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## **Idaho's Communities of Excellence Charter School Grant Year 4 Evaluation 2023**

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IDAHO'S  
COMMUNITIES  
OF EXCELLENCE  
CHARTER SCHOOL  
GRANT  
**YEAR 4 EVALUATION**  
2023



**BOISE STATE UNIVERSITY**  
IDAHO POLICY INSTITUTE



# 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 have been 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 serving as 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:

- Of the \$18.3 million subgrants awarded across the six CSP cohorts, approximately \$15.2 million, or 83%, was spent through September 2022.
- Staffing is the most common expenditure (33%), followed by technology (23%), furniture and fixtures (19%), and curriculum (11%).
- More students from each subgroup score proficient on both the math and ELA ISAT than statewide. When looking at individual schools, there are schools with exceptional performance and some that perform similar to the state, but very few schools have lower than the statewide average for subgroup performance.
- When looking at growth targets among subgroups, more COE students reached the growth targets than statewide, however for some subgroups, the difference is within 5%.
- Four of the five cohorts with operating schools experience higher student and parent engagement than the statewide rate, according to the 2022 Idaho Engagement and Satisfaction Survey. Three CSP cohorts have higher staff engagement than the Idaho average.

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, a consortium of leaders in Idaho education<sup>1</sup> 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 \$22.47 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 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 fourth 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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<sup>1</sup> 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	11.0% +2.1%**	14.1% -0.6%	14.5% -1.1%	12.7% +3.7%	15.6% +5.0%	19.0% -0.7%	N/A
% Economically Disadvantaged	24.0% +9.0%	34.0% +8.0%	51.0% -2.0%	34% +0.0%	32.0% -2.0%	30.1% -14.8%	33.7% -3.6%
% Special Education	3.0% -1.0%	13.0% +3.0%	16.0% +4.0%	13.0% +5.0%	11.0% -1.0%	11.6% +0.9%	10.1% +0.7%
% English Language Learners	3.0% +2.0%	2.0% +0.0%	12.0% -5.0%	1.0% -1.0%	2.0% +1.0%	6.0% -0.5%	3.0% +0.3%
% Non-white Non-Hispanic	19.5% +12.3%	20.7% +0.5%	35.8% -2.3%	25.6% +8.3%	23.6% +7.7%	25.7% +0.8%	23.8% +4.2%

\* See Appendix A

\*\* Change from baseline school year

Overall, all Cohort 1 schools have had minimal success in increasing the enrollment of Hispanic/Latino students and all have below the statewide average of Hispanic/Latino enrollment. Forge, Future, and Gem Prep: Meridian have increased the enrollment of students with disabilities and now each have higher enrollment of this population than the statewide average. The most notable increase in the 2021/23 school year was at Compass Charter, who increased the percentage of economically disadvantaged students served by 10% from the previous year.

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		
% Hispanic/Latino	61.1% -5.6%	0.0% -1.8%	16.1% N/A	4.8% +0.0%	34.8% +0.5%	17.9% +1.2%	19.0% +0.5%	*
%Economically Disadvantaged	99.0% +18.0%	35.0% -21.0%	24.0% N/A	22.0% +0.0%	46.0% +9.0%	35.0% -12.0%	30.1% -13.9%	33.7% +0.6%
% Special Education	19.0% +3.0%	*** N/A	8.0% N/A	9.0% -1.0%	13.0% +3.0%	11.0% +5.0%	11.6% -0.6%	10.1% +1.0%
% English Language Learners	13.0% -2.0%	*** N/A	*** N/A	*** N/A	7.0% -2.0%	4.0% +1.0%	6.0% -1.0%	3.0% -0.3%
% Non-white Non-Hispanic	64.6% -5.8%	2.7% -2.7%	24% N/A	8.0% +0.0%	39.3% +2.3%	23.7% -0.4%	25.7% +0.6%	23.8% +2.6%

\* Not available

\*\*\* FERPA protected data (See Appendix A)

Both Elevate Academy and MOSAICS saw sizable increases in enrollment of economically disadvantaged students while Fern Waters and Treasure Valley Classical Academy (TVCA) saw sizable decreases in enrollment of economically disadvantaged students. Elevate and MOSAICS have notably higher enrollment rates compared to statewide and charter school averages of most subgroups. Most notable is the high levels of economically disadvantaged, Hispanic/Latino, and non-White students. Both of these schools are located in Caldwell, one is an elementary school and one is a high school. Both schools emphasize project-based learning.

Table 3 includes demographic data for Cohort 3 subgrantee schools. The 2021/22 school year metrics serve as baseline data in this report. Idaho Arts increased the enrollment of economically disadvantaged students and now serves greater than the statewide and charter average. Idaho Arts also serves greater than the statewide rate of Hispanic/Latino and non-White students. Anser enrollment remained mostly similar to the baseline metrics.

**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		
% Hispanic/Latino	10.5% +0.9%	26.7% -0.8%	19.0% +0.1%	*
%Economically Disadvantaged	16.0% -2.0%	48.0% +17.0%	30.1% -5.2%	33.7% +1.9%
% Special Education	11.0% +0.0%	12.0% +2.0%	11.6% +0.5%	10.1% +0.8%
% English Language Learners	2.0% +0.0%	6.0% -1.0%	6.0% -0.1%	3.0% +0.1%
% Non-white Non-Hispanic	20.0% +0.6%	32.6% -1.5%	25.7% -0.1%	23.8% +1.2%

\* Not available

\*\*\* FERPA protected data (See Appendix A)

Table 4 includes available data for Cohort 4 schools. Alturas Preparatory Academy opened this school year and Gem Prep: Meridian South opened in the 2022/23 school year and has no data yet.

**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		
% Hispanic/Latino	10.6% N/A	N/A	19.0% +0.1%	*
%Economically Disadvantaged	33.0% N/A	N/A	30.1% -5.2%	33.7% +1.9%
% Special Education	10.0% N/A	N/A	11.6% +0.5%	10.1% +0.8%
% English Language Learners	*** N/A	N/A	6.0% -0.1%	3.0% +0.1%
% Non-white Non-Hispanic	15.6% N/A	N/A	25.7% -0.1%	23.8% +1.2%

\* Not available

\*\*\* FERPA protected data (See Appendix A)

Table 5 includes demographic data for Cohort 5 subgrantee schools. Five schools have data: Cardinal, Connor, Doral, and Pinecrest Academies as well as RISE Charter School. Neither Elevate Academies have data to report 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
% Hispanic/Latino	35.3% N/A	19.1% +1.7%	N/A	N/A	15.8% +5.0%	12.9% N/A	7.6% -1.4%
%Economically Disadvantaged	*** N/A	9.0% -9.0%	N/A	N/A	10.0% -2.0%	18.0% N/A	21.0% +9.0%
% Special Education	18.0% N/A	15.0% +0.0%	N/A	N/A	9.0% +4.0%	9.0% N/A	8.0% +0.0%
% English Language Learners	*** N/A	*** N/A	N/A	N/A	*** N/A	*** N/A	*** N/A
% Non-white Non-Hispanic	50.0% N/A	26.3% +3.5%	N/A	N/A	24.3% +8.9%	15.3% N/A	13.8% -3.2%

\*\*\* FERPA protected data (See Appendix A)

Three schools (Connor, Doral, and Pinecrest Academies) were open in 2021/22 and now have enough data for comparison. In the year after receiving funds, Doral academy saw a 50% decrease in enrollment of economically disadvantaged students and Connor Academy saw a 75% increase. All three schools remain below the statewide rate of enrollment of this population. Pinecrest Academy increased enrollment rates of Hispanic/Latino and Non-white populations. Though close, both enrollments remain below the state average.

Cohort 6 schools, Gem Prep: Twin Falls and Mountain Community School will also be included in parts of this report though neither have demographic data available at this time. Gem Prep: Twin Falls is a start-up and opens in the 2023/24 school year and intends on adding 574 seats. Mountain Community School is a start-up that opened in the 2022/23 school year and plans to add 225 seats.

# 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 6 displays spending and distribution of grant funds by cohort.

**TABLE 6: COHORT SPENDING AND DISTRIBUTION OF GRANT FUNDS**

	Cohort 1	Cohort 2	Cohort 3	Cohort 4	Cohort 5	Cohort 6
<b>Grant Amount</b>	\$5,163,353	\$5,030,817	\$1,600,000	\$1,600,000	\$3,857,866	\$1,059,896
<b>Planned New Seats</b>	2476	2794	562	1176	2130	799
<b>Expenditures through 9/30/2022</b>						
<b>Spending</b>	\$5,163,353	\$4,972,065	\$1,036,574	\$1,436,361	\$2,424,251	\$126,301
<b>Percent Spent</b>	100%	98.8%	64.8%	89.8%	62.8%	11.9%
<b>New Seats</b>	1478	2390	101	588	948	85
<b>Remaining Grant Funds</b>						
<b>Funding Left</b>	\$0	\$58,752	\$563,426	\$163,639	\$1,433,615	\$933,595
<b>Seats to Goal</b>	998	404	461	588	1182	714

After using all funds, Cohort 1 schools reached 59.7% of their enrollment goals. White Pine Charter School was originally awarded \$800,000 but funds were reduced to \$613,353 due to the school not meeting enrollment targets. Excluding White Pine Charter, Cohort 1 schools reached 68.2% of their enrollment goals. Gem Prep: Meridian remains closest to meeting its target, having filled 84.8% of seats (See Appendix Table B1).

Five of six Cohort 2 schools have spent all of their funds, with Gem Prep: Meridian North closely behind at 92.7% (See Appendix Table B2). Cohort 2 schools filled 85.5% of their planned seats. Fern Waters, Elevate Academy, and Hayden Canyon exceeded their seat goals. As the most recently opened school in the cohort, Gem Prep: Meridian North is the only one below 70% of its seat target.

The two expansion schools in Cohort 3 have spent 64.8% of their funds (See Appendix Table B3). Anser has filled 24.5% of its seat target while Idaho Arts has reached 10.4% of its goal.

The two start-up schools in Cohort 4 have spent 89.8% of their funds (See Appendix Table B3). Alturas Preparatory has filled 64.1% of its seat target while Gem Prep: Meridian South has reached 35.2% of its goal.

Cohort 5 grantees have spent 62.8% of their funds (See Appendix Table B4). The schools have filled 44.5% of their enrollment targets, with Elevate Academy North reaching the highest share of new seats at 70.8%. Six of the seven cohort members have spent more than half of their funds, while The Academy (Connor)’s entire \$800,000 subgrant remains available.

The two start-up schools in Cohort 6 have spent 11.9% of their funds (See Appendix Table B5). Mountain Community School has filled 37.8% of its seat target. Gem Prep: Twin Falls opens Fall 2023.

Table 7 provides data regarding specific expenditures for each of the cohorts.

**TABLE 7: COHORT EXPENDITURES OF GRANT FUNDS**

	Cohort 1	Cohort 2	Cohort 3	Cohort 4	Cohort 5	Cohort 6
Staffing	\$2,468,314	\$2,017,978	\$113,770	\$118,859	\$318,131	\$30,267
Professional Development	\$86,735	\$57,993	\$75,618	\$1,795	\$53,593	\$0
Curriculum	\$360,045	\$563,700	\$181,667	\$261,825	\$283,993	\$21,697
Purchased Services	\$141,853	\$196,447	\$58,642	\$0	\$56,851	\$816
Furniture and Fixtures	\$829,096	\$1,221,868	\$110,956	\$538,081	\$154,024	\$46,000
Technology	\$1,205,439	\$779,616	\$480,900	\$509,649	\$541,048	\$27,521
Software Licenses	\$71,871	\$40,146	\$15,020	\$6,151	\$15,030	\$0
Transportation	\$0	\$94,315	\$0	\$0	\$1,001,582	\$0
Total	\$5,163,353	\$4,972,065	\$1,036,574	\$1,436,361	\$2,424,251	\$126,301
Percent Spent	100%	98.8%	64.8%	89.8%	62.8%	11.9%

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 significant margin—only 4% on staffing—instead dedicating the majority of funds to furniture and fixtures (54%) and technology (26%). 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 (65%) and MOSAICS (32%). Fern Waters spent nearly half 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 (36%) and professional development (20%), and for Idaho Arts, technology (61%) and curriculum (18%).

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 (74%) and staffing (19%).

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 (51%) dedicated more than half their funds to the category. Among the other three schools who have used grant funds, Pinecrest Academy (35%) and Doral Academy (34%) spent the most on staffing while RISE (37%) prioritized furniture and fixtures.

Cohort 6 start-up schools have yet to spend the majority of their funds (See Appendix Table B10). Gem Prep: Twin Falls spent less than 4% of their total grant amount and allocated it all to staffing. Mountain Community spent nearly half on furniture and fixtures (48%), followed by technology (29%) and curriculum (23%).

Of the \$18.3 million subgrants awarded across the six cohorts, approximately \$15.2 million, or 83%, was spent through September 2022. Staffing remains the most common expenditure overall (33%). The next most popular are technology (23%), furniture and fixtures (19%), and curriculum (11%). Transportation, purchased services, professional development, and software licenses combine for the remaining 13%.

## 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 as measured by 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 8 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 8: STUDENTS MEETING ACHIEVEMENT TARGETS BY COHORT**

2021/22 ISAT Performance	Cohort 1	Cohort 2	Cohort 3	Cohort 4	Cohort 5	State Goal	Idaho	All Public Charters
<b>Math</b>								
All Students	52.7%	44.5%	39.8%	46.9%	48.3%	61.1%	42.7%	49.7%
Grade 4	61.6%	51.0%	46.1%	N/A	63.3%	N/A	49.3%	54.9%
Grade 8	47.6%	45.5%	24.8%	45.0%	***	N/A	36.8%	42.4%
<b>English Language Arts</b>								
All Students	63.1%	57.4%	55.1%	63.3%	59.9%	68.7%	55.5%	62.4%
Grade 4	51.5%	54.3%	53.4%	N/A	54.8%	N/A	52.5%	58.3%
Grade 8	69.5%	55.6%	52.3%	***	65.6%	N/A	55.0%	63.8%

\*\*\* FERPA protected data (See Appendix A)

As a whole, Cohort 1 schools have more students reaching proficiency than statewide and all charter school averages on the math test, however, the cohort falls short of the state goal for the percent of students meeting or exceeding state math and ELA achievement targets. In ELA, cohort schools have slightly more students reaching proficiency than all charter schools and almost 8% more students than the statewide average. Only two schools—Compass and Gem Prep: Meridian reach the state ELA and Math targets (See Appendix Table C1).

The rate of students scoring proficient in Cohort 2 is similar to statewide average and below charter school averages on math and ELA achievement. Only Gem Prep: Meridian North met the state goal for math and ELA achievement targets. Though Fern Waters and Hayden Canyon each were about 1% away from the ELA goal (See Appendix Table C2).

Among Cohort 3 schools, similar rates of students score proficient on math and ELA achievement compared to statewide averages though fall short of overall charter average. 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 currently only accounts for Alturas Preparatory Academy’s scores. More Alturas students scored proficient on both the ELA and Math ISAT than the state average while performing similar to the charter school average.

Cohort 5 performed similarly to Cohort 4. Only Connor Academy meets the state math goal. Connor Academy is also within 1% of the state target ELA (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 9: STUDENTS MEETING GROWTH TARGETS BY COHORT**

2021/22 ISAT Growth	Cohort 1	Cohort 2	Cohort 3	Cohort 4	Cohort 5	Idaho	All Public Charters
<b>Math</b>							
All Students	61.6%	47.9%	54.9%	54.3%	51.3%	53.5%	59.0%
Grade 4	65.2%	59.4%	61.7%	N/A	63.3%	60.2%	63.0%
Grade 8	46.0%	41.3%	39.1%	53.7%	47.7%	46.7%	50.2%
<b>English Language Arts</b>							
All Students	69.8%	62.7%	65.1%	67.0%	69.5%	64.4%	69.5%
Grade 4	64.3%	69.7%	64.9%	N/A	66.6%	63.4%	65.8%
Grade 8	66.5%	***	64.5%	68.5%	75.6%	63.7%	72.1%

\*\*\* FERPA protected data (See Appendix A)

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 and ELA growth (See Appendix Table C5).

Although Cohort 2 falls short of statewide and charter school averages on academic growth targets, both TVCA and Fern Waters exceed the Idaho rate in math and ELA growth. Hayden Canyon also performed better than the state in ELA growth and MOSAICS performed similarly (See Appendix Table C6).

Cohort 3 schools performed similarly to the statewide average for both math and ELA growth while falling below the charter school average (See Table C7). The Cohort 4 school with data has similar math growth rates to the state but higher rates in ELA, performing similarly to charter schools as a whole.

Cohort 5 students surpass Idaho academic growth rates in ELA but fall short in math. Despite falling short of the Idaho average in ELA, three of the four schools in Cohort 5 exceeded the state average (See Table C8).

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

**TABLE 10: SUBGROUP PERFORMANCE**

2021/22 ISAT Performance	COE Schools	Idaho	All Charters	State Goal
<b>Math</b>				
Economically Disadvantaged	37.6%	28.3%	36.3%	53.5%
English Language Learners	23.7%	17.4%	21.8%	38.1%
Hispanic or Latino	31.5%	23.6%	31.7%	48.0%
Students with Disabilities	15.5%	12.5%	17.3%	43.5%
<b>English Language Arts</b>				
Economically Disadvantaged	50.0%	39.7%	49.8%	60.4%
English Language Learners	29.3%	26.1%	31.4%	37.9%
Hispanic or Latino	45.9%	37.8%	47.2%	55.7%
Students with Disabilities	19.5%	15.3%	21.6%	43.3%

\*\*\* FERPA protected data (See Appendix A)

In aggregate, more students from each subgroup score proficient on both the math and ELA ISAT than statewide. When looking at individual schools, there are schools with exceptional performance and some that perform similar to the state, but very few schools have lower than the statewide average for subgroup performance.

When looking at growth targets among subgroups, more COES students reached the growth targets than statewide, however for some subgroups, the difference is within 5%.

**TABLE 11: SUBGROUP GROWTH**

2021/22 ISAT Growth	COE Schools	Idaho	All Charters
<b>Math</b>			
Economically Disadvantaged	49.9%	43.5%	48.9%
English Language Learners	44.9%	37.1%	40.6%
Hispanic or Latino	45.4%	40.6%	45.7%
Students with Disabilities	30.8%	27.8%	29.9%
<b>English Language Arts</b>			
Economically Disadvantaged	60.1%	54.1%	60.7%
English Language Learners	44.6%	47.8%	50.5%
Hispanic or Latino	58.1%	53.1%	58.7%
Students with Disabilities	30.8%	35.5%	40.6%

\*\*\* FERPA protected data (See Appendix A)

Much like the performance data, very few subgrantee schools had subgroups achieve less growth than the statewide average, though many more had similar rates of students reaching the growth targets.

# 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. Data from the CSP schools was compared with statewide ESS results. Unlike previous evaluation reports, this analysis does not contain CSP parent and teacher survey results as The FDR Group did not administer surveys during the current evaluation period.

The ESS annually measures engagement and satisfaction in schools across the state. The survey captures student engagement, specifically their cognitive (level of investment), behavioral (level of effort), and emotional (feeling about school) engagement. Engagement levels are measured by select demographic groups, such as Hispanic or Latinx, economically disadvantaged, and students with disabilities. Parent and staff engagement and satisfaction are reported at the aggregate level.

Survey data are reported for CSP schools in the first five cohorts serving students in Spring 2022. ESS results for students, parents, and staff engagement are available for 14 CSP schools, while five schools only have data for one or two surveys and five schools do not have data for any group.

Table 12 displays student, parent, and staff engagement by cohort.

**TABLE 12: ENGAGEMENT AND SATISFACTION BY COHORT**

	Cohort 1	Cohort 2	Cohort 3	Cohort 4	Cohort 5	Idaho
<b>Student Engagement</b>						
Overall	52.7%	51.9%	47.6%	43.5%	59.0%	45.5%
Cognitive	51.8%	48.4%	44.4%	35.6%	55.3%	41.0%
Behavioral	59.5%	55.1%	53.6%	56.5%	68.8%	52.5%
Emotional	46.7%	52.1%	44.8%	38.4%	54.5%	42.9%
Economically Disadvantaged	53.8%	57.3%	46.0%	42.7%	59.1%	46.3%
Students with Disabilities	45.6%	41.2%	47.5%	31.4%	54.1%	44.6%
Hispanic or Latino	51.1%	40.1%	44.1%	***	68.2%	42.7%
<b>Parent and Staff Engagement</b>						
Parent	82.6%	90.3%	72.9%	78.4%	85.7%	75.7%
Staff	74.4%	82.7%	66.3%	89.5%	80.2%	75.9%

\*\*\* FERPA protected data (See Appendix A)

All Cohort 1 schools reporting data, not including White Pine, exceed the statewide rate for overall student engagement (See Appendix Table D1). The cohort average is higher than Idaho for each type of student engagement and noted student demographic. Parent engagement is above the statewide average while staff engagement is below.

Five of six Cohort 2 schools exceed the statewide rate for overall student engagement (See Appendix Table D2). Elevate Academy's 33.2% is the only exception. The cohort average is higher than Idaho for each type of student engagement and economically disadvantaged students but is lower for students with disabilities and Hispanic/Latinx. Parent and staff engagement are above the statewide average.

Both Cohort 3 schools exceed the statewide rate for overall student engagement (See Appendix Table D3). The cohort average is higher than Idaho for each type of student engagement, students with disabilities, and Hispanic/Latinx but is slightly lower for economically disadvantaged students. Parent and staff engagement are below the statewide average.

As the only Cohort 4 school reporting data, Alturas Preparatory Academy's 43.5% falls short of the statewide rate for overall student engagement (See Appendix Table D4). This trend remains true for cognitive and emotional engagement while the school is higher than Idaho for behavior engagement. Economically disadvantaged and students with disabilities are lower than the rest of the state, with no data reported for Hispanic/Latinx. Despite lower student metrics, parent and staff engagement are above the statewide average.

Cohort 5 is the only CSP group to outperform the state in every student, parent, and staff ESS category used in the analysis (See Appendix Table D5).

## CONCLUSION

Four 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. When looking at all COE schools, they serve similar rates of students with disabilities, students who are English Language Learner, and non-white, non-Hispanic students. COE schools serve a slightly higher rate of economically disadvantaged students (by about 6%). This is an overall improvement compared to baseline data.

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 and after 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 similar rates of proficiency compared to the state average. However, few schools perform below the state average.

Overall, more parents and students at COE schools are satisfied with their school when compared to parents and students at other schools. Staff engagement and satisfaction across COES schools vary. Many COE schools have higher levels of reported satisfaction and engagement, some have similar levels, and five schools have much lower reported levels of engagement and satisfaction among staff.

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 be 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](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	354
<b>Expenditures through 9/30/2022</b>					
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
<b>Remaining Grant Funds</b>					
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	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
<b>Expenditures through 9/30/2022</b>						
Spending	\$1,250,000	\$130,816	\$741,249	\$800,000	\$800,000	\$1,250,000
Percent Spent	100%	100%	92.7%	100%	100%	100%
New Seats	499	75	392	469	416	539
<b>Remaining Grant Funds</b>						
Funding Left	\$0	\$0	\$58,751	\$0	\$0	\$0
Seats to Goal	0	0	182	0	124	163
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
<b>Expenditures through 9/30/2022</b>				
Spending	\$315,027	\$721,547	\$800,000	\$636,361
Percent Spent	39.4%	90.2%	100%	79.5%
New Seats	74	27	386	202
<b>Remaining Grant Funds</b>				
Funding Left	\$484,973	\$78,453	\$0	\$163,639
Seats to Goal	228	233	216	372
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	\$405,615	\$800,000
Planned New Seats	120	342	486	308	367	225	282
<b>Expenditures through 9/30/2022</b>							
Spending	\$340,764	\$210,794	\$799,998	\$567,439	\$210,338	\$294,918	\$0
Percent Spent	90.6%	55.1%	100%	70.9%	71.6%	72.7%	0%
New Seats	33	114	315	218	129	134	5
<b>Remaining Grant Funds</b>							
Funding Left	\$35,321	\$171,491	\$0	\$232,561	\$83,545	\$110,697	\$800,000
Seats to Goal	87	228	171	90	238	91	277
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 GRANT FUNDS**

	Gem Prep: Twin Falls	Mountain Community
Type	Start-up	Start-up
Grant Amount	\$837,500	\$222,396
Planned New Seats	574	225
<b>Expenditures through 9/30/2022</b>		
Spending	\$30,267	\$96,034
Percent Spent	3.6%	43.2%
New Seats	0	85
<b>Remaining Grant Funds</b>		
Funding Left	\$807,233	\$126,362
Seats to Goal	574	140
Budget End Date	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	\$660,041	\$924,057	\$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
<b>Total</b>	<b>\$800,000</b>	<b>\$1,250,000</b>	<b>\$1,250,000</b>	<b>\$1,250,000</b>	<b>\$613,353</b>
<b>Percent Spent</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

**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	\$48,138	\$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
<b>Total</b>	<b>\$1,250,000</b>	<b>\$130,816</b>	<b>\$741,249</b>	<b>\$800,000</b>	<b>\$800,000</b>	<b>\$1,250,000</b>
<b>Percent Spent</b>	<b>100%</b>	<b>100%</b>	<b>92.7%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

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

	Anser Charter	Idaho Arts Charter	Alturas Preparatory	Gem Prep: Meridian South
Staffing	\$113,700	\$0	\$0	\$118,859
Professional Development	\$62,700	\$12,918	\$0	\$1,795
Curriculum	\$53,652	\$128,015	\$261,825	\$0
Purchased Services	\$10,829	\$47,814	\$0	\$0
Furniture and Fixtures	\$18,669	\$92,287	\$498,938	\$39,143
Technology	\$40,388	\$440,512	\$39,237	\$470,413
Software Licenses	\$15,020	\$0	\$0	\$6,151
Transportation	\$0	\$0	\$0	\$0
Total	\$315,027	\$721,547	\$800,000	\$636,361
Percent Spent	39.4%	90.2%	100%	79.5%

**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	\$121,365	\$74,151	\$13,968	\$0
Professional Development	\$0	\$34,920	\$1,386	\$12,041	\$5,246	\$0	\$0
Curriculum	\$22,101	\$57,646	\$13,794	\$35,118	\$61,028	\$94,306	\$0
Purchased Services	\$1,045	\$7,050	\$28,979	\$19,051	\$725	\$0	\$0
Furniture and Fixtures	\$12,628	\$0	\$0	\$0	\$31,077	\$110,319	\$0
Technology	\$71,253	\$32,644	\$234,266	\$88,449	\$38,111	\$76,325	\$0
Software Licenses	\$7,460	\$7,570	\$0	\$0	\$0	\$0	\$0
Transportation	\$213,000	\$0	\$497,167	\$291,415	\$0	\$0	\$0
Total	\$340,764	\$210,794	\$799,998	\$567,439	\$210,338	\$294,918	\$0
Percent Spent	90.6%	55.1%	100%	70.9%	71.6%	72.7%	0%

**TABLE B10: SCHOOL EXPENDITURES OF COHORT 6 GRANT FUNDS**

	Gem Prep: Twin Falls	Mountain Community
Staffing	\$30,267	\$0
Professional Development	\$0	\$0
Curriculum	\$0	\$21,697
Purchased Services	\$0	\$816
Furniture and Fixtures	\$0	\$46,000
Technology	\$0	\$27,521
Software Licenses	\$0	\$0
Transportation	\$0	\$0
Total	\$30,267	\$96,034
Percent Spent	3.6%	43.2%

# APPENDIX C: PERFORMANCE DATA BY COHORT

**TABLE C1: COHORT 1 STUDENTS MEETING ACHIEVEMENT TARGETS**

2021/22 ISAT Performance	Compass Charter	Forge International	Future Public	Gem Prep: Meridian	White Pine Charter	Idaho
<b>Math</b>						
All Students	70.9%	36.2%	46.6%	56.9%	52.8%	42.7%
Grade 4	68.2%	<39%	48.0%	61.2%	68.9%	49.3%
Grade 8	62.1%	***	N/A	43.2%	37.5%	36.8%
Economically Disadvantaged	71.4%	35.0%	34.4%	52.2%	47.9%	28.3%
Students with Disabilities	50.0%	<21.0%	13.5%	21.4%	20.0%	12.5%
Hispanic or Latino	73.9%	<38.0%	32.1%	50.0%	34.8%	23.6%
English Language Learners	65.7%	***	20.0%	***	50.0%	17.4%
<b>English Language Arts</b>						
All Students	82.5%	46.7%	49.7%	75.5%	61.0%	55.5%
Grade 4	***	41.9%	47.1%	>57%	65.6%	52.5%
Grade 8	85.5%	50.0%	N/A	86.4%	56.1%	55.0%
Economically Disadvantaged	79.5%	31.9%	33.0%	71.4%	57.9%	39.8%
Students with Disabilities	47.1%	<21.0%	13.5%	46.5%	<18%	15.3%
Hispanic or Latino	81.4%	55.2%	34.5%	69.4%	45.7%	37.8%
English Language Learners	68.6%	***	16.7%	***	***	26.1%

\*\*\* FERPA protected data (See Appendix A)

**TABLE C2: COHORT 2 STUDENTS MEETING ACHIEVEMENT TARGETS**

2021/22 ISAT Performance	Elevate Academy	Fern Waters	Hayden Canyon	MOSAICS	TVCA	Gem Prep: Meridian North	Idaho
<b>Math</b>							
All Students	10.7%	53.5%	41.4%	40.9%	46.3%	74.0%	42.7%
Grade 4	N/A	***	44.4%	36.5%	57.7%	77.3%	49.3%
Grade 8	<11.0%	46.7%	45.5%	N/A	44.4%	N/A	36.8%
Economically Disadvantaged	<12.0%	42.3%	36.4%	27.8%	30.6%	>71.0%	28.3%
Students with Disabilities	<18.0%	***	<24.0%	22.2%	<20.0%	***	12.5%
Hispanic or Latino	<8.0%	***	***	<31.0%	24.0%	***	23.6%
English Language Learners	<14%	***	***	***	***	***	17.4%
<b>English Language Arts</b>							
All Students	30.6%	67.6%	67.4%	41.6%	55.6%	81.8%	55.5%
Grade 4	N/A	60.0%	63.0%	42.3%	51.9%	>72.0%	52.5%
Grade 8	24.6%	***	68.2%	N/A	74.1%	N/A	55.0%
Economically Disadvantaged	<32.0%	69.2%	61.8%	37.5%	42.6%	>71.0%	39.8%
Students with Disabilities	<18.0%	***	28.0%	25.9%	<20.0%	***	15.3%
Hispanic or Latino	23.7%	***	***	<39.0%	24.0%	***	37.8%
English Language Learners	<14.0%	***	***	27.8%	***	***	26.1%

\*\*\* FERPA protected data (See Appendix A)

**TABLE C3: COHORT 3 STUDENTS MEETING ACHIEVEMENT TARGETS**

2021/22 ISAT Performance	Anser Charter	Idaho Arts Charter	Idaho
<b>Math</b>			
All Students	41.6%	38.0%	42.7%
Grade 4	51.0%	41.1%	49.3%
Grade 8	28.1%	21.4%	36.8%
Economically Disadvantaged	27.5%	32.8%	28.3%
Students with Disabilities	<19.0%	11.8%	12.5%
Hispanic or Latino	29.0%	26.2%	23.6%
English Language Learners	***	<13.0%	17.4%
<b>English Language Arts</b>			
All Students	55.1%	55.2%	55.5%
Grade 4	54.9%	51.9%	52.5%
Grade 8	50.0%	54.5%	55.0%
Economically Disadvantaged	42.5%	45.9%	39.8%
Students with Disabilities	27.3%	10.7%	15.3%
Hispanic or Latino	38.7%	43.2%	37.8%
English Language Learners	***	17.0%	26.1%

\*\*\* FERPA protected data (See Appendix A)

**TABLE C4: COHORT 5 STUDENTS MEETING ACHIEVEMENT TARGETS**

2021/22 ISAT Performance	Cardinal Academy	Doral Academy	Pinecrest Academy	RISE Charter	Connor Academy	Idaho
<b>Math</b>						
All Students	***	39.3%	49.4%	40.2%	64.2%	42.7%
Grade 4	***	66.7%	55.0%	65.2%	66.1%	49.3%
Grade 8	***	N/A	N/A	***	63.0%	36.8%
Economically Disadvantaged	***	***	***	33.3%	66.2%	28.3%
Students with Disabilities	***	***	***	***	40.7%	12.5%
Hispanic or Latino	***	***	***	***	56.5%	23.6%
English Language Learners	***	***	***	***	***	17.4%
<b>English Language Arts</b>						
All Students	***	60.4%	61.2%	50.0%	67.9%	55.5%
Grade 4	***	***	60.0%	47.8%	56.5%	52.5%
Grade 8	***	N/A	N/A	52.9%	78.3%	55.0%
Economically Disadvantaged	***	***	***	47.4%	61.8%	39.8%
Students with Disabilities	***	***	***	***	29.6%	15.3%
Hispanic or Latino	***	***	***	***	69.6%	37.8%
English Language Learners	***	***	***	***	***	26.1%

\*\*\* FERPA protected data (See Appendix A)



**TABLE C5: COHORT 1 STUDENTS MEETING GROWTH TARGETS**

2021/22 ISAT Performance	Compass Charter	Forge International	Future Public	Gem Prep: Meridian	White Pine Charter	Idaho
<b>Math</b>						
All Students	69.3%	51.3%	64.8%	62.0%	60.4%	53.5%
Grade 4	58.5%	48.3%	66.7%	77.1%	75.4%	60.2%
Grade 8	61.3%	46.2%	N/A	48.8%	27.8%	46.7%
Economically Disadvantaged	69.8%	47.5%	58.8%	60.7%	44.8%	43.5%
Students with Disabilities	53.8%	40.7%	33.3%	45.7%	<25.0%	27.8%
Hispanic or Latino	76.2%	<50.0%	68.8%	57.1%	50.0%	40.6%
English Language Learners	***	***	56.5%	***	***	37.1%
<b>English Language Arts</b>						
All Students	84.0%	59.9%	60.8%	76.5%	67.9%	64.4%
Grade 4	75.5%	55.2%	59.2%	56.3%	75.4%	63.4%
Grade 8	86.3%	53.8%	N/A	>86.0%	59.5%	63.7%
Economically Disadvantaged	82.8%	51.7%	51.5%	65.6%	66.2%	54.1%
Students with Disabilities	61.5%	29.6%	31.0%	61.1%	32.0%	35.5%
Hispanic or Latino	87.5%	>50.0%	50.0%	64.3%	51.4%	53.1%
English Language Learners	63.0%	***	43.5%	***	***	47.8%

\*\*\* FERPA protected data (See Appendix A)

**TABLE C6: COHORT 2 STUDENTS MEETING GROWTH TARGETS**

2021/22 ISAT Performance	Elevate Academy	Fern Waters	Hayden Canyon	MOSAICS	TVCA	Gem Prep: Meridian North	Idaho
<b>Math</b>							
All Students	22.8%	60.3%	50.9%	47.7%	57.6%	N/A	53.5%
Grade 4	N/A	66.7%	56.0%	46.9%	68.0%	N/A	60.2%
Grade 8	19.3%	***	52.6%	N/A	51.9%	N/A	46.7%
Economically Disadvantaged	<25.0%	46.2%	40.5%	45.2%	49.4%	N/A	43.5%
Students with Disabilities	21.7%	***	34.8%	33.3%	<30.0%	N/A	27.8%
Hispanic or Latino	<18.0%	***	***	<45.0%	47.1%	N/A	40.6%
English Language Learners	16.2%	***	***	***	***	N/A	37.1%
<b>English Language Arts</b>							
All Students	34.7%	72.1%	71.9%	64.0%	70.7%	N/A	64.4%
Grade 4	N/A	66.7%	76.9%	63.3%	72.0%	N/A	63.4%
Grade 8	33.3%	***	***	N/A	76.9%	N/A	63.7%
Economically Disadvantaged	<37.0%	***	59.5%	64.3%	66.3%	N/A	54.1%
Students with Disabilities	<27.0%	***	34.8%	***	35.0%	N/A	35.5%
Hispanic or Latino	26.3%	***	***	>58.0%	50.0%	N/A	53.1%
English Language Learners	17.1%	***	***	***	***	N/A	47.8%

\*\*\* FERPA protected data (See Appendix A)

**TABLE C7: COHORT 3 STUDENTS MEETING GROWTH TARGETS**

2021/22 ISAT Performance	Anser Charter	Idaho Arts Charter	Idaho
<b>Math</b>			
All Students	45.8%	55.0%	53.5%
Grade 4	66.7%	56.7%	60.2%
Grade 8	46.7%	31.5%	46.7%
Economically Disadvantaged	39.3%	54.4%	43.5%
Students with Disabilities	<25.0%	28.8%	27.8%
Hispanic or Latino	37.5%	46.3%	40.6%
English Language Learners	***	36.8%	37.1%
<b>English Language Arts</b>			
All Students	68.8%	61.4%	64.4%
Grade 4	74.5%	55.2%	63.4%
Grade 8	70.0%	58.9%	63.7%
Economically Disadvantaged	62.1%	58.4%	54.1%
Students with Disabilities	46.2%	31.8%	35.5%
Hispanic or Latino	72.0%	54.7%	53.1%
English Language Learners	***	42.1%	47.8%

\*\*\* FERPA protected data (See Appendix A)

**TABLE C8: COHORT 5 STUDENTS MEETING GROWTH TARGETS**

2021/22 ISAT Performance	Cardinal Academy	Doral Academy	Pinecrest Academy	RISE Charter	Connor Academy	Idaho
<b>Math</b>						
All Students	***	35.1%	56.4%	45.3%	68.3%	53.5%
Grade 4	***	57.1%	***	66.7%	66.1%	60.2%
Grade 8	***	N/A	N/A	29.4%	65.9%	46.7%
Economically Disadvantaged	***	***	***	44.4%	74.1%	43.5%
Students with Disabilities	***	***	***	***	47.6%	27.8%
Hispanic or Latino	***	***	***	***	60.0%	40.6%
English Language Learners	***	***	***	***	***	37.1%
<b>English Language Arts</b>						
All Students	***	72.9%	70.9%	59.4%	74.6%	64.4%
Grade 4	***	***	68.4%	61.9%	69.4%	63.4%
Grade 8	***	N/A	N/A	64.7%	86.4%	63.7%
Economically Disadvantaged	***	***	***	55.6%	72.2%	54.1%
Students with Disabilities	***	66.7%	***	***	57.1%	35.5%
Hispanic or Latino	***	***	***	***	>70.0%	53.1%
English Language Learners	***	***	***	***	***	47.8%

\*\*\* FERPA protected data (See Appendix A)

# APPENDIX D: STUDENT, PARENT, STAFF ENGAGEMENT

**TABLE D1: COHORT 1 SCHOOL ENGAGEMENT**

	Compass Charter	Forge International	Future Public	Gem Prep: Meridian	White Pine Charter	Idaho
<b>Student Engagement</b>						
Overall	51.6%	54.7%	62.0%	48.3%	***	45.5%
Cognitive	50.7%	52.1%	63.2%	47.2%	***	41.0%
Behavioral	60.8%	58.1%	57.5%	58.0%	***	52.5%
Emotional	43.2%	53.8%	65.3%	39.7%	***	42.9%
Economically Disadvantaged	52.7%	53.2%	60.9%	49.3%	***	46.3%
Students with Disabilities	39.4%	58.6%	45.1%	38.5%	***	44.6%
Hispanic or Latino	49.1%	54.2%	58.9%	46.8%	***	42.7%
<b>Parent and Staff Engagement</b>						
Parent	86.2%	73.3%	95.6%	76.3%	74.6%	75.7%
Staff	85.3%	71.2%	86.1%	60.0%	61.2%	75.9%

\*\*\* FERPA protected data (See Appendix A)

**TABLE D2: COHORT 2 SCHOOL ENGAGEMENT**

	Elevate Academy	Fern Waters Charter	Gem Prep: Meridian North	Hayden Canyon Charter	MOSAICS	TVCA	Idaho
<b>Student Engagement</b>							
Overall	33.2%	57.9%	75.9%	53.7%	67.3%	58.7%	45.5%
Cognitive	28.3%	45.8%	72.3%	49.1%	66.9%	58.4%	41.0%
Behavioral	34.0%	72.2%	73.5%	67.9%	64.2%	61.2%	52.5%
Emotional	37.2%	55.6%	81.9%	44.0%	70.9%	56.6%	42.9%
Economically Disadvantaged	<34.0%	50.7%	75.8%	47.2%	63.9%	53.7%	46.3%
Students with Disabilities	31.0%	***	***	47.1%	56.1%	53.8%	44.6%
Hispanic or Latino	31.3%	***	***	***	65.5%	51.9%	42.7%
<b>Parent and Staff Engagement</b>							
Parent	N/A	96.1%	87.8%	75.0%	91.7%	93.8%	75.7%
Staff	N/A	95.5%	92.0%	63.9%	83.6%	N/A	75.9%

\*\*\* FERPA protected data (See Appendix A)

**TABLE D3: COHORT 3 AND 4 SCHOOL ENGAGEMENT**

	Anser Charter	Idaho Arts Charter	Alturas Preparatory	Idaho
<b>Student Engagement</b>				
Overall	49.6%	47.2%	43.5%	45.5%
Cognitive	47.0%	43.9%	35.6%	41.0%
Behavioral	49.4%	54.4%	56.5%	52.5%
Emotional	52.4%	43.4%	38.4%	42.9%
Economically Disadvantaged	36.8%	46.4%	42.7%	46.3%
Students with Disabilities	57.8%	46.0%	31.4%	44.6%
Hispanic or Latino	44.9%	44.0%	***	42.7%
<b>Parent and Staff Engagement</b>				
Parent	82.2%	66.5%	78.4%	75.7%
Staff	75.7%	63.1%	89.5%	75.9%

\*\*\* FERPA protected data (See Appendix A)

**TABLE D5: COHORT 5 SCHOOL ENGAGEMENT**

	Cardinal Academy	Connor Academy	Doral Academy	Pinecrest Academy	Idaho
<b>Student Engagement</b>					
Overall	50.0%	58.3%	61.8%	64.2%	45.5%
Cognitive	<36.0%	53.7%	55.4%	64.8%	41.0%
Behavioral	52.9%	69.6%	69.9%	72.2%	52.5%
Emotional	67.6%	51.6%	60.2%	55.6%	42.9%
Economically Disadvantaged	<54.0%	59.1%	***	***	46.3%
Students with Disabilities	***	54.5%	53.3%	***	44.6%
Hispanic or Latino	***	68.2%	***	***	42.7%
<b>Parent and Staff Engagement</b>					
Parent	91.7%	90.3%	N/A	N/A	75.7%
Staff	75.4%	81.0%	N/A	N/A	75.9%

\*\*\* FERPA protected data (See Appendix A)

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