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Idaho's Communities of Excellence Charter School Grant Year 2 Evaluation 2021

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IDAHO'S
COMMUNITIES
OF EXCELLENCE
CHARTER SCHOOL
GRANT
YEAR 2 EVALUATION
2021



BOISE STATE UNIVERSITY
IDAHO POLICY INSTITUTE



COMMUNITIES OF EXCELLENCE YEAR 2 EVALUATION

EXECUTIVE SUMMARY

In 2018, the U.S. Department of Education awarded Idaho's *Communities of Excellence* (COE) consortium a \$17.1 million Charter Schools Program (CSP) grant. The amount of the award increased to \$22.5 million in 2019. Grant funds will be distributed over five years with the intent to achieve Idaho's COE objectives.

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

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

Performance data is omitted from this report as standardized testing was not completed in the 2019/20 school year.

This evaluation uses:

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

Key findings include:

- All Cohort 1 schools dedicated most year two spending to staffing; however, all schools continue to dedicate money to technology and furniture and fixtures.
- Despite the precarity of COVID-19, parents are satisfied with their school.
- Parents plan to continue sending their children to their CSP school.
- Teachers are satisfied with their school but also feel overwhelmed by their workload.

This report provides a baseline evaluation of the first two cohorts 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 funded by non-governmental sources; total cost \$52,051.00.



INTRODUCTION

In 2018, a consortium of leaders in education¹ applied for a competitive Charter Schools 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%) and technical assistance to 20 Idaho public charter schools.

Idaho's COE program has three main objectives:

1. Increase the number of quality charter school seats by 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 in support of 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.

This evaluation of the second year of grant implementation is different from the year-one report due to the COVID-19 pandemic. While stakeholder engagement data and subgrantee school budgets and expense reports are analyzed, there is no performance data available to measure student achievement and growth (see Appendix B). This report evaluates subgrantee schools from Cohorts 1 and 2 using data from the 2019/20 school year. Cohort 1 schools received funding in spring 2020.

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 schools, and all charter schools in Idaho. The data represents the demographics of the school in the first year of spending grant funds and the change in demographics from the baseline 2019/20 school year in which schools were not using any CSP grant funds. Forge International School opened in 2019/20 using CSP grant funds and does not have baseline data for comparison.

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

TABLE 1: COHORT 1 SUBGRANTEE SPECIFICS

	Compass Charter	Forge International	Future Public	Gem Prep: Meridian	White Pine Charter	Idaho	All Charters
Type	Expansion	Replication	Start up	Start up	Expansion		
Planned New Seats	319	653	576	574	354		
Urban/Rural	Suburb: Large	Suburb: Midsize	Suburb: Large	Suburb: Large	Suburb: Small		
Year Opened	2005/06	2019/20	2018/19	2018/19	2003/04		
% Economically Disadvantaged	16% +1.0	26% N/A	49% -4.0	42% -6.0	30% -4.0	44% -0.9	33.1% -4.2
% Special Education	3% -1.0	10% N/A	14% +2.0	8% +0.0	11% -1.0	11% +0.3	9.1% -0.3
% English Language Learners	2% +1.0	2% N/A	15% -2.0	2% +0.0	2% +1.0	7% +0.5	3.3% +0.6
% Hispanic/Latino	9.8% +0.9	14.7% N/A	12.7% -2.9	10.8% +1.8	11.8% +1.2	18.5% +0.2	14.2% +1.7
% Non-white	17.5% +1.4	20.2% N/A	34.6% -3.5	19.9% +2.6	16.6% +0.7	25.1% +0.2	21.2% +1.6

*See Appendix A

Table 2 includes demographic data for Cohort 2 subgrantee schools, all Idaho schools, and all charter schools in Idaho.

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 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	Suburb: Midsize	Town: Distant		
Year Opened	2019/20	2019/20	2021/22	2020/21	2020/21	2019/20		
% Economically Disadvantaged	81%	***	N/A	N/A	N/A	47%	44%	33.1%
% Special Education	16%	***	N/A	N/A	N/A	6%	11%	9.1%
% English Language Learners	15%	***	N/A	N/A	N/A	3%	7%	3.3%
% Hispanic/Latino	66.7%	1.8%	N/A	N/A	N/A	16.7%	18.5%	14.2%
% Non-white	70.4%	5.4%	N/A	N/A	N/A	24.1%	25.1%	21.2%

***FERPA protected data

Cohort 2 schools earned grant funds in fall 2020. All Cohort 2 schools qualify for funding as start-up schools, although Elevate Academy, Treasure Valley Classical Academy, and Fern Waters Charter School were in their first year of operation when awarded funds. Data from the 2019/20 school year will serve as baseline data for these schools in future reports.

Treasure Valley Classical Academy opened serving kindergarten through sixth grade (K-6) students and plans to grow to serve kindergarten through twelfth grade (K-12). Elevate Academy and Fern Waters Charter School both serve upper grades, 6-12 and 4-8 respectively, and intend to expand by adding seats to these existing grade levels.

MOSAICS and Hayden Canyon Charter School opened in the 2020/21 school year. MOSAICS serves grades K-4 and will eventually grow to serve grades K-8. Hayden Canyon opened serving grades K-8 and will grow by adding seats to these existing grade levels. Gem Prep: Meridian North intends to open with grades K-8 and later expand to serve up to twelfth grade. Gem Prep: Meridian North will not open until the 2021/22 school year. As such, this report only includes the school's financial data.

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. Bluum approves a budget and timeline for each school. All school expenditures within a budget must align with an "allowable cost guide" provided by Bluum. Most schools plan to spread funding across two years. All spending data is managed and provided by Bluum (see Tables 3 and 4).

TABLE 3: SPENDING AND DISTRIBUTION OF COHORT 1 GRANT FUNDS

	Compass Charter	Forge International	Future Public	Gem Prep: Meridian	White Pine Charter	Cohort 1 Totals
Type	Expansion	Replication	Start up	Start up	Expansion	
Grant Amount	\$800,000	\$1,250,000	\$1,250,000	\$1,250,000	\$800,000	\$5,350,000
Planned New Seats	319	653	576	574	354	2476
Baseline Expenditures						
Spending	\$800,000	\$912,011	\$395,854	\$761,818	\$519,978	\$3,389,661
Percent Spent	100%	73%	31.7%	60.9%	65%	63.4%
New Seats	195	378	326	467	97	1463
Remaining Grant Funds						
Funding Left	\$0	\$337,989	\$854,146	\$488,182	\$280,022	\$1,960,339
Seats to Goal	124	275	250	107	257	1013
Budget End Date	11/30/2019	6/30/2021	7/31/2021	4/30/2021	6/30/2021	

*Spending by schools from the time of award, 5/10/2019, through 9/30/2020

After year two, nearly every school in Cohort 1 spent over half of their funds and created more than half of the total planned seats. Most schools plan to add seats beyond their budget timeline, usually by adding a new class of students each year.

TABLE 4: SPENDING AND DISTRIBUTION OF COHORT 2 GRANT FUNDS

	Elevate Academy	Fern Waters Charter	Gem Prep: Meridian North	Hayden Canyon Charter	MOSAICS	Treasure Valley Classical Academy	Cohort 2 Totals
Type	Start up	Start up	Start up	Start up	Start up	Start up	
Grant Amount	\$1,250,000	\$133,224	\$800,000	\$800,000	\$800,000	\$1,250,000	\$5,033,224
Planned New Seats	487	57	574	434	540	702	2794
Baseline Expenditures							
Spending	\$495,089	\$45,443	\$0	\$342,337	\$365,826	\$329,780	\$1,578,476
Percent Spent	39.6%	34.1%	0%	42.8%	45.7%	26.4%	31.4%
New Seats	412	61	0	292	271	416	1452
Remaining Grant Funds							
Funding Left	\$754,911	\$87,781	\$800,000	\$457,663	\$434,175	\$920,220	\$3,454,749
Seats to Goal	75	0	574	142	269	286	1342
Budget End Date	10/31/2021	9/30/2021	7/31/2023	8/31/2022	8/31/2022	10/31/2021	

*Spending by schools from the time of award, 11/18/2019, through 9/30/2020

In year one of spending, most Cohort 2 schools used up to a third of distributed funds. Gem Prep: Meridian North did not use funds in the first year as they were in the process of selecting a location. The school is scheduled to open in the 2022/23 school year. Tables 5 and 6 provide data regarding specific expenditures for each of the schools in year two.

TABLE 5: SCHOOL EXPENDITURES OF COHORT 1 GRANT FUNDS

	Compass Charter	Forge International	Future Public	Gem Prep: Meridian	White Pine Charter	Cohort 1 Totals
Staffing	\$25,705	\$308,453	\$343,452	\$293,181	\$246,788	\$1,217,578
Professional Development	\$5,401	\$0	\$1,895	\$0	\$15,411	\$22,707
Curriculum	\$65,860	\$4,398	\$0	\$4,983	\$15,396	\$90,637
Purchased Services	\$0	\$15,697	\$0	\$42,388	\$7,495	\$65,580
Furniture and Fixtures	\$179,877	\$110,999	\$0	\$45,610	\$0	\$336,486
Technology	\$30,806	\$35,494	\$41,853	\$297,704	\$184,297	\$590,154
Software Licenses	\$7,859	\$0	\$0	\$0	\$0	\$7,859
Total	\$315,509	\$475,041	\$387,200	\$683,865	\$469,387	\$2,311,002
Percent Spent	39.4%	38.0%	31%	54.7%	58.7%	43.6%

*Expenditures from 10/01/19 - 9/30/20

In year one, Cohort 1 dedicated a majority of spending to technology and furniture and fixtures. In year two, Cohort 1 schools spent almost twice as much of their funding as year one. Looking at the full Cohort, 50% of funds were dedicated to staff, 25% to technology, and 14% on furniture and fixtures. The increase of students in schools may explain the increased spending on staffing. The spending distribution may also be impacted by schools receiving funding from COVID-19 relief, allowing them to distribute their grant funding in other ways.

TABLE 6: SCHOOL EXPENDITURES OF COHORT 2 GRANT FUNDS

	Elevate Academy	Fern Waters Charter	Gem Prep: Meridian North	Hayden Canyon Charter	MOSAICS	Treasure Valley Classical Academy	Cohort 2 Totals
Staffing	\$243,702	\$0	\$0	\$100,575	\$0	\$69,003	\$413,280
Professional Development	\$3,841	\$3,482	\$0	\$0	\$6,083	\$0	\$13,406
Curriculum	\$8,007	\$2,738	\$0	\$1,593	\$52,116	\$93,978	\$158,433
Purchased Services	\$54,634	\$1,203	\$0	\$5,653	\$20,856	\$0	\$82,347
Furnitures and Fixtures	\$40,087	\$7,633	\$0	\$128,439	\$174,897	\$15,280	\$366,336
Technology	\$144,818	\$29,415	\$0	\$1,848	\$111,478	\$142,419	\$429,978
Software Licenses	\$0	\$972	\$0	\$9,914	\$395	\$9,100	\$20,381
Transportation	\$0	\$0	\$0	\$94,315	\$0	\$0	\$94,315
Total	\$495,089	\$45,443	\$0	\$342,337	\$365,826	\$329,780	\$1,578,476
Percent Spent	39.6%	34.1%	0%	42.8%	45.7%	26.4%	31.4%

*Expenditures from 11/18/19 - 9/30/20

In year one, Cohort 2 allocated most of their spending to staffing (26%), technology (27%), and furniture and fixtures (23%). Cohort 2 allocated much more funding toward staffing in their first year compared to Cohort 1. As all Cohort 2 schools are start-up schools, they may have more staffing needs in the first year than Cohort 1 schools.

Transportation was added as a category for Cohort 2. Hayden Canyon, one of the only rural cohort member, was the only school to dedicate funding to transportation.

SCHOOL PERFORMANCE ANALYSIS

Idaho's COE program defines a high-quality charter school as a school with 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 measuring achievement and growth. Since Idaho students did not take the ISAT in the 2019/20 school year, an analysis of performance cannot be completed in this evaluation (see Appendix B).

QUALITY PERCEPTION ANALYSIS

The FDR Group conducted surveys of parents and teachers in all of the operating subgrantee schools from the first three CSP cohorts. This section breaks out results for the ten operating schools in cohorts one and two.

Survey results include responses from 1,112 parents and 234 teachers affiliated with schools in the first two CSP cohorts. Certain schools and grade levels are represented more among respondents (see Tables 7 and 8). Parents selected the grades of all children attending the given charter and teachers selected all grades they teach.

TABLE 7: SCHOOLS REPRESENTED BY SURVEY RESPONDENTS

School	Parent Survey	Teacher Survey
Compass Charter	23%	22%
White Pine Charter	12%	11%
MOSAICS	12%	6%
Treasure Valley Classical Academy	10%	13%
Gem Prep: Meridian	10%	10%
Forge International	8%	12%
Future Public	8%	8%
Elevate Academy	7%	9%
Hayden Canyon Charter	5%	6%
Fern Waters Charter	4%	3%

TABLE 8: GRADES REPRESENTED IN SURVEY

School	Parent Survey	Teacher Survey
Pre-K	<1%	<1%
Kindergarten	20%	21%
Grade 1	18%	22%
Grade 2	17%	22%
Grade 3	19%	23%
Grade 4	18%	22%
Grade 5	14%	19%
Grade 6	15%	25%
Grade 7	17%	29%
Grade 8	9%	25%
Grade 9	6%	17%
Grade 10	4%	17%
Grade 11	3%	10%
Grade 12	1%	5%

PARENT PERCEPTIONS

Despite the disruptions and uncertainty surrounding the 2020/21 school year, parents remain positive about their children's educational experience. In fact, 95% of surveyed parents are very or somewhat satisfied with their school (see Figure 1). Two-thirds of parents report that their child seems happy when it is time for school (see Figure 2).

FIGURE 1:

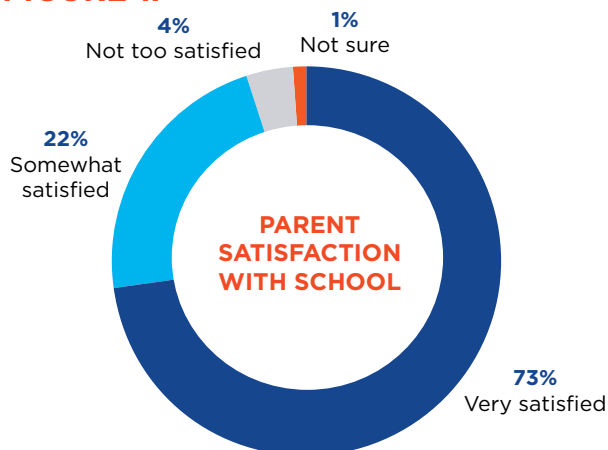
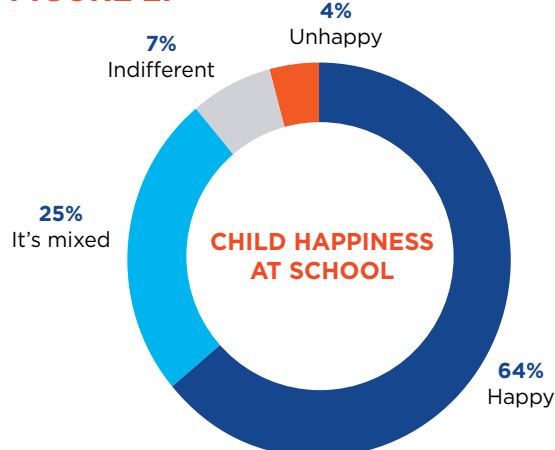


FIGURE 2:

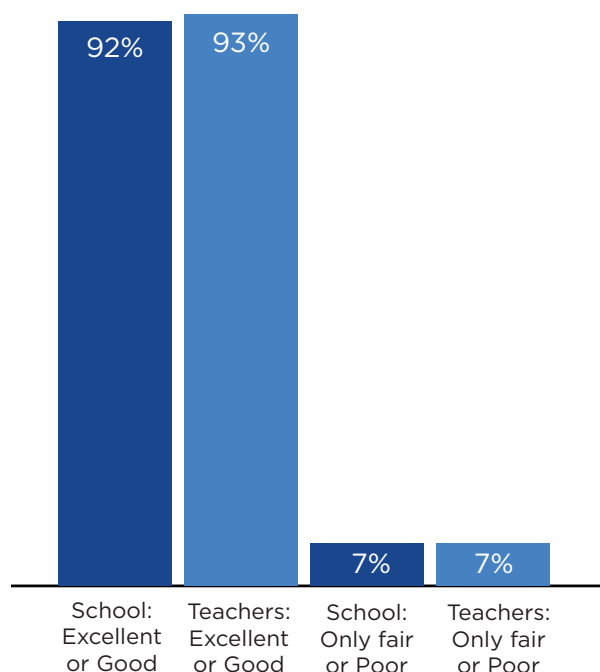


During the COVID-19 pandemic, 9 out of 10 parents believe their child’s charter school showed excellent leadership under difficult circumstances, while state-level education officials and their local public school district should have handled the crisis better (see Table 9 and Figure 3).

TABLE 9: COVID-19 LEADERSHIP PERCEPTIONS

	Excellent Leadership	Should Have Done Better	Not Sure/Not Applicable
Charter school	89%	9%	2%
Local health district	33%	41%	25%
Local public school district	23%	50%	27%
State-level education officials	21%	55%	24%

FIGURE 3: RATING SCHOOL & TEACHER HANDLING OF COVID-19



A majority of parents also approve of their school’s adaptability in terms of communication, instruction, and accessibility (see Tables 10 and 11).

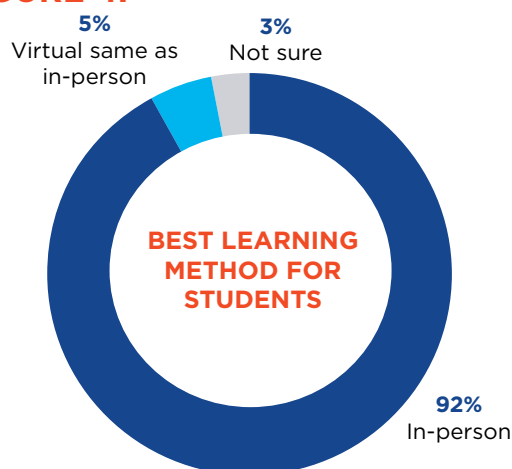
TABLE 10: SCHOOL’S HANDLING OF COVID-19

	Excellent or Good
Communicating clear and timely updates about COVID-19 policies and procedures	94%
Staying true to the school’s mission and culture	89%
Ensuring my child learned what they were supposed to	87%
Keeping up school spirit and morale	86%
Giving clear guidance about what my child was supposed to be learning	84%
Providing tablets or internet access to families that needed it	80%
Personalizing instruction for my child	76%
Paying attention to my child’s emotional health	76%
Giving extra help to students who were struggling academically	63%
Helping students with special needs to stay on track	43%

TABLE 11: PARENT PERCEPTIONS ABOUT COVID-19 EXPERIENCE

	Agree	Disagree	Not sure/Not Applicable
School adapted quickly and decisively to challenges	93%	5%	2%
Teachers showed that they really care about my child	92%	6%	2%
I trusted the school to do what was right for my child	91%	8%	2%
Some subjects got short-changed because school shifted focus to academic essentials	53%	26%	21%
My child's learning was NOT disrupted	51%	47%	2%
I gained a new appreciation for value of online learning	46%	41%	13%
I worry my child will have a hard time catching up when things get back to normal	30%	59%	11%

Most parents agree that in-person learning, when possible, is better for student learning outcomes compared to virtual learning (see Figure 4 and Table 12).

FIGURE 4:**TABLE 12: PARENT PERCEPTIONS ABOUT VIRTUAL INSTRUCTION**

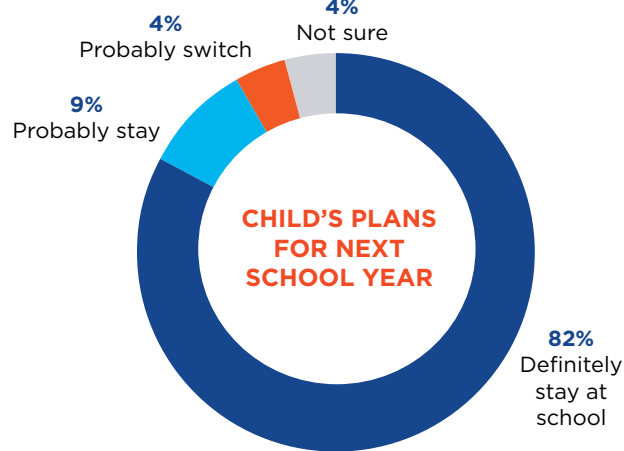
	Very or Somewhat Close to Own View
Nothing can replace the value of in-person interactions between teachers and students	94%
Virtual instruction should be used only when in-person attendance is impossible	77%
My child is far more likely to lose focus when learning virtually	76%
Virtual instruction gives small or rural schools access to specialized courses that they otherwise would not have	54%
Using a digital platform to organize and upload assignments has helped my child be accountable for their learning	44%
I would support having a full-time virtual learning option for all students even after COVID-19 subsides	28%

Looking to the future, 7 out of 10 parents think their child would benefit from personalized tutoring in a specific subject. Over half believe students would benefit from emotional or mental health counseling as well as a summer program to catch up on lost learning during the pandemic (see Table 13). Over 80% of parents plan to keep their child in the same school next school year while only 4% report they will probably change schools (see Figure 5).

TABLE 12: PARENT PERCEPTIONS ABOUT VIRTUAL INSTRUCTION

	Large or Moderate Benefit
One-on-one tutoring in a specific subject	94%
Emotional or mental health counseling	77%
Summer program to help students who need to catch up on lost learning time	76%

FIGURE 5:



TEACHER PERCEPTIONS

Overall, surveyed teachers report positive and optimistic views on their experience working at CSP schools. Over 80% of teachers feel their school is on the right track (see Figure 6) and 91% are satisfied working as a teacher at their school (see Figure 7).

FIGURE 6:

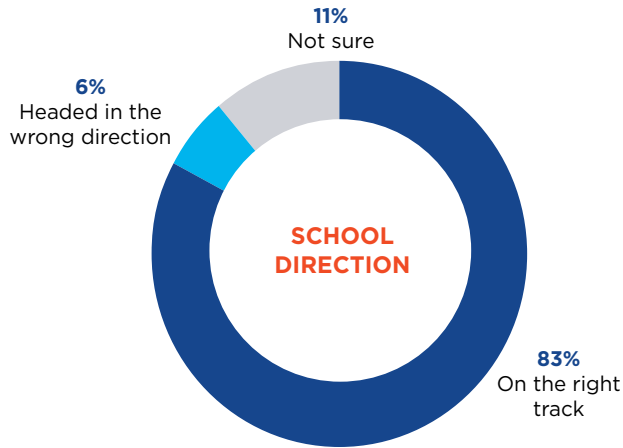
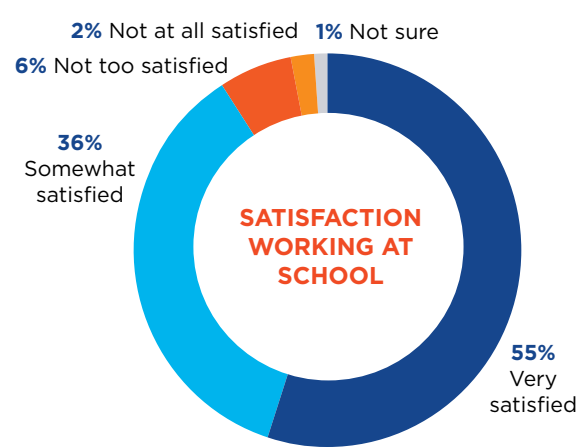


FIGURE 7:



However, half of the teachers surveyed struggle to cope with or are completely overwhelmed by their workload (see Figure 8) even though most teachers feel supported by their school’s administration (see Table 14).

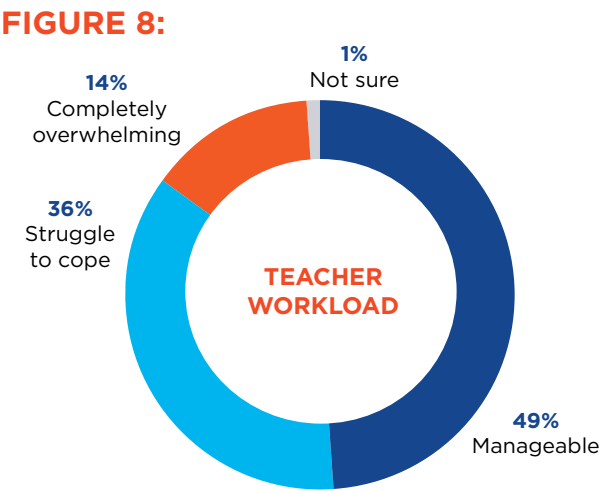


TABLE 14: ADMINISTRATIVE SUPPORT

	Very or Somewhat Close to Own View
The administration genuinely values and cares about me and my colleagues	91%
My administrator is easy to approach with problems and suggestions	91%
I feel part of a team of quality professionals working to achieve a shared vision	90%
I have a strong sense of personal accomplishment - I feel I’m making a difference	87%
I’m given professional autonomy and initiative	87%
I have the resources I need to do my job effectively	79%

Similar to parents’ perceptions, teachers feel their school properly handled the COVID-19 crisis and provided excellent leadership during a challenging time (see Tables 15 and 16).

TABLE 15: COVID-19 LEADERSHIP PERCEPTIONS

	Excellent Leadership	Should Have Done Better	Not Sure/Not Applicable
Charter school	82%	14%	4%
Local health district	33%	46%	21%
Local public school district	24%	43%	33%
State-level education officials	11%	71%	18%

TABLE 16: SCHOOL'S HANDLING OF COVID-19

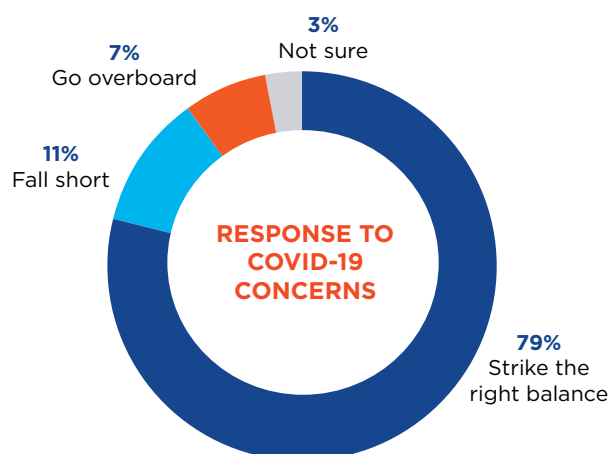
	Excellent or Good
Providing tablets or internet access to families that needed it	96%
Communicating with parents	86%
Staying true to the school's mission and culture	86%
Keeping staff healthy and safe	84%
Ensuring that students learned what they were supposed to	83%
Communicating with teachers	82%
Giving extra help to students who were struggling academically	82%
Paying attention to the emotional health of students	79%
Keeping up school spirit and morale	77%
Providing clear guidance about curriculum content and pacing to teachers	71%

Teachers also feel their school successfully adapted for both students and teachers (see Table 17).

TABLE 17: TEACHER PERCEPTIONS ABOUT COVID-19 ADAPTABILITY

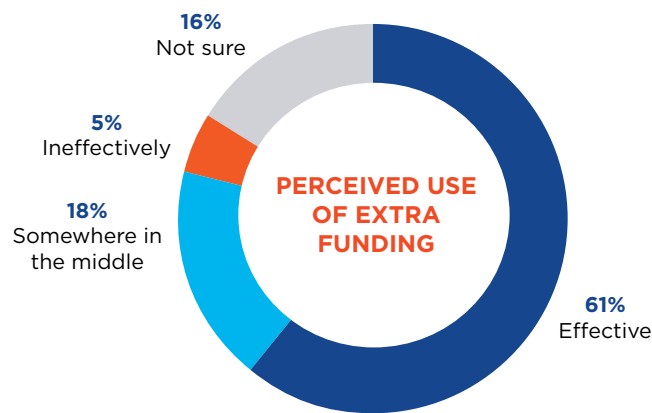
	Strongly or Somewhat Agree
My school adapted quickly and decisively to the challenges it faced	91%
My school took special steps to identify and help the students who fell behind the most	79%
For too many of my students, there was little or no structure or accountability at home	74%
My school provided sufficient resources and support for teachers to help students learn in a virtual classroom	70%
I covered far less material with my students compared with other years	58%
Some subjects got short-changed because my school shifted focus to the academic essentials	56%
Too many of my students will have a hard time catching up when things get back to normal	39%

Nearly 80% of teachers believe their school struck the right balance in accommodating and responding to the concerns of teachers and parents during the pandemic (see Figure 9).

FIGURE 9:

For teachers at schools that received extra funding due to COVID-19, most feel the extra funding was used effectively, while 5% think it was used ineffectively (see Figure 10).

FIGURE 10:



Like the surveyed parents, teachers agree that most students learn best when they attend school in-person (see Figure 11) and that nothing can replace the value of in-person interactions between teachers and students (see Table 18).

FIGURE 11:

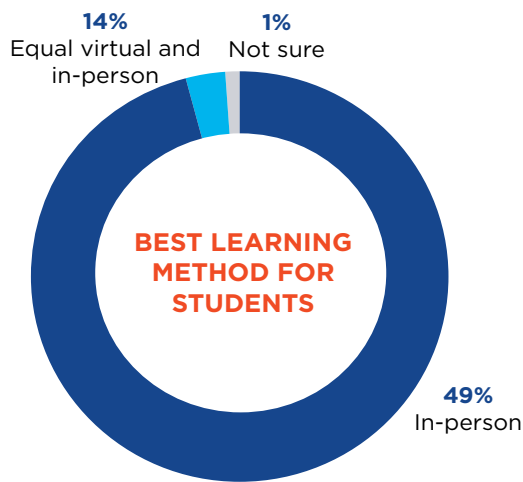


TABLE 18: TEACHER PERCEPTIONS ABOUT VIRTUAL INSTRUCTION

	Very or Somewhat Close to Own View
Nothing can replace the value of in-person interactions between teachers and students	96%
Because of COVID-19, teachers have become a lot more savvy using technology as a learning tool	85%
Virtual instruction should be used only when in-person attendance is impossible	82%
Students are far more likely to lose focus when learning virtually	81%
Virtual instruction gives small or rural schools access to specialized courses that they otherwise would not have	57%
Shy students are more likely to participate in a virtual classroom environment	32%

CONCLUSION

This second evaluation of COE schools receiving CSP funds focuses on demographic, financial, and parent and teacher satisfaction surveys. Both cohorts prioritized spending for technology and furniture and fixtures; however, Cohort 1 increased spending on staffing as the number of students increased in their schools. Most parents feel their CSP school's response to the COVID-19 pandemic was far better than their traditional public school district. Most parents intend to keep their students in their CSP schools. Teachers feel positively about their school and administration, but many are overwhelmed by their workloads. Overall, parents and teachers are satisfied with their schools, financial data suggests funding for technology is a priority, and schools are serving more students well.

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 can either be under an existing charter or an additional charter

Start Up: A school that did not previously exist. The 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 from population density estimates from the US Census Bureau:

City - Large: Territory inside an Urbanized Area and inside a Principal City with population of 250,000 or more.

City - Midsize: 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: Territory inside an Urbanized Area and inside a Principal City with population less than 100,000.

Suburban - Large: Territory outside a Principal City and inside an Urbanized Area with population of 250,000 or more.

Suburban - Midsize: 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: Territory outside a Principal City and inside an Urbanized Area with population less than 100,000.

Town - Fringe: Territory inside an Urban Cluster that is less than or equal to 10 miles from an Urbanized Area.

Town - Distant: 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: Territory inside an Urban Cluster that is more than 35 miles from an Urbanized Area.

Rural - Fringe: 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: 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: 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

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)

APPENDIX B: STANDARDIZED TESTING AND CORONAVIRUS

March 13, 2020: Idaho State Superintendent Sherri Ybarra stated that there is concern around standardized testing, which would require large groups of students to gather. She also shared that the Federal Department of Education plans to grant waivers to individual schools should they be affected by the virus. She stated that the issue of waivers for testing will be discussed at the April Board meeting.

<https://boardofed.idaho.gov/meetings/board/archive/2020/031320/03-March-13-2020-Special-APPROVED-Minutes.pdf>

March 20, 2020: US Secretary of Education Betsy DeVos sent a letter to all State School Officers in the country stating:

- “As many statewide accountability systems rely on fair reliable and valid assessment results, I also recognize that States that do not administer their assessments will also not be able to annually meaningfully differentiate among public schools or identify schools for support and improvement”
- “I am inviting your State to request a waiver for the 2019-2020 school year, of the assessment requirements and certain reporting requirements related to assessments and accountability”
- “Through these waivers, your State would not need to administer its statewide assessments to all students, to make annual accountability determination, to identify schools for support and improvement or to provide data on its State and local report cards for assessment and accountability information”

<https://boardofed.idaho.gov/meetings/board/archive/2020/032320/TABs%201%20and%202.pdf>

March 23, 2020: Sherri Ybarra moved to waive the requirement for the administration of the ISAT and alternate assessments for students with significant cognitive disabilities, in ELA, Math and Science, in grades 3-8 and high school for the 2019-2020 school year. A roll call vote was taken, and the motion carried 8-0.

<https://boardofed.idaho.gov/meetings/board/archive/2020/032320/03-March-23-2020-Special-APPROVED-Minutes.pdf>

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