*** FERPA protected data (See Appendix A)

TABLE C6: COHORT 2 STUDENTS MEETING GROWTH TARGETS

2022/23 ISAT Performance	Elevate Academy	Fern Waters	Hayden Canyon	MOSAICS	TVCA	Gem Prep: Meridian North	Idaho
English Language Arts							
All Students	35.1%	65.6%	64.9%	64.1%	52.0%	71.8%	57.5%
Grade 4	N/A	45.5%	81.6%	57.1%	62.7%	59.1%	55.4%
Grade 8	39.2%	57.1%	77.1%	N/A	62.8%	>70.0%	59.7%
Economically Disadvantaged	<37.0%	68.4%	60.4%	59.8%	43.1%	66.7%	46.7%
Students with Disabilities	20.8%	***	50.0%	47.6%	<25.0%	50.0%	28.6%
Hispanic or Latino	34.1%	***	***	60.4%	42.3%	>60.0%	44.4%
English Language Learners	23.5%	***	***	***	***	***	16.9%
Math							
All Students	20.0%	57.8%	38.6%	41.7%	54.7%	65.6%	48.2%
Grade 4	N/A	45.5%	42.1%	34.7%	74.5%	77.3%	54.3%
Grade 8	<18.0%	***	28.6%	N/A	37.2%	75.0%	43.4%
Economically Disadvantaged	<22.0%	63.2%	33.3%	36.0%	48.6%	59.5%	37.0%
Students with Disabilities	20.8%	***	***	33.3%	29.2%	42.9%	23.5%
Hispanic or Latino	17.4%	***	***	<29.0%	53.8%	56.7%	33.4%
English Language Learners	<18.0%	***	***	57.1%	***	***	13.6%

*** FERPA protected data (See Appendix A)

TABLE C7: COHORT 3 AND 4 STUDENTS MEETING GROWTH TARGETS

2022/23 ISAT Performance	Anser Charter	Idaho Arts Charter	Alturas Preparatory	Gem Prep: Meridian South	Idaho
English Language Arts					
All Students	72.9%	68.2%	63.2%	56.1%	57.5%
Grade 4	85.1%	65.1%	N/A	***	55.4%
Grade 8	53.1%	68.3%	74.1%	N/A	59.7%
Economically Disadvantaged	60.0%	60.2%	58.6%	65.1%	46.7%
Students with Disabilities	34.2%	42.4%	23.8%	***	28.6%
Hispanic or Latino	52.0%	64.3%	41.7%	***	44.4%
English Language Learners	***	53.1%	***	***	16.9%
Math					
All Students	56.5%	49.7%	50.0%	61.9%	48.2%
Grade 4	58.3%	49.7%	N/A	54.5%	54.3%
Grade 8	21.9%	36.6%	53.3%	N/A	43.4%
Economically Disadvantaged	28.0%	43.7%	40.3%	46.2%	37.0%
Students with Disabilities	32.5%	27.3%	25.0%	***	23.5%
Hispanic or Latino	28.0%	34.5%	33.3%	***	33.4%
English Language Learners	***	18.8%	***	***	13.6%

*** FERPA protected data (See Appendix A)

TABLE C8: COHORT 5 STUDENTS MEETING GROWTH TARGETS

2022/23 ISAT Performance	Cardinal Academy	Doral Academy	Elevate Academy: Nampa	Elevate Academy: North	Pinecrest Academy	RISE Charter	Connor Academy	Idaho
English Language Arts								
All Students	***	67.0%	27.8%	9.8%	62.5%	58.3%	61.7%	57.5%
Grade 4	***	74.2%	N/A	N/A	46.7%	66.7%	60.7%	55.4%
Grade 8	***	N/A	43.6%	<24.0%	N/A	33.3%	68.6%	59.7%
Economically Disadvantaged	***	70.0%	22.7%	<13.0%	61.5%	51.5%	52.9%	46.7%
Students with Disabilities	***	36.8%	<24.0%	***	***	***	40.0%	28.6%
Hispanic or Latino	***	***	<24.0%	***	***	***	42.9%	44.4%
English Language Learners	***	***	***	***	***	***	***	16.9%
Math								
All Students	***	52.7%	9.7%	9.5%	48.9%	43.6%	58.0%	48.2%
Grade 4	***	54.8%	N/A	N/A	43.3%	55.6%	67.2%	54.3%
Grade 8	***	N/A	15.8%	<24.0%	N/A	20.8%	47.2%	43.4%
Economically Disadvantaged	***	60.0%	6.7%	<12.0%	46.2%	28.1%	49.3%	37.0%
Students with Disabilities	***	***	<24.0%	***	***	***	<24.0%	23.5%
Hispanic or Latino	***	***	11.1%	***	***	***	39.3%	33.4%
English Language Learners	***	***	***	***	***	***	***	13.6%

*** FERPA protected data (See Appendix A)

boisestate.edu/sps-ipi/

REPORT AUTHORS

MCALLISTER HALL

BOISE STATE UNIVERSITY
IDAHO POLICY INSTITUTE

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