



2018 K12
**ACADEMIC
REPORT**

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This report contains certain forward-looking statements within the meaning of the Private Securities Litigation Reform Act of 1995. We have tried, whenever possible, to identify these forward-looking statements using words such as “anticipates,” “believes,” “estimates,” “continues,” “likely,” “may,” “opportunity,” “potential,” “projects,” “will,” “expects,” “plans,” “intends,” and similar expressions to identify forward-looking statements, whether in the negative or the affirmative. These statements reflect our current beliefs and are based upon information currently available to us. Accordingly, such forward-looking statements involve known and unknown risks, uncertainties, and other factors that could cause actual academic performance to differ materially from those expressed in, or implied by, such statements. These risks, uncertainties, factors, and contingencies include, but are not limited to: test result presentations and data interpretations; descriptions of testing and academic outcomes; individual school, grade, and subject performance reporting; educational achievements, the potential inability to further develop, maintain, and enhance our curriculum products, instructional services, and teacher training; the reduction of per pupil funding amounts at the schools we serve; reputation harm resulting from poor academic performance in the managed schools with whom we contract; challenges from online public school or hybrid school opponents; failure of the schools we serve to comply with applicable education requirements, student privacy, and other applicable regulations; inability to recruit, train, and retain quality teachers and employees; and other risks and uncertainties associated with our business described in the Company’s filings with the Securities and Exchange Commission. Although the Company believes the expectations reflected in such forward-looking statements are based upon reasonable assumptions, it can give no assurance that the expectations will be attained or that any deviation will not be material. This report refers K12 Partner School as a school K12 contracts with for managed programs.

A Letter from Kevin P. Chavous,

President of Academics, Policy, and School Administration

We are pleased to release the sixth annual K12 Academic Report, building on our commitment to transparency and accountability. These findings demonstrate our accountability for positive results for students and highlight programs that are driving improved performance. We believe a good education starts with an engaging, well-structured curriculum; well-trained and motivated teachers; support programs for all students; and students and families committed to learning. It is our mission to provide a learning environment in which students achieve their full potential, and to do so, we are committed to data transparency, effective innovations and continuous improvement.

One of the key benefits of blended and online schools is the ability to personalize the educational experience for each student. While students are taught and measured as individuals, the data included in this report are primarily aggregates of the whole. We do not evaluate the schools solely based on these data. We work with the schools to enhance programs that value the individuality of the students we serve. It is important to recognize that some students enrolled in K12 partner schools face a variety of personal circumstances that may impact their academic performance. We continue to see the persistent impacts of poverty and mobility on the performance of the students we serve. Our findings continue to show that student mobility impacts achievement: the longer students remain continuously enrolled in one of our partner schools, the better they do. When new students are also economically disadvantaged, challenges are amplified. Because attending an online school is often a solution for a short-lived problem or obstacle, we are exploring new ways to help new students quickly acclimate to online learning.

The vast amount of information we have collected on teaching and learning enables K12 Inc. to study, evaluate, and refine programs and practices more quickly than traditional schools. To enhance our strategic expertise, accelerate school improvement and identify and implement changes to better meet the needs of students we serve, K12 Inc. created the position of President of Academics, Policy, and School Administration. I am proud to hold that position.

We continue to study the features and benefits of different kinds of online learning programs including blended programs, expanding the Family and Academic Support Team program and expanding the use of social and emotional learning programs. Our commitment to innovating and solving challenges facing our students is evident at every level of the company, and we are committed to studying the effectiveness of these efforts, and replicating and scaling what works.

Academic Excellence Framework

One of the challenges many public schools face is that state accountability data are often released after the next school year begins—creating lag time that delays key adjustments to educational plans. To improve responsiveness, K12 has identified interim predictive measures of key performance indicators so that teachers, product developers, and school leaders may make student-level refinements during the year, while improving school-level accountability results year-over-year.

In addition, the Academic Excellence Framework, which enables K12 partner schools to implement and improve on the specific components of effective online and blended schools, was initially piloted in 2016-2017 and refined in 2017-2018. It is now providing additional data in its first full year of wide-scale implementation. This Framework is grounded in well-respected educational research which has shown these approaches to be effective in conventional brick and mortar, online, and blended schools. We expect to see a broader impact in 2018-2019.

Teacher Professional Development

To better serve students, we are accelerating professional development programs to enhance teacher instruction. Our Instructional Coaching program, now in its third year, deploys dozens of trained teacher coaches to work regularly with specific Mathematics or English Language Arts teachers to help them incorporate more rigor in each lesson, engage students in interesting work, and improve academic performance. We are also partnering with Southern New Hampshire University to develop a credentialing and/or degree program that recognizes the unique skill set required for online and blended teachers in K-12. This work can lead to competency-based credits that earn participating teachers a certificate and can count towards a master's degree in online instruction. The work we have undertaken with Southern New Hampshire University underscores our commitment to teachers with the specific skills needed to help them motivate and educate students in online and blended settings. This program will launch in 2019-2020.



The K12 Summit Curriculum

Effective instruction must be accompanied by rigorous coursework. The K12 Summit Curriculum is a personalized curriculum grounded in providing student learning experiences which are rigorous, relevant, and interesting at the level at which a student can be successful. The first eight courses were launched in 2016-2017. Additional courses will be released in 2018-2019 and subsequent years.

It is important to note that the K12 Summit program is not only a curriculum. It also provides an integrated learning platform capable of hosting all required content that teachers and students need to access as part of the school experience. Although we are in the beginning phase of this launch, we are observing growth in student performance based on the K12 Summit Curriculum and look forward to reviewing longer-term results.

Members of the executive team and I will spend significant amounts of time in the field in the coming year, working directly with school leadership, boards, regional teams, families, and students to ensure that our programs, products, and services are benefiting our partner schools and the families they serve. Our world is changing, and K12 Inc. is committed to changing with it to remove barriers to a great education and give students every opportunity to succeed in their own way and prepare them for their lives ahead.

Kevin P. Chavous
President of Academics, Policy,
and School Administration

CAO FOREWORD

The *2018 K12 Academic Report* is our sixth annual report on the performance of our partner schools. The purpose of this report is to give an overview of performance of the students enrolled in our partner schools, information on the students K12 serves in our partner schools, and feature stories to provide the reader a deeper understanding of how K12 Inc. works to meet the needs of the schools and students we serve.

Our determination and commitment to meet the needs of the students and families we serve is at the core of K12 Inc.'s research, practice, and policy. We examine the effectiveness of our programs and practices and use the efficacy research to guide practice and policy. As the population of students and families who choose K12 partner schools changes year-over-year, we continue to work diligently to meet their needs.

The market demand for full-time online schools has begun to shift from predominantly charter authorized schools to district programs. This indicates a growing recognition of the value of demand for flexible, personalized learning environments within traditional school districts and widespread acceptance of online learning. The online learning experience has the flexibility to provide a range of different types of instruction including in-person, synchronous, and asynchronous learning experiences to best meet the needs of each student. This may mean optional or required teacher-led direct instructional time for specific subject areas and for specific amounts of instructional time depending on the learning needs of students. Academic Year 2018-2019 will contribute to our understanding of what makes the range of blended opportunities effective and will enable us to strengthen the combined online and blended learning programs. Research conducted in 2017-2018 and 2018-2019 will contribute to our understanding of what makes the range of blended opportunities effective and will enable us to strengthen the combined online and blended learning programs to continue to meet the needs of students and families we serve.

In the 2018 Academic Report, we use publicly available data for our partner schools when available and for the states in which these schools are located when appropriate for the analysis presented. Links to each of these school and state data sources are provided in Appendix A. However, when we need student level data for analysis (e.g., persistence or percent at or above proficiency for free, reduced-price and not eligible categories for subsidized meals), we use the data provided to K12 Inc. by each school.

States have historically wanted autonomy in establishing curriculum and testing programs. The adoption of the Common Core State Standards and participation in the state testing consortia (Partnership for Readiness for College and Career and the Smarter Balanced Assessment Consortia) disrupted that for a period of time. But, in 2016-2017 states began asserting their autonomy in their assessment programs.¹ In both 2015-2016 and 2016-2017, only seven states participated in the Partnership for Assessment of Readiness for College and Careers (PARCC) and 14 states participated in the Smarter Balanced Assessment Consortium (SBAC). The other states implemented their own state-specific assessments or adopted other vendor-provided products. Because the state testing programs were stable year-over-year, we are comfortable aggregating data across our partner schools in our overall analysis.

The main body of the Academic Report is structured to focus on three areas of interest: State of State Testing, the 2017-2018 Snapshot, and Feature Stories. These are highlighted below:

- State of State Testing includes for English Language Arts/Reading and Mathematics for grades 3-8 and high school all subjects reported by the states in 2016-2017 for accountability and comparisons year-over-year and to the state; analysis of performance by free, reduced price lunch and not eligible student groups, persistence; and information on specific school performance relative to district competitors.
- The Snapshot of 2017-2018 is a new section that provides a view of currently enrolled students across all partner schools. The snapshot includes students' prior school environments, ethnicity and the reasons parents gave for their student enrolling in one of our partner schools.

¹Gewertz, Catherine. (2018, June 15). Which states are using PARCC or Smarter Balanced? An interactive breakdown of states' 2016-2017 testing plans. Education Week. Retrieved from <https://www.edweek.org/ew/section/multimedia/states-using-parcc-or-smarter-balanced.html>

- Featured Stories highlighting K12 Inc.'s collaboration with Southern New Hampshire University to offer a unique program for teachers, one school network's program to increase student engagement, data on student participation in direct instructional sessions as a function of implementation of the Academic Excellence Framework, a discussion of the impact of state testing administration demands on students and staff of online schools, an example of the limitations of charter school choices if an online school were not available, and a description of an adult learning program in a K12 Inc. private school that offers students age 19 and older options to earn a high school diploma.

As demonstrated through our Student Snapshot and our Featured Stories, the needs of our students and families continue to change and our commitment remains to meet the needs of the students and families our partner schools serve. We appreciate our obligation and expectation to motivate and engage all students in rigorous learning. For some this means identifying learning gaps and helping these students master prerequisite skills and learn on grade level. For others this means making sure they progress on grade level. And, for others this means helping students accelerate their learning. And for many students, we continue to provide services focused on social and emotional needs which are also important in helping students make academic progress. For our partner schools, our goal is to improve relative to measures of state proficiency year-over-year.

For some schools this means closing the gap between school and state performance. For others this means growth beyond state performance such as measured by independent adaptive and norm-referenced assessments. In order to support these goals, we continue to improve our data collection and analysis systems and processes. We have expanded our databases to include state reported data, student-level readiness, benchmark and interim assessment scores as well as other measures of academic performance in direct instructional sessions and in the online curriculum. Of course, protecting the anonymity of student data is paramount. But there is a lot to be learned using anonymous student data to understand best practices in order to improve learning outcomes for all students.

The work of educating students is important but it is not easy. The path K12 Inc. has committed to is to be informed by research in the programs we implement, the people we hire, the products we deploy, and the practices we require. In the 2018 Academic Report, the results of this approach are evident. The work we do and will continue to do at K12 Inc. is focused on improving the learning experience for every student and family. Whether they choose our schools or programs for one year or for many years, we know that being sure students learn what they need to--to catch up, stay on grade level, or move above grade level--is our primary responsibility.



Margaret Jorgensen
Chief Academic Officer

K12 Partner School Programs: Performance Analysis

The “State” of State Testing in 2016–2017

K12 PARTNER SCHOOL PERFORMANCE ANALYSIS 2016–2017: INTRODUCTION

In 2016–2017, the disruption in what was being taught and assessed in many states that began with the introduction of the Common Core State Content Standards and the two testing consortia settled down. In addition, some states adopted their own unique new content standards and new state-specific assessments. The return of this stability enables teachers, administrators, and state Departments of Education to use the data more appropriately to compare year-over-year performance. It also mitigates against the effect of changes in content being taught and tested. From the perspectives of students and families, the tests have often changed a source of stress and frustration tied to the tests’ “high stakes” nature and restoring continuity over years may reduce these anxieties. These state assessments are vital to show what students know (or do not know) as they move up the grades and prepare for career and/or college. And, they provide information on school performance for parents and policy makers. It is important, however, to remember that these assessments are a “once a year event” and cannot provide a complete view of how much a student has learned and progressed during the year. Nor can these assessment scores show the many ways schools have supported students’ growth and progress. A holistic view of how students change year-over-year must include more than single test scores. It is important for parents, regulators and policy makers to take into consideration the complete view of student progress and the role of the school in supporting every student as they learn and grow during the school year.

The stability in state tests, however, has not resulted in faster turnaround from testing being completed to scores being reported in most instances. Unfortunately, the scores from these tests usually are not provided until well after the school year has concluded and sometimes not even until the next school year has begun. As a result, these tests are not being used for one of the original intents of assessment: enabling instructional adjustments to assist students within the same school year. Additionally, since many results come back near the start of the second quarter of the following year, the student’s new teacher does not even have a way to gauge where that student is coming into his or her class. From the K12 partner schools reviewed within this publication, the average set of results takes about 75–80 days² from the day the student takes the test until the results are returned.

The following persistence and economically disadvantaged analysis includes all K12 partner schools with data sourced from each school at the student level. For a detailed list of schools for each analysis, please see Appendix D.

Persistence and Free and Reduced Price Lunch

There are many variables that impact student achievement, as measured on tests, by grades or other progress measures. The length of time a student stays enrolled in a single school and the relative poverty of the student’s household are two variables that have proven to impact academic performance for decades.³ K12 Inc. reports both persistence^{4,5}, defined as continuous enrollment for specific time periods, and eligibility for free and reduced price lunch (FRL) based on the data collected by the schools from families they serve.

Beginning in this Academic Report, we are reporting data for four or more years of continuous enrollment as opposed to three or more years reported since the 2014 Academic Report. This expanded view underscores the importance of stability in student’s learning environment. There remains a positive relationship between length of a student’s continuous enrollment in a K12 partner school and proficiency on state assessments (See Figure 1).

In grades 3–8, in English Language Arts and Mathematics, the longer students remain enrolled, the better they performed. Compared to students enrolled in K12 partner schools less than 1 year, students enrolled 4 years or more achieved higher percentages at or above proficiency: 20 percentage points higher in English Language Arts, 11 percentage points higher in Reading, and 15 percentage points higher in Mathematics⁶ (See Table 1). Students who tested in grade 3 and were enrolled in kindergarten, first or second grade are represented in the graph as enrolled between “Less than 1 year” to “3 years but less than 4” or longer continuous enrollment.

² Number is calculated by the first date the school tests until the date that all results were returned and provided for this publication of this report.

³ Lacour, M., & Tissington, L. (July 2011). The Effects of Poverty on Academic Achievement. *Educational Research and Reviews*, 6(7), 522–527.

⁴ K12, Inc. Effects of Persistence: The Role of Persistence in Academic Performance on State Assessments in English Language Arts, Reading, and Mathematics for K12 Inc. Managed Public School Programs. http://blog.k12.com/wp-content/uploads/2018/07/Effects_of_Persistence_021518.pdf

⁵ We use persistence rather than mobility because our focus is on how long students remain continuously enrolled, not how often they change schools.

⁶ Eight states tested reading in 2016–2017. The others tested English Language Arts. All states tested Mathematics.

FIGURE 1: 2016–2017 Proficiency Percentages by Subject and Persistence (Grades 3–8)

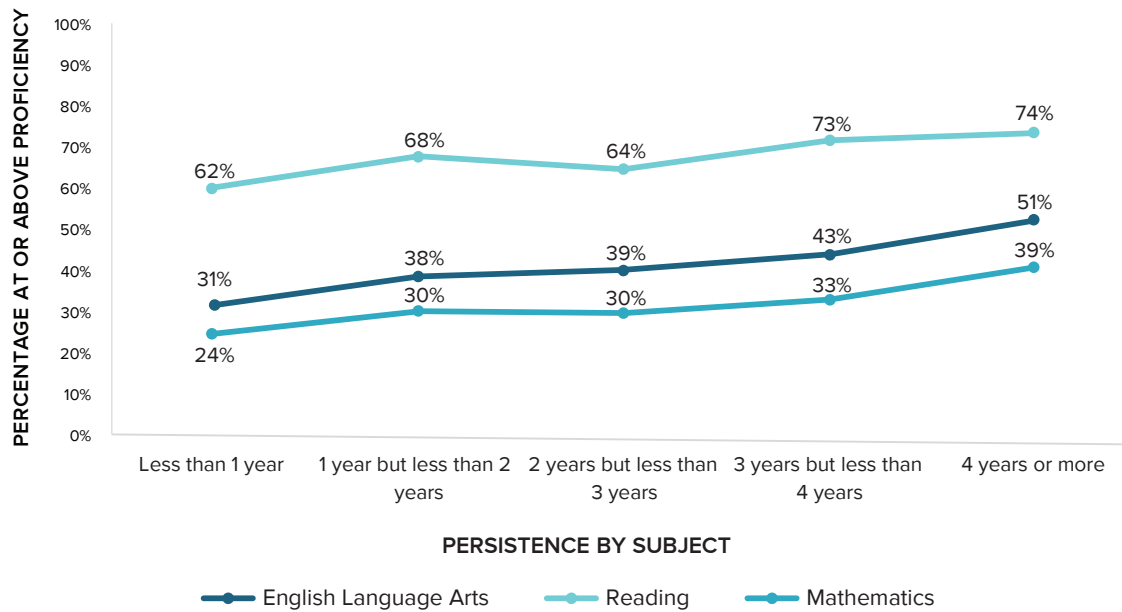


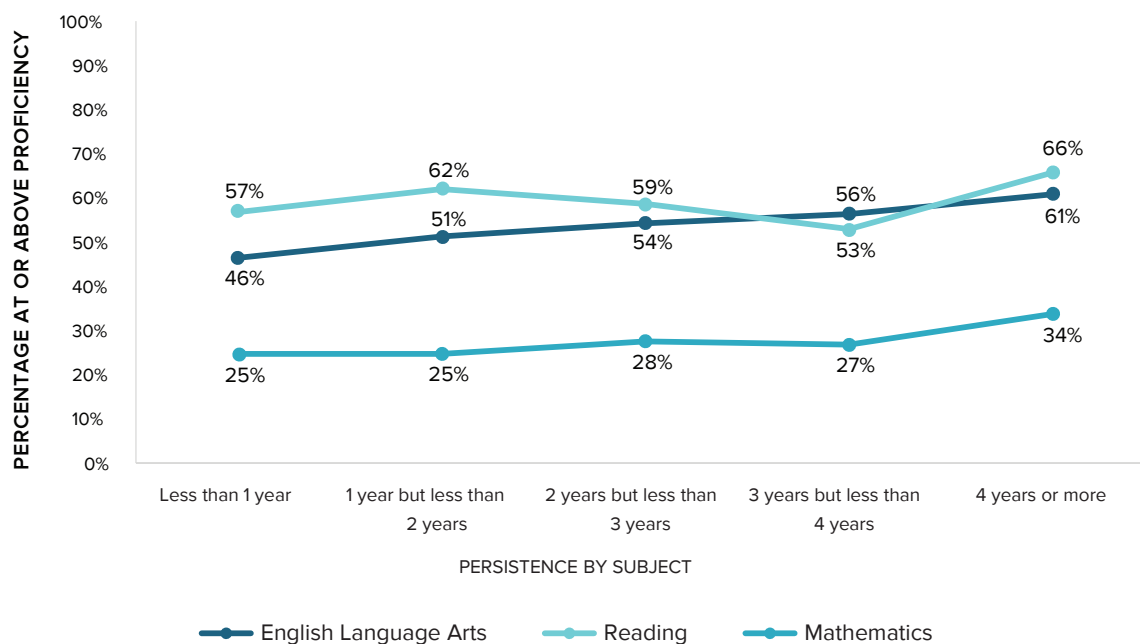
TABLE 1: 2016–2017 Proficiency Percentages by Subject and Persistence (Grades 3–8)

	ENGLISH LANGUAGE ARTS		READING		MATHEMATICS	
	%AAP	Total Count	%AAP	Total Count	%AAP	Total Count
Less than 1 year	31%	10,126	62%	2,746	24%	12,924
1 year but less than 2 years	38%	10,410	68%	2,510	30%	12,951
2 years but less than 3 years	39%	4,361	64%	1,005	30%	5,357
3 years but less than 4 years	43%	3,056	73%	392	33%	3,427
4 years or more	51%	5,107	74%	424	39%	5,481
%AAP Increase or Decrease*	+20		+12		+15	

*%AAP = percentage at or above proficiency. Persistence data represents all tested students with a valid test score in each year. Calculation represents all tested students enrolled 4 years or more compared to students enrolled less than 1 year in percentage points. Persistence data was sourced from K12 Academic Performance Database at the individual student level.

Students enrolled in K12 partner schools 4 or more years, compared to students enrolled less than 1 year, achieved higher percentages at or above proficiency: 15 percentage points higher in English Language Arts, nine percentage points higher in Reading, and nine percentage points in Mathematics (See Table 2).

FIGURE 2: 2016–2017 Proficiency Percentages by Subject and Persistence (High School)

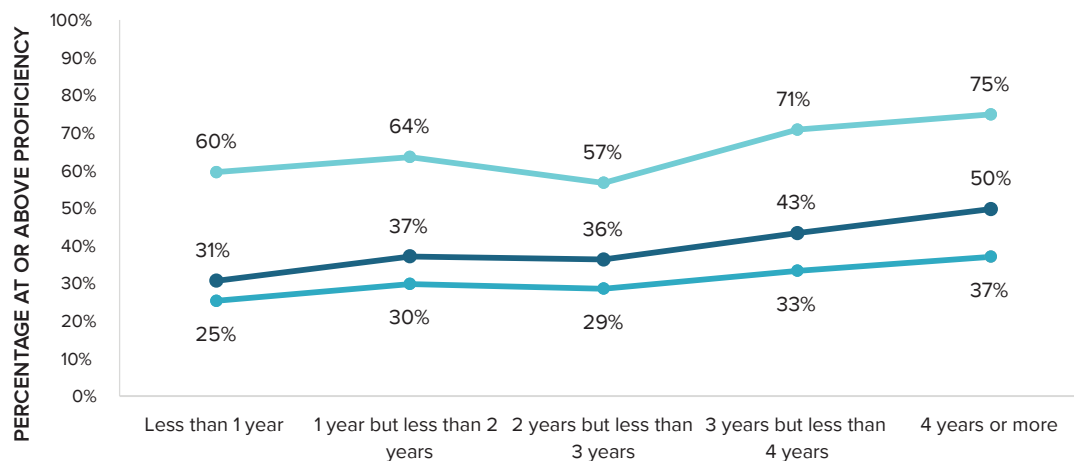


	ENGLISH LANGUAGE ARTS		READING		MATHEMATICS	
	%AAP	Total Count	%AAP	Total Count	%AAP	Total Count
Less than 1 year	46%	3,578	57%	185	25%	3,565
1 year but less than 2 years	51%	4,590	62%	184	25%	4,442
2 years but less than 3 years	54%	2,067	59%	98	28%	2,029
3 years but less than 4 years	56%	1,230	53%	51	27%	1,202
4 years or more	61%	1,966	66%	70	34%	1,899
%AAP Increase or Decrease*	+15		+9		+9	

*%AAP = percentage at or above proficiency. Persistence data represents all tested students with a valid test score in each year. Calculation represents all tested students enrolled 4 years or more compared to students enrolled less than 1 year in percentage points. Persistence data was sourced from K12 Academic Performance Database at the individual student level.

K12 Inc. is often asked if the online learning environment is effective for young students. Since state accountability testing begins in grade 3, students who tested in grades 3-5 and were enrolled in kindergarten, first, or second grade are represented in the graph as enrolled between “Less than 1 year” to “4 years or more.”⁷ Students who tested in grade 3 and were enrolled in kindergarten, first or second grade are represented in the graph as enrolled between “Less than 1 year” to “3 years but less than 4” or longer continuous enrollment. As shown in Figure 3, these students outperform students who have been enrolled for shorter periods of time.

FIGURE 3 : 2016–2017 Proficiency Percentages by Subject and Persistence (Grades 3-5)



PERSISTENCE BY FRL STATUS

English Language Arts Reading Mathematics

TABLE 3: 2016–2017 Proficiency Percentages by Subject and Persistence (Grades 3-5)

	ENGLISH LANGUAGE ARTS		READING		MATHEMATICS	
	%AAP	Total Count	%AAP	Total Count	%AAP	Total Count
Less than 1 year	31%	982	60%	513	25%	1,019
1 year but less than 2 years	37%	1,253	64%	594	30%	1,271
2 years but less than 3 years	36%	577	57%	216	29%	555
3 years but less than 4 years	43%	562	71%	97	33%	471
4 years or more	50%	1,115	75%	131	37%	884
%AAP Increase or Decrease*	+19		+15		+12	

*%AAP = percentage at or above proficiency. Persistence data represents all tested students with a valid test score in each year. Calculation represents all tested students enrolled 4 years or more compared to students enrolled less than 1 year in percentage points. Persistence data was sourced from K12 Academic Performance Database at the individual student level.¹⁰

⁷Anderson, Dr. Elizabeth K12, Inc. Effects of Persistence: The Role of Persistence in Academic Performance on State Assessments in English Language Arts, Reading, and Mathematics for K12 Inc. Managed Public School Programs. http://blog.k12.com/wp-content/uploads/2018/07/Effects_of_Persistence_021518.pdf

Several states are moving away from collecting free and reduced price lunch information from individual students, and instead are using other methods to arrive at the percent of economically disadvantaged students enrolled at schools. One of these methods is identifying students who receive forms of public assistance as economically disadvantaged. For this reason, we are not averaging FRL or economically disadvantaged students across schools. School-level FRL or economically disadvantaged data from state web sites are reported in Appendix B.

In 2016–2017, for students enrolled in K12 partner schools across all grades and subjects tested eligible for free and reduced price lunch, performance trends consistent with prior years are reported in Figures 4 and 5 and Tables 4 and 5. As previously mentioned, we use free and reduced price lunch student-level data as collected by the schools.

- Students identified as eligible for free lunch had lower percentages at or above proficiency than students eligible for reduced price lunch.
- Both free and reduced price lunch eligible students underperformed students who were not eligible for subsidized meals.

FIGURE 4 : 2016–2017 Proficiency Percentages by Subject and FRL Eligibility (Grades 3–8)

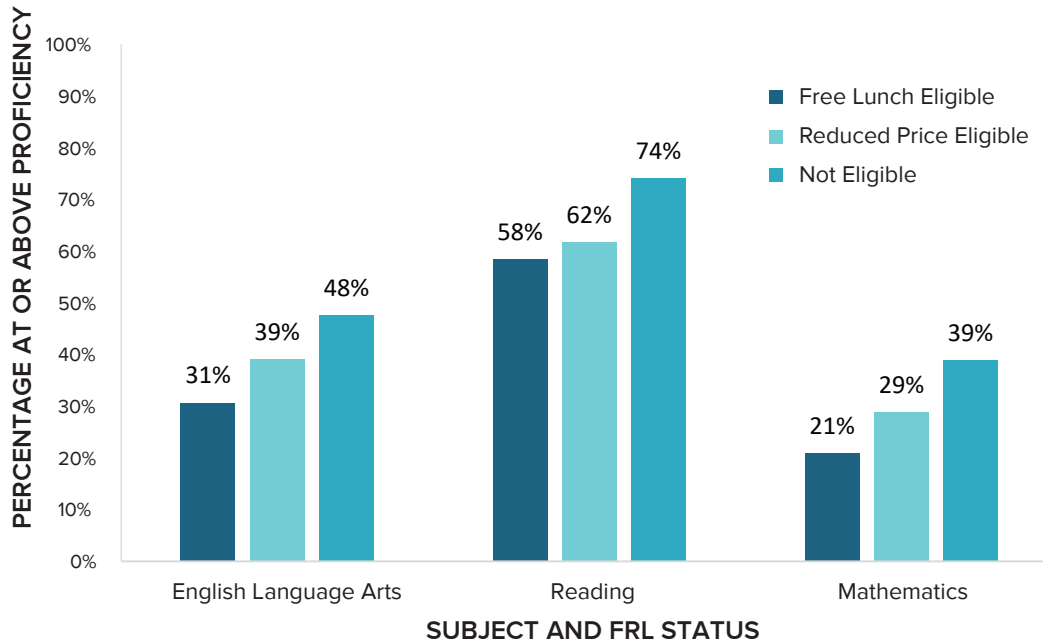


TABLE 4: 2016–2017 Proficiency Percentages by Subject and FRL Eligibility (Grades 3–8)

	ENGLISH LANGUAGE ARTS			READING			MATHEMATICS		
	%AAP	Difference Relative to Not Eligible in percentage points	Total Count	%AAP	Difference Relative to Not Eligible in percentage points	Total Count	%AAP	Difference Relative to Not Eligible in percentage points	Total Count
Free Lunch Eligible	31%	-17	14,554	58%	-16	2,812	21%	-18	17,373
Reduced Price Lunch Eligible	39%	-9	4,598	62%	-12	718	29%	-10	5,337
Not Eligible	48%	NA	11,789	74%	NA	2,375	39%	NA	14,177

%AAP=percentage at or above proficiency. NA: Not applicable because the numbers in this column report the Difference Relative to Not Eligible students. Free and reduced price lunch analysis includes all tested students and is sourced at the student level in the K12 Academic Performance Database.

The same pattern reported for grades 3–8 is evident in high school (see Figure 5 and Table 5).

FIGURE 5: 2016–2017 Proficiency Percentages by Subject and FRL Eligibility (High School)

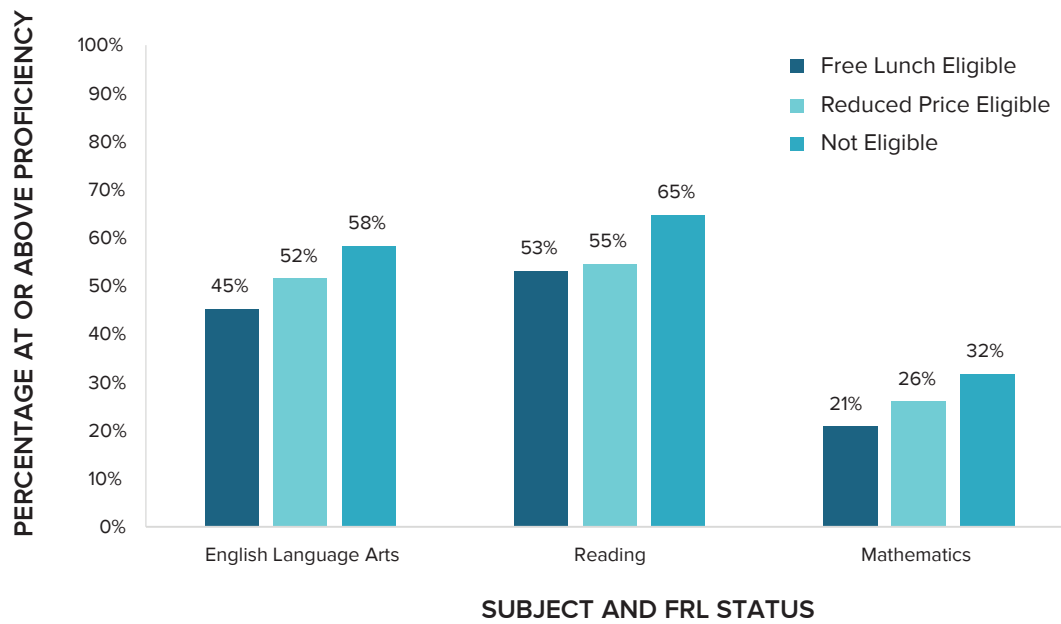


TABLE 5: 2016–2017 Proficiency Percentages by Subject and FRL Eligibility (High School)

	ENGLISH LANGUAGE ARTS			READING			MATHEMATICS		
	%AAP	Difference Relative to Not Eligible in percentage points	Total Count	%AAP	Difference Relative to Not Eligible in percentage points	Total Count	%AAP	Difference Relative to Not Eligible in percentage points	Total Count
Free Lunch Eligible	45%	-13	5,029	53%	-12	192	21%	-11	4,976
Reduced Price Lunch Eligible	52%	-6	1,838	55%	-10	66	26%	-6	1,819
Not Eligible	58%	NA	5,159	65%	NA	300	32%	NA	5,135

%AAP=percentage at or above proficiency. NA: Not applicable because the numbers in this column report the Difference Relative to Not Eligible students. Free and reduced price lunch analysis includes all tested students and is sourced at the student level in the K12 Academic Performance Database.

As reported in Figures 6 and 7 and Tables 6 and 7, the impact of persistence⁸ (continuous enrollment in the same school) is evident regardless of FRL status. Students who remain continuously enrolled for 4 or more years outperform students who are enrolled for shorter periods of time. This is observed in both grades 3-8 and in high school.

FIGURE 6: 2016–2017 Aggregate Proficiency Percentages by Persistence and FRL Eligibility (Grades 3-8, English Language Arts, Reading, and Mathematics)

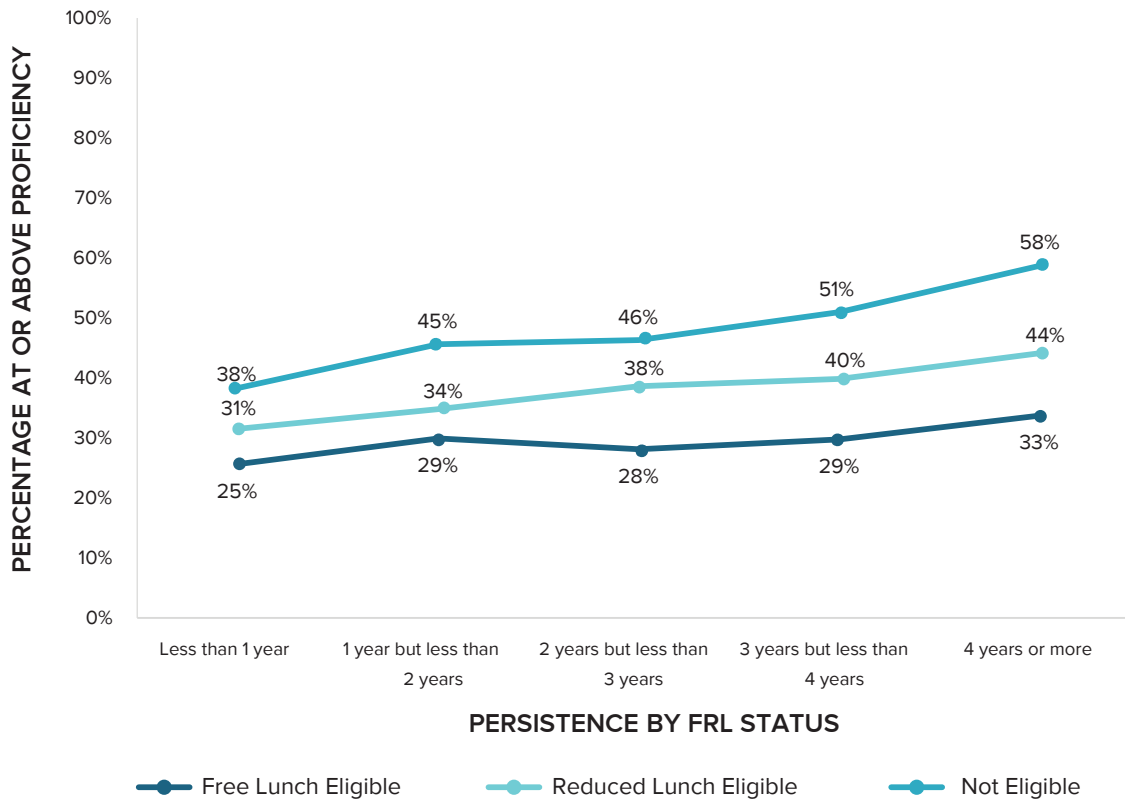


TABLE 6: 2016–2017 Aggregate Proficiency Percentages by Persistence and FRL Eligibility (Grades 3-8, English Language Arts, Reading, and Mathematics)

	FREE LUNCH ELIGIBLE		REDUCED PRICE LUNCH ELIGIBLE		NOT ELIGIBLE	
	%AAP	Total Count	%AAP	Total Count	%AAP	Total Count
Less than 1 year	25%	11,729	31%	3,284	38%	8,611
1 year but less than 2 years	29%	10,952	34%	3,355	45%	9,410
2 years but less than 3 years	28%	4,696	38%	1,361	46%	3,751
3 years but less than 4 years	29%	3,087	40%	978	51%	2,335
4 years or more	33%	4,274	44%	1,675	58%	4,232
%AAP Increase or Decrease*	+8		+13		+20	

*%AAP = percentage at or above proficiency. Persistence data represents all tested students with a valid test score in each year. Calculation represents all tested students enrolled 4 years or more compared to students enrolled less than 1 year in percentage points. Persistence data was sourced from K12 Academic Performance Database at the individual student level.

⁸Persistence data represents all students with a valid test score in each year

FIGURE 7: 2016–2017 Aggregate Proficiency Percentages by Persistence and FRL Eligibility (High School English Language Arts, Reading, and Mathematics)

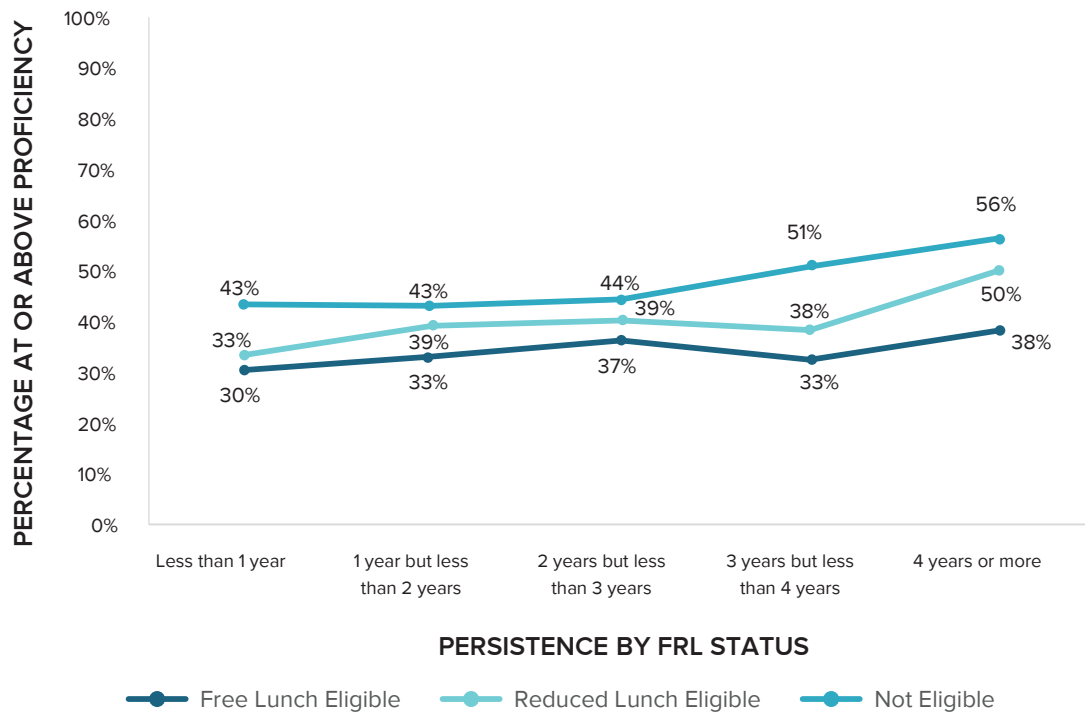


TABLE 7: 2016–2017 Aggregate Proficiency Percentages by Persistence and FRL Eligibility (High School English Language Arts, Reading, and Mathematics)

	FREE LUNCH ELIGIBLE		REDUCED PRICE LUNCH ELIGIBLE		NOT ELIGIBLE	
	%AAP	Total Count	%AAP	Total Count	%AAP	Total Count
Less than 1 year	30%	2,770	33%	910	43%	3,043
1 year but less than 2 years	33%	3,356	39%	1,256	43%	3,626
2 years but less than 3 years	37%	1,535	39%	605	44%	1,565
3 years but less than 4 years	33%	1,038	38%	337	51%	842
4 years or more	38%	1,498	50%	615	56%	1,518
%AAP Increase or Decrease*	+8		+17		+13	

*%AAP = percentage at or above proficiency. Persistence data represents all tested students with a valid test score in each year. Calculation represents all tested students enrolled 4 years or more compared to students enrolled less than 1 year in percentage points. Persistence data was sourced from K12 Academic Performance Database at the individual student level.

2016-2017 AGGREGATE ACADEMIC PERFORMANCE OF K12 PARTNER SCHOOLS IN ENGLISH LANGUAGE ARTS AND MATHEMATICS

All data for this analysis was compiled from publicly-available state Department of Education websites. In order to evaluate our schools' performance on state assessments, we attempted to take a look at three comparisons. We looked at the school's performance of tested grades on 2016-17 assessments by grade level and subject compared to:

- School performance in the prior year, 2015-16.
- Performance of a similar school/district in 2016-17. More information about selection criteria for similar schools/districts can be found below.
- Statewide performance in 2016-17.

In each school's comparison table, assessments were marked with:

- Green check when the school outperformed the comparison group (prior year, similar school/district, or statewide performance).
- Green dash when the school's performance equaled that of the comparison group.
- Left blank when the comparison group outperformed the school's performance.
- Grayed out with a dash when the data was unavailable for any reason.

For all K12 partner schools, an effort was made to identify a Similar District in the state that meets the below criteria. However, if due to small school size or the fact that the K12 partner school does not serve all grade levels (as in a K-6 or 9-12 school), a Similar School in the state was used instead.

Schools compared to a Similar School instead of a Similar District were marked with an asterisk and an explanation for the comparison.

Similar Districts/Schools should match our K12 schools' demographics :

- Within a range of plus or minus 10 percentage points of the population of students eligible for free or reduced lunch (economically disadvantaged).
- Within a range of plus or minus 3 percentage points of the population of students eligible for special education services.
- Within a range of 20% plus or minus the total number of students enrolled.

When a Similar District/School that meets the above criteria could not be met, the ranges were widened to match our K12 schools' demographics:

- Within a range of plus or minus 20 percentage points of the population of students eligible for free or reduced lunch (economically disadvantaged).
- Within a range of plus or minus 6 percentage points of the population of students eligible for special education services.
- Within a range of 50% plus or minus the total number of students enrolled.

When a Similar District/School meeting the widened criteria could not be met, it was marked as "No Similar District/School Available".

TABLE 8: 2016-17 Arizona Virtual Academy's State Performance Comparison by Assessment

Comparison Group	3 English Language Arts	4 English Language Arts	5 English Language Arts	6 English Language Arts	7 English Language Arts	8 English Language Arts	9 English Language Arts	10 English Language Arts	11 English Language Arts	3 Mathematics	4 Mathematics	5 Mathematics	6 Mathematics	7 Mathematics	8 Mathematics	HS Algebra I	HS Geometry	HS Algebra II
Arizona Virtual Academy: 2015-16	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
District: Tanque Verde Unified District								✓	✓									
State: Arizona								✓	✓							✓	✓	

✓ Outperformed

— Equaled

— Excluded: Data unavailable

TABLE 9: 2016-17 Insight School of Arizona's State Performance Comparison by Assessment

Comparison Group	7 English Language Arts	8 English Language Arts	9 English Language Arts	10 English Language Arts	11 English Language Arts	7 Mathematics	8 Mathematics	HS Algebra I	HS Geometry	HS Algebra II
Insight School of Arizona: 2015-16	✓	✓		✓						✓
District: No Comparison Available*	-	-	-	-	-	-	-	-	-	-
State: Arizona										

*Due to only serving grades 7-12, a similar school instead of a similar district was identified to make comparisons.

✓ Outperformed
 ▬ Equaled
 ▬ Excluded: Data unavailable

TABLE 10: 2016-17 Arkansas Virtual Academy's State Performance Comparison by Assessment

Comparison Group	3 ACT Aspire ELA Composite	4 ACT Aspire ELA Composite	5 ACT Aspire ELA Composite	6 ACT Aspire ELA Composite	7 ACT Aspire ELA Composite	8 ACT Aspire ELA Composite	9 ACT Aspire ELA Composite	10 ACT Aspire ELA Composite	3 ACT Aspire Mathematics	4 ACT Aspire Mathematics	5 ACT Aspire Mathematics	6 ACT Aspire Mathematics	7 ACT Aspire Mathematics	8 ACT Aspire Mathematics	9 ACT Aspire Mathematics	10 ACT Aspire Mathematics
Arkansas Virtual Academy: 2015-16		✓		✓			✓		✓	✓	✓	✓	✓		✓	✓
District: Huntsville School District				✓			✓			✓						
State: Arkansas							✓									

✓ Outperformed
 ▬ Equaled
 ▬ Excluded: Data unavailable

TABLE 11: 2016-17 California Virtual Academy at Fresno's State Performance Comparison by Assessment

Comparison Group	3 English Language Arts	4 English Language Arts	5 English Language Arts	6 English Language Arts	7 English Language Arts	8 English Language Arts	3 Mathematics	4 Mathematics	5 Mathematics	6 Mathematics	7 Mathematics	8 Mathematics
California Virtual Academy at Fresno: 2015-16			✓	✓					✓	✓		
District: Bayshore Elementary District*		✓	✓	✓			✓	✓	✓	✓		
State: California												

*Due to only serving grades K-8, a similar school instead of a similar district was identified to make comparisons.



Outperformed



Equaled



Excluded: Data unavailable

TABLE 12: 2016-17 California Virtual Academy at Jamestown's State Performance Comparison by Assessment

Comparison Group	3 English Language Arts	4 English Language Arts	5 English Language Arts	6 English Language Arts	7 English Language Arts	8 English Language Arts	11 English Language Arts	3 Mathematics	4 Mathematics	5 Mathematics	6 Mathematics	7 Mathematics	8 Mathematics	11 Mathematics
California Virtual Academy at Jamestown: 2015-16	-	-	-	-	-	-	✓	-	-	-	-	-	-	-
District: Owens Valley Unified	-	-	-	-	-	-	✓	-	-	-	-	-	-	✓
State: California	-	-	-	-	-	-	✓	-	-	-	-	-	-	-



Outperformed



Equaled



Excluded: Data unavailable

TABLE 13: 2016-17 California Virtual Academy at Los Angeles's State Performance Comparison by Assessment

Comparison Group	3 English Language Arts	4 English Language Arts	5 English Language Arts	6 English Language Arts	7 English Language Arts	8 English Language Arts	11 English Language Arts	3 Mathematics	4 Mathematics	5 Mathematics	6 Mathematics	7 Mathematics	8 Mathematics	11 Mathematics
California Virtual Academy at Los Angeles: 2015-16	✓	✓			✓			✓		✓				
District: Mountain Empire Unified	✓		✓	✓	✓	✓	✓				✓	✓	✓	
State: California														

✓ Outperformed

▬ Equaled

▬ Excluded: Data unavailable

TABLE 14: 2016-17 California Virtual Academy at Maricopa's State Performance Comparison by Assessment

Comparison Group	3 English Language Arts	4 English Language Arts	5 English Language Arts	6 English Language Arts	7 English Language Arts	8 English Language Arts	11 English Language Arts	3 Mathematics	4 Mathematics	5 Mathematics	6 Mathematics	7 Mathematics	8 Mathematics	11 Mathematics
California Virtual Academy at Maricopa: 2015-16		✓			✓		✓		✓				✓	
District: Lakeside Union*							✓							✓
State: California							✓							

✓ Outperformed

▬ Equaled

▬ Excluded: Data unavailable

TABLE 15: 2016-17 California Virtual Academy at San Diego's State Performance Comparison by Assessment

Comparison Group	3 English Language Arts	4 English Language Arts	5 English Language Arts	6 English Language Arts	7 English Language Arts	8 English Language Arts	11 English Language Arts	3 Mathematics	4 Mathematics	5 Mathematics	6 Mathematics	7 Mathematics	8 Mathematics	11 Mathematics
California Virtual Academy at San Diego: 2015-16						✓								
District: Bishop Unified	✓			✓	✓	✓	✓							
State: California														

✓ Outperformed

▬ Equaled

▬ Excluded: Data unavailable

TABLE 16: 2016-17 California Virtual Academy at San Joaquin's State Performance Comparison by Assessment

Comparison Group	3 English Language Arts	4 English Language Arts	5 English Language Arts	6 English Language Arts	7 English Language Arts	8 English Language Arts	11 English Language Arts	3 Mathematics	4 Mathematics	5 Mathematics	6 Mathematics	7 Mathematics	8 Mathematics	11 Mathematics
California Virtual Academy at San Joaquin: 2015-16	✓			✓	✓		✓	✓			✓	✓		✓
District: Denair Unified	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓
State: California														

✓ Outperformed

▬ Equaled

▬ Excluded: Data unavailable

TABLE 17: 2016-17 California Virtual Academy at San Mateo's State Performance Comparison by Assessment

Comparison Group	3 English Language Arts	4 English Language Arts	5 English Language Arts	6 English Language Arts	7 English Language Arts	8 English Language Arts	11 English Language Arts	3 Mathematics	4 Mathematics	5 Mathematics	6 Mathematics	7 Mathematics	8 Mathematics	11 Mathematics
California Virtual Academy at San Mateo: 2015-16		✓			✓	✓		✓	✓			✓	✓	✓
District: Southern Humboldt Joint Unified	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓		
State: California	✓	✓			✓	✓		✓	✓	✓		✓		

✓ Outperformed

— Equaled

— Excluded: Data unavailable

TABLE 18: 2016-17 California Virtual Academy at Sonoma's State Performance Comparison by Assessment

Comparison Group	3 English Language Arts	4 English Language Arts	5 English Language Arts	6 English Language Arts	7 English Language Arts	8 English Language Arts	11 English Language Arts	3 Mathematics	4 Mathematics	5 Mathematics	6 Mathematics	7 Mathematics	8 Mathematics	11 Mathematics
California Virtual Academy at Sonoma: 2015-16		✓		✓	✓	✓					✓	✓		
District: Ferndale Unified	✓	✓	✓				✓							
State: California														

✓ Outperformed

— Equaled

— Excluded: Data unavailable

TABLE 19: 2016-17 California Virtual Academy at Sutter's State Performance Comparison by Assessment

Comparison Group	3 English Language Arts	4 English Language Arts	5 English Language Arts	6 English Language Arts	7 English Language Arts	8 English Language Arts	11 English Language Arts	3 Mathematics	4 Mathematics	5 Mathematics	6 Mathematics	7 Mathematics	8 Mathematics	11 Mathematics
California Virtual Academy at Sutter: 2015-16			✓		✓	✓		✓		✓		✓	✓	
District: Trinity Alps Unified	✓		✓				✓			✓				
State: California														

✓ Outperformed

— Equaled

— Excluded: Data unavailable

TABLE 20: 2016-17 Insight School of California's State Performance Comparison by Assessment

Comparison Group	11 English Language Arts	11 Mathematics
Insight School of California: 2015-16	✓	✓
District: San Francisco Unified: City Arts and Tech High*		
State: California		

*Due to only serving grades 9-12, a similar school instead of a similar district was identified to make comparisons.

✓ Outperformed

— Equaled

— Excluded: Data unavailable

TABLE 21: 2016-17 Insight School of California at San Diego 's State Performance Comparison by Assessment

Comparison Group	11 English Language Arts	
	11 Mathematics	
Insight School of California at San Diego : 2015-16	✓	✓
District: Los Angeles Unified: New Millennium Secondary*		
State: California		

*Due to only serving grades 9-12, a similar school instead of a similar district was identified to make comparisons.

✓ Outperformed

— Equaled

— Excluded: Data unavailable

TABLE 22: 2016-17 IQ Academy of California at Los Angeles 's State Performance Comparison by Assessment

Comparison Group	English Language Arts							Mathematics						
	3 English Language Arts	4 English Language Arts	5 English Language Arts	6 English Language Arts	7 English Language Arts	8 English Language Arts	11 English Language Arts	3 Mathematics	4 Mathematics	5 Mathematics	6 Mathematics	7 Mathematics	8 Mathematics	11 Mathematics
iQ Academy of California at Los Angeles : 2015-16	✓		✓	✓		✓	✓			✓				✓
District: Scott Valley Unified			✓	✓	✓									
State: California				✓		✓	✓							

✓ Outperformed

— Equaled

— Excluded: Data unavailable

TABLE 23: 2016-17 Colorado Preparatory Academy's State Performance Comparison by Assessment

Comparison Group	3 English Language Arts	4 English Language Arts	5 English Language Arts	6 English Language Arts	7 English Language Arts	8 English Language Arts	9 English Language Arts	3 Mathematics	4 Mathematics	5 Mathematics	6 Mathematics	7 Mathematics	8 Mathematics	9 Algebra I	9 Geometry
Colorado Preparatory Academy: 2015-16		✓	✓		✓	—		—	✓	✓		✓	—	✓	—
District: Bayfield 10 JT-R						—		—				✓	—	✓	—
State: Colorado						—		—					—		—

✓ Outperformed

— Equaled

— Excluded: Data unavailable

TABLE 24: 2016-17 Pikes Peak Online School's State Performance Comparison by Assessment

Comparison Group	9 English Language Arts	9 Algebra I
Pikes Peak Online School: 2015-16	—	—
District: Valley RE-1: Sterling High School*	—	—
State: Colorado	—	—

*Due to only serving grades 9-12, a similar school instead of a similar district was identified to make comparisons.

✓ Outperformed

— Equaled

— Excluded: Data unavailable

TABLE 25: 2016-17 Florida Cyber Charter Academy at Duval State Performance Comparison by Assessment

Comparison Group	3 English Language Arts	4 English Language Arts	5 English Language Arts	6 English Language Arts	7 English Language Arts	8 English Language Arts	9 English Language Arts	10 English Language Arts	3 Mathematics	4 Mathematics	5 Mathematics	6 Mathematics	7 Mathematics	8 Mathematics	HS Algebra I	HS Geometry	HS Algebra 2
Florida Cyber Charter Academy at Duval: 2015-16		✓		✓			✓			✓	✓		✓		—		✓
District: Duval***				✓				✓									
State: Florida								—									

***Due to only serving students within the district, the comparison district is identified as the local district without consideration for demographic differences.

✓ Outperformed

— Equaled

— Excluded: Data unavailable

TABLE 26: 2016-17 Florida Cyber Charter Academy at Osceola State Performance Comparison by Assessment

Comparison Group	3 English Language Arts	4 English Language Arts	5 English Language Arts	6 English Language Arts	7 English Language Arts	8 English Language Arts	9 English Language Arts	10 English Language Arts	3 Mathematics	4 Mathematics	5 Mathematics	6 Mathematics	7 Mathematics	8 Mathematics	HS Algebra I	HS Geometry	HS Algebra 2
Florida Cyber Charter Academy at Osceola: 2015-16	✓	—	—	✓		✓	—	—	✓	✓	—		✓	—	—	—	—
District: Osceola***		—	—	✓		✓	—	—			—	✓	✓	—	—	—	—
State: Florida		—	—	✓		✓	—	—			—			—	—	—	—

***Due to only serving students within the district, the comparison district is identified as the local district without consideration for demographic differences.

✓ Outperformed

— Equaled

— Excluded: Data unavailable

TABLE 27: 2016-17 Florida Cyber Charter Academy at Pasco's State Performance Comparison by Assessment

Comparison Group	3 English Language Arts	4 English Language Arts	5 English Language Arts	6 English Language Arts	7 English Language Arts	8 English Language Arts	9 English Language Arts	10 English Language Arts	3 Mathematics	4 Mathematics	5 Mathematics	6 Mathematics	7 Mathematics	8 Mathematics	HS Algebra I	HS Geometry	HS Algebra 2
Florida Cyber Charter Academy at Pasco: 2015-16	✓	—	✓	✓	✓		✓	✓	✓	—	✓	✓	✓	—	—	✓	—
District: Pasco***		—	✓							—					—		—
State: Florida		—	✓							—					—		—

***Due to only serving students within the district, the comparison district is identified as the local district without consideration for demographic differences.

✓ Outperformed

— Equaled

— Excluded: Data unavailable

TABLE 28: 2016-17 Florida Cyber Charter Academy at Pinellas State Performance Comparison by Assessment

Comparison Group	3 English Language Arts	4 English Language Arts	5 English Language Arts	6 English Language Arts	7 English Language Arts	8 English Language Arts	9 English Language Arts	10 English Language Arts	3 Mathematics	4 Mathematics	5 Mathematics	6 Mathematics	7 Mathematics	8 Mathematics	HS Algebra I	HS Geometry	HS Algebra 2
Florida Cyber Charter Academy at Pinellas: 2015-16	✓	—	—	—	✓	—	✓	—	✓	—	—	—	✓	✓	—	—	—
District: Pinellas***	✓	—	—	—				—	✓	—	—	—			—	—	—
State: Florida	✓	—	—	—				—		—	—	—			—	—	—

***Due to only serving students within the district, the comparison district is identified as the local district without consideration for demographic differences.

✓ Outperformed

— Equaled

— Excluded: Data unavailable

TABLE 29: 2016-17 Georgia Cyber Academy's State Performance Comparison by Assessment

Comparison Group	3 English Language Arts	4 English Language Arts	5 English Language Arts	6 English Language Arts	7 English Language Arts	8 English Language Arts	HS Ninth Grade Literature & Composition	HS American Literature & Composition	3 Mathematics	4 Mathematics	5 Mathematics	6 Mathematics	7 Mathematics	8 Mathematics	HS Algebra I	HS Geometry
Georgia Cyber Academy: 2015-16	✓	✓		✓		✓	✓	✓	✓	✓			✓	✓		✓
District: Voldosta City District	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
State: Georgia							✓									

 Outperformed
  Equaled
  Excluded: Data unavailable

TABLE 30: 2016-17 Idaho Virtual Academy's State Performance Comparison by Assessment

Comparison Group	3 English Language Arts	4 English Language Arts	5 English Language Arts	6 English Language Arts	7 English Language Arts	8 English Language Arts	9 English Language Arts	10 English Language Arts	3 Mathematics	4 Mathematics	5 Mathematics	6 Mathematics	7 Mathematics	8 Mathematics	HS Mathematics
Idaho Virtual Academy: 2015-16		✓	✓	✓		✓					✓	✓		✓	✓
District: Emmett Independent District	✓	✓		✓		✓				✓		✓			
State: Idaho						✓						✓			

 Outperformed
  Equaled
  Excluded: Data unavailable

TABLE 31: 2016-17 Chicago Virtual Charter School's State Performance Comparison by Assessment

Comparison Group	3 English Language Arts	4 English Language Arts	5 English Language Arts	6 English Language Arts	7 English Language Arts	8 English Language Arts	HS English Language Arts	3 Mathematics	4 Mathematics	5 Mathematics	6 Mathematics	7 Mathematics	8 Mathematics	HS Mathematics
Chicago Virtual Charter School: 2015-16	✓	✓	✓	✓	✓	✓	—	✓	✓	✓	✓	✓	✓	—
District: Spring Valley CCSD 99		✓	✓	✓		✓	—		✓	✓	✓	✓	✓	—
State: Illinois			✓	✓		✓	—							—

✓ Outperformed

— Equaled

— Excluded: Data unavailable

TABLE 32: 2016-17 Hoosier Academy at Indianapolis State Performance Comparison by Assessment

Comparison Group	3 English Language Arts	4 English Language Arts	5 English Language Arts	6 English Language Arts	7 English Language Arts	8 English Language Arts	10 English Language Arts	3 Mathematics	4 Mathematics	5 Mathematics	6 Mathematics	7 Mathematics	8 Mathematics	10 Mathematics
Hoosier Academy at Indianapolis: 2015-16	✓	✓	✓		✓	✓	✓				✓	✓		✓
District: Hamilton Community Schools		✓			✓	✓	✓		✓			✓		✓
State: Indiana		✓			✓	✓								✓

✓ Outperformed

— Equaled

— Excluded: Data unavailable

TABLE 33: 2016-17 Hoosier Academy Virtual Charter School's State Performance Comparison by Assessment

Comparison Group	3 English Language Arts	4 English Language Arts	5 English Language Arts	6 English Language Arts	7 English Language Arts	8 English Language Arts	10 English Language Arts	3 Mathematics	4 Mathematics	5 Mathematics	6 Mathematics	7 Mathematics	8 Mathematics	10 Mathematics
Hoosier Academy Virtual Charter School : 2015-16	✓	✓	✓	✓		✓	✓		✓	✓	✓	✓	✓	✓
District: Plymouth Community School Corp														
State: Indiana														

✓ Outperformed

— Equaled

— Excluded: Data unavailable

TABLE 34: 2016-17 Insight School of Indiana's State Performance Comparison by Assessment

Comparison Group	7 English Language Arts	8 English Language Arts	10 English Language Arts	7 Mathematics	8 Mathematics	10 Mathematics
Insight School of Indiana: 2015-16	—	—	—	—	—	—
District: Indianapolis Public Schools: Northwest Community High School*						
State: Indiana						

*Due to only serving grades 7-12, a similar school instead of a similar district was identified to make comparisons.

✓ Outperformed

— Equaled

— Excluded: Data unavailable

TABLE 35: 2016-17 Insight School of Kansas's State Performance Comparison by Assessment

Comparison Group	7 English Language Arts	8 English Language Arts	10 English Language Arts	7 Mathematics	8 Mathematics	10 Mathematics
Insight School of Kansas: 2015-16	✓		✓		✓	✓
District: No Similar District/School Identified: FRL Data Unavailable	—	—	—	—	—	—
State: Kansas	✓					

✓ Outperformed

— Equaled

— Excluded: Data unavailable

TABLE 36: 2016-17 Kansas Virtual Academy's State Performance Comparison by Assessment

Comparison Group	3 English Language Arts	4 English Language Arts	5 English Language Arts	6 English Language Arts	3 Mathematics	4 Mathematics	5 Mathematics	6 Mathematics
Kansas Virtual Academy: 2015-16			✓		✓			✓
District: No Similar District/School Identified: FRL Data Unavailable	—	—	—	—	—	—	—	—
State: Kansas								

✓ Outperformed

— Equaled

— Excluded: Data unavailable

TABLE 37 : 2016-17 Louisiana Virtual Charter Academy's State Performance Comparison by Assessment

Comparison Group	3 English Language Arts	4 English Language Arts	5 English Language Arts	6 English Language Arts	7 English Language Arts	8 English Language Arts	HS English 2	HS English 3	3 Mathematics	4 Mathematics	5 Mathematics	6 Mathematics	7 Mathematics	8 Mathematics	HS Algebra 1	HS Geometry
Louisiana Virtual Charter Academy: 2015-16	✓		✓		▬										✓	▬
District: No Similar District/School Identified: Special Education Data Unavailable	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
State: Louisiana								✓								✓

✓ Outperformed

▬ Equaled

— Excluded: Data unavailable

TABLE 38: 2016-17 Maine Virtual Academy's State Performance Comparison by Assessment

Comparison Group	7 English Language Arts	8 English Language Arts	HS English Language Arts	7 Mathematics	8 Mathematics	HS Mathematics
Maine Virtual Academy: 2015-16	—	—	—	—	—	✓
District: No Similar District/School Identified: FRL and Special Education Data Unavailable	—	—	—	—	—	—
State: Maine	—	—	—	—	—	

✓ Outperformed

▬ Equaled

— Excluded: Data unavailable

TABLE 39: 2016-17 Massachusetts Virtual Academy at Greenfield Commonwealth Virtual School 's State Performance Comparison by Assessment

Comparison Group	3 English Language Arts	4 English Language Arts	5 English Language Arts	6 English Language Arts	7 English Language Arts	8 English Language Arts	10 English Language Arts	3 Mathematics	4 Mathematics	5 Mathematics	6 Mathematics	7 Mathematics	8 Mathematics	10 Mathematics
Massachusetts Virtual Academy at Greenfield Commonwealth Virtual School : 2015-16								✓		✓				✓
District: Gill-Montague		✓					✓		✓	✓				
State: Massachusetts														

✓ Outperformed

— Equaled

— Excluded: Data unavailable

TABLE 40: 2016-17 Highpoint Virtual Academy of Michigan's State Performance Comparison by Assessment

Comparison Group	3 English Language Arts	4 English Language Arts	5 English Language Arts	6 English Language Arts	7 English Language Arts	8 English Language Arts	3 Mathematics	4 Mathematics	5 Mathematics	6 Mathematics	7 Mathematics	8 Mathematics
Highpoint Virtual Academy of Michigan: 2015-16	—	—	—	—	—	—	—	—	—	—	—	—
District: Wolverine Community School District											✓	—
State: Michigan												—

✓ Outperformed

— Equaled

— Excluded: Data unavailable

TABLE 41: 2016-17 Insight School of Michigan's State Performance Comparison by Assessment

Comparison Group	6 English Language Arts	7 English Language Arts	8 English Language Arts	11 SAT-Evidence Based Reading and Writing	6 Mathematics	7 Mathematics	8 Mathematics	11 SAT-Mathematics
Insight School of Michigan: 2015-16	—	✓		✓	—	—	—	—
District: No Similar District/School Identified: Special Education Data Unavailable*	—				—	—	—	—
State: Michigan	—				—	—	—	—

*Due to only serving grades 6-12, a similar school instead of a similar district was identified to make comparisons.

✓ Outperformed

— Equaled

— Excluded: Data unavailable

TABLE 42: 2016-17 Michigan Great Lakes Virtual Academy's State Performance Comparison by Assessment

Comparison Group	3 English Language Arts	4 English Language Arts	5 English Language Arts	6 English Language Arts	7 English Language Arts	8 English Language Arts	11 SAT-Evidence Based Reading and Writing	3 Mathematics	4 Mathematics	5 Mathematics	6 Mathematics	7 Mathematics	8 Mathematics	11 SAT- Mathematics
Michigan Great Lakes Virtual Academy: 2015-16		✓	✓		✓		✓	✓						✓
District: Dowagiac Union School District	✓			✓	✓		✓							✓
State: Michigan														

✓ Outperformed

— Equaled

— Excluded: Data unavailable

TABLE 43: 2016-17 Michigan Virtual Charter Academy's State Performance Comparison by Assessment

Comparison Group	3 English Language Arts	4 English Language Arts	5 English Language Arts	6 English Language Arts	7 English Language Arts	8 English Language Arts	11 SAT-Evidence Based Reading and Writing	3 Mathematics	4 Mathematics	5 Mathematics	6 Mathematics	7 Mathematics	8 Mathematics	11 SAT- Mathematics
Michigan Virtual Charter Academy: 2015-16	✓	✓	✓		✓			✓	✓					✓
District: Kearsley Community School District					—									
State: Michigan														

✓ Outperformed

— Equaled

— Excluded: Data unavailable

TABLE 44: 2016-17 Insight School of Minnesota's State Performance Comparison by Assessment

Comparison Group	6 Reading	7 Reading	8 Reading	10 Reading	6 Mathematics	7 Mathematics	8 Mathematics	11 Mathematics
Insight School of Minnesota: 2015-16	✓						—	
District: Ogilvie Public School District: Ogilvie Secondary*								
State: Minnesota								

*Due to only serving grades 6-12, a similar school instead of a similar district was identified to make comparisons.

✓ Outperformed

— Equaled

— Excluded: Data unavailable

TABLE 45: 2016-17 iQ Academy of Minnesota 's State Performance Comparison by Assessment

Comparison Group	3 Reading	4 Reading	5 Reading	6 Reading	7 Reading	8 Reading	10 Reading	3 Mathematics	4 Mathematics	5 Mathematics	6 Mathematics	7 Mathematics	8 Mathematics	11 Mathematics
iQ Academy of Minnesota : 2015-16	✓	✓	✓		✓		✓	✓	✓	✓		✓		✓
District: Clinton -Graveville-Beardsley														
State: Minnesota			✓											

✓ Outperformed

— Equaled

— Excluded: Data unavailable

TABLE 46: 2016-17 Minnesota Flex Academy's State Performance Comparison by Assessment

Comparison Group	5 Reading	6 Reading	7 Reading	5 Mathematics	6 Mathematics	7 Mathematics
Minnesota Flex Academy: 2015-16	—	—	—	—	—	—
District: Browns Valley Public School District: Browns Valley Middle*	—	✓		—		
State: Minnesota	—			—		

*Due to only serving grades 5-7, a similar school instead of a similar district was identified to make comparisons.

✓ Outperformed

— Equaled

— Excluded: Data unavailable

TABLE 47: 2016-17 Minnesota Virtual Academy's State Performance Comparison by Assessment

Comparison Group	3 Reading	4 Reading	5 Reading	6 Reading	7 Reading	8 Reading	10 Reading	3 Mathematics	4 Mathematics	5 Mathematics	6 Mathematics	7 Mathematics	8 Mathematics	11 Mathematics
Minnesota Virtual Academy: 2015-16	✓	—			✓	✓	✓		—			✓	✓	✓
District: Rochester Public School District					✓		✓							
State: Minnesota							✓							

✓ Outperformed

— Equaled

— Excluded: Data unavailable

TABLE 48: 2016-17 Nevada Virtual Academy's State Performance Comparison by Assessment

Comparison Group	3 Reading	4 Reading	5 Reading	6 Reading	7 Reading	8 Reading	HS ELA I	HS ELA II	3 Mathematics	4 Mathematics	5 Mathematics	6 Mathematics	7 Mathematics	8 Mathematics	HS MATH I	HS MATH II
Nevada Virtual Academy: 2015-16	✓	✓			✓				✓	✓	✓		✓	✓		✓
District: Lander				✓	✓	✓	✓					✓	✓	✓		✓
State: Nevada					✓	✓	✓						✓	✓		

✓ Outperformed

— Equaled

— Excluded: Data unavailable

TABLE 49: 2016-17 New Mexico Virtual Academy's State Performance Comparison by Assessment

Comparison Group	6 Reading	7 Reading	8 Reading	9 Reading	10 Reading	11 Reading	6 Mathematics	7 Mathematics	8 Mathematics	9 Mathematics	10 Mathematics	11 Mathematics	12 Mathematics
New Mexico Virtual Academy: 2015-16	✓						✓				✓		
District: No Similar District/School Identified: FRL Data Unavailable	-	-	-	-	-	-	-	-	-	-	-	-	-
State: New Mexico													

✓ Outperformed
 - Equaled
 - Excluded: Data unavailable

TABLE 50: 2016-17 North Carolina Virtual Academy's State Performance Comparison by Assessment

Comparison Group	3 Reading	4 Reading	5 Reading	6 Reading	7 Reading	8 Reading	HS English 2	3 Mathematics	4 Mathematics	5 Mathematics	6 Mathematics	7 Mathematics	8 Mathematics	HS Mathematics 1
North Carolina Virtual Academy: 2015-16		✓		✓	✓									✓
District: Mount Airy City Schools	✓				✓									
State: North Carolina					✓									

✓ Outperformed
 - Equaled
 - Excluded: Data unavailable

TABLE 51: 2016-17 Insight School of Ohio's State Performance Comparison by Assessment

Comparison Group	6 English Language Arts	7 English Language Arts	8 English Language Arts	HS English I	HS English II	6 Mathematics	7 Mathematics	8 Mathematics	HS Algebra I	HS Geometry
Insight School of Ohio: 2015-16		✓	✓	✓		✓		✓	✓	
District: Springfield Local: Springfield Junior/Senior High School*	✓					✓				
State: Ohio										

*Due to only serving grades 6-12, a similar school instead of a similar district was identified to make comparisons.

✓ Outperformed
 — Equaled
 — Excluded: Data unavailable

TABLE 52: 2016-17 Ohio Virtual Academy's State Performance Comparison by Assessment

Comparison Group	3 English Language Arts	4 English Language Arts	5 English Language Arts	6 English Language Arts	7 English Language Arts	8 English Language Arts	HS English 1	HS English 2	3 Mathematics	4 Mathematics	5 Mathematics	6 Mathematics	7 Mathematics	8 Mathematics	HS Algebra I	HS Geometry
Ohio Virtual Academy: 2015-16	✓	✓	✓	✓	✓			✓	✓	✓		✓	✓	✓		
District: Northwest Local		✓		✓			✓	✓							✓	
State: Ohio							✓	✓							✓	

✓ Outperformed
 — Equaled
 — Excluded: Data unavailable

TABLE 53: 2016-17 Insight School of Oklahoma's State Performance Comparison by Assessment

Comparison Group	7 English Language Arts	8 English Language Arts	10 English Language Arts	7 Mathematics	8 Mathematics	10 Mathematics
Insight School of Oklahoma: 2015-16	-	-	-	-	-	-
District: No Comparison Available*	-	-	-	-	-	-
State: Oklahoma						-

*Due to only serving grades 7-12, a similar school instead of a similar district was identified to make comparisons.

 **Outperformed**

 **Equaled**


 **Excluded: Data unavailable**

TABLE 54: 2016-17 Oklahoma Virtual Charter Academy's State Performance Comparison by Assessment

Comparison Group	3 English Language Arts	4 English Language Arts	5 English Language Arts	6 English Language Arts	7 English Language Arts	8 English Language Arts	10 English Language Arts	3 Mathematics	4 Mathematics	5 Mathematics	6 Mathematics	7 Mathematics	8 Mathematics	10 Mathematics
Oklahoma Virtual Charter Academy: 2015-16	-	-	-	-	-	-	-	-	-	-	-	-	-	-
District: Grove														
State: Oklahoma							-							

 **Outperformed**

 **Equaled**

 **Excluded: Data unavailable**

TABLE 55: 2016-17 Insight School of Oregon-Painted Hills's State Performance Comparison by Assessment

Comparison Group	7 English Language Arts	8 English Language Arts	11 English Language Arts	7 Mathematics	8 Mathematics	11 Mathematics
Insight School of Oregon-Painted Hills: 2015-16	✓		✓	✓	✓	✓
District: Rainier SD 13: Rainier Jr/Sr High School*						
State: Oregon						

*Due to only serving grades 7-12, a similar school instead of a similar district was identified to make comparisons.

✓ Outperformed

— Equaled

— Excluded: Data unavailable

TABLE 56: 2016-17 Oregon Virtual Academy's State Performance Comparison by Assessment

Comparison Group	3 English Language Arts	4 English Language Arts	5 English Language Arts	6 English Language Arts	7 English Language Arts	8 English Language Arts	11 English Language Arts	3 Mathematics	4 Mathematics	5 Mathematics	6 Mathematics	7 Mathematics	8 Mathematics	11 Mathematics
Oregon Virtual Academy: 2015-16					✓	✓			✓			✓		
District: La Grande SD 1	✓	✓	✓		✓									
State: Oregon														

✓ Outperformed

— Equaled

— Excluded: Data unavailable

TABLE 57: 2016-17 Cyber Academy of South Carolina's State Performance Comparison by Assessment

Comparison Group	3 English Language Arts	4 English Language Arts	5 English Language Arts	6 English Language Arts	7 English Language Arts	8 English Language Arts	HS English 1	3 Mathematics	4 Mathematics	5 Mathematics	6 Mathematics	7 Mathematics	8 Mathematics	HS Algebra 1 / Mathematics for the Technologies
Cyber Academy of South Carolina: 2015-16	✓	✓		✓		✓		✓			✓		✓	✓
District: Florence County School District Two			✓	✓		✓	✓						✓	✓
State: South Carolina							✓							

✓ Outperformed

— Equaled

— Excluded: Data unavailable

TABLE 58: 2016-17 South Carolina Virtual Charter School's State Performance Comparison by Assessment

Comparison Group	3 English Language Arts	4 English Language Arts	5 English Language Arts	6 English Language Arts	7 English Language Arts	8 English Language Arts	HS English 1	3 Mathematics	4 Mathematics	5 Mathematics	6 Mathematics	7 Mathematics	8 Mathematics	HS Algebra 1 / Mathematics for the Technologies
South Carolina Virtual Charter School: 2015-16		✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓
District: School District of Edgefield County	✓	✓	✓	✓	✓	✓	✓			✓				
State: South Carolina		✓	✓	✓	✓	✓	✓							

✓ Outperformed

— Equaled

— Excluded: Data unavailable

TABLE 59: 2016-17 Tennessee Virtual Academy's State Performance Comparison by Assessment

Comparison Group	3 English Language Arts	4 English Language Arts	5 English Language Arts	6 English Language Arts	7 English Language Arts	8 English Language Arts	3 Mathematics	4 Mathematics	5 Mathematics	6 Mathematics	7 Mathematics	8 Mathematics
Tennessee Virtual Academy: 2015-16	—	—	—	—	—	—	—	—	—	—	—	—
District: Lincoln County: Highland Rim School*												
State: Tennessee				✓		✓						

*Due to only serving grades K-8, a similar school instead of a similar district was identified to make comparisons.



Outperformed



Equaled



Excluded: Data unavailable

TABLE 60: 2016-17 Texas Online Preparatory School's State Performance Comparison by Assessment

Comparison Group	3 Reading	4 Reading	5 Reading	6 Reading	7 Reading	8 Reading	HS English 1	HS English 2	3 Mathematics	4 Mathematics	5 Mathematics	6 Mathematics	7 Mathematics	8 Mathematics	HS Algebra 1
Texas Online Preparatory School: 2015-16			✓		✓	✓		—						✓	
District: London ISD	✓	—	✓	✓		✓	✓	✓							
State: Texas		✓	✓	✓	✓	✓	✓	✓			✓	✓	✓		✓



Outperformed



Equaled



Excluded: Data unavailable

TABLE 61: 2016-17 Texas Virtual Academy's State Performance Comparison by Assessment

Comparison Group	3 Reading	4 Reading	5 Reading	6 Reading	7 Reading	8 Reading	HS English 1	HS English 2	3 Mathematics	4 Mathematics	5 Mathematics	6 Mathematics	7 Mathematics	8 Mathematics	HS Algebra 1
Texas Virtual Academy: 2015-16	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓
District: White Settlement ISD								✓							
State: Texas								✓							

✓ Outperformed

— Equaled

— Excluded: Data unavailable

TABLE 62: 2016-17 Utah Virtual Academy's State Performance Comparison by Assessment

Comparison Group	3 Language Arts	4 Language Arts	5 Language Arts	6 Language Arts	7 Language Arts	8 Language Arts	9 Language Arts	10 Language Arts	3 Mathematics	4 Mathematics	5 Mathematics	6 Mathematics	7 Mathematics	8 Mathematics	HS Secondary Math I	HS Secondary Math II
Utah Virtual Academy: 2015-16	—		✓	✓		✓		✓	—		✓	✓				✓
District: North Sanpete District	—							✓	—							
State: Utah	—								—							

✓ Outperformed

— Equaled

— Excluded: Data unavailable

TABLE 63: 2016-17 Insight School of Washington's State Performance Comparison by Assessment

Comparison Group	11 English Language Arts	11 Mathematics
Insight School of Washington: 2015-16	✓	✓
District: Mukilteo School District: Mariner High School*	✓	
State: Washington		

*Due to only serving grades 9-12, a similar school instead of a similar district was identified to make comparisons.

✓ Outperformed

— Equaled

— Excluded: Data unavailable

TABLE 64: 2016-17 Washington Virtual Academy-Omak's State Performance Comparison by Assessment

Comparison Group	3 English Language Arts	4 English Language Arts	5 English Language Arts	6 English Language Arts	7 English Language Arts	8 English Language Arts	11 English Language Arts	3 Mathematics	4 Mathematics	5 Mathematics	6 Mathematics	7 Mathematics	8 Mathematics	11 Mathematics
Washington Virtual Academy-Omak: 2015-16	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
District: White River School District							✓							
State: Washington							✓							✓

✓ Outperformed

— Equaled

— Excluded: Data unavailable

TABLE 65: 2016-17 Wisconsin Virtual Academy's State Performance Comparison by Assessment

Comparison Group	3 English Language Arts	4 English Language Arts	5 English Language Arts	6 English Language Arts	7 English Language Arts	8 English Language Arts	10 Aspire English	11 ACT-English Language Arts	3 Mathematics	4 Mathematics	5 Mathematics	6 Mathematics	7 Mathematics	9 Aspire Math	10 Aspire Math	11 ACT-Mathematics
Wisconsin Virtual Academy: 2015-16	✓	✓	✓	✓			✓		✓	✓	✓	✓	✓	-	-	
District: Waupun			✓			✓	✓	✓								✓
State: Wisconsin			✓	✓												

✓ Outperformed

▬ Equaled

- Excluded: Data unavailable

SNAPSHOT:

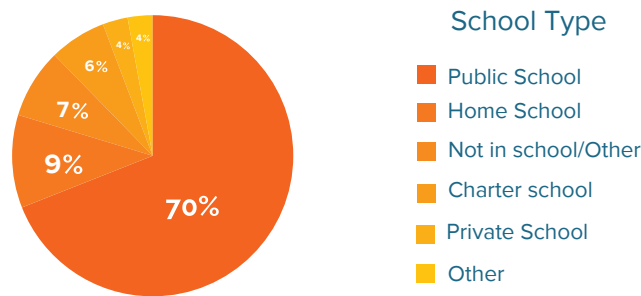
Students Enrolled in K12 Partner Schools 2017-2018

FIGURE 8: Students K12 Serves

K12 partner schools serve students from many different prior school environments. In grades 3-8 and high school, the majority of students previously attended other public schools. the next largest category of students came from a home school experience. Overall, we see students from a broad range of prior learning experiences choose a K12 partner school.¹⁰

Likewise, the majority of students who choose a K12 partner school is reported to be White (63 percent). However, there is diversity across the schools with students from different ethnic backgrounds.

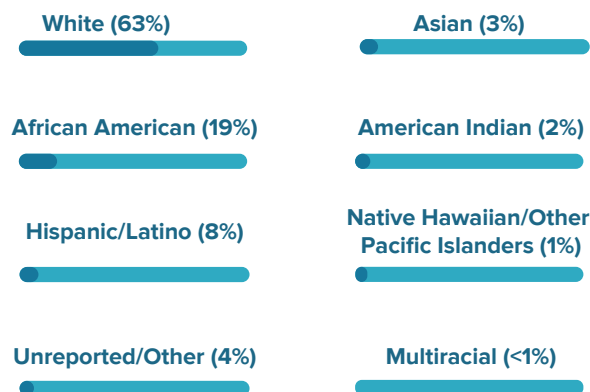
PRIOR SCHOOL ENVIRONMENTS



Families choose an online learning environment for different reasons. Many of these reasons are result from situations when the student and family need a relatively short term alternative. School choice is important for families and K12 partner schools support the educational needs of students regardless of their length of enrollment.

In surveys of parents of K-8 students, one in five plans to withdraw their student after one year and 42 percent report expecting their K-8 student to remain enrolled for 4 or more years. In high school only 19 percent report this expectation. As described later in this report, the reasons families choose online schools may contribute to the difference between expected and actual length of enrollment. Adjusting to a new school takes time in any learning environment, and many students are enrolling during a state of crisis. (see Table 67).

ETHNICITY



Source: Internal Student Database as of 05/2018

¹⁰Source: Internal Student Database as of 05/2018

TABLE 67 : 2016-2017 Length of Time Students Plan to Attend School (Grades 3-8 and High School)

	K-8	HS
1 Year	21%	17%
2 Years	7%	17%
3 Years	4%	15%
4 Years	3%	19%
More than 4 years	42%	19%
Don't know/Don't remember	23%	13%

Source: K-8 and High School Parent Satisfaction surveys for K12 managed public schools conducted by Edge Research, Spring 2017.

Satisfaction and Reasons for Enrolling

While state assessment data provides insight into a school, it is not usually a top-rated reason parents and students select their educational option. In our previous *2017 Academic Report*, we showcased the need for dashboard accountability which includes satisfaction data from students and families schools serve. Parent survey data demonstrates that more than test scores should be reviewed to determine the fabric of each and every school. K12 surveyed families about many aspects of their online or blended school and that satisfaction data can be seen in Figure 9. Note that the majority of parents reported being satisfied with the school, teachers, and curriculum. They also reported that their students were being prepared for their future.

FIGURE 9: Overall Parent Satisfaction Data



Source: K-8 and High School Parent Satisfaction surveys for K12 managed public schools conducted by Edge Research, Spring, 2017. Data represents top three box (5, 6, and 7 on a 7 point scale) scores. * Data represents those who indicate 'yes.' All scores/percentages represent a K-12 grade weighted average score.

Reasons for Enrolling

Families and students have many different reasons for choosing an online public school learning environment. While flexibility and safety are clearly important to families and students, so are the quality of the curriculum and the learning experience overall.

TABLE 68: 2016-2017 K-8 and High School Parents Reasons for Selecting School

REASONS FOR SELECTING SCHOOL	K-8	HS
Flexible scheduling/pacing options (ability for this student to learn at his/her own pace)	83%	87%
Meets state required school standards	82%	NA
[SCHOOL] ¹¹ with K12 is (tuition) free	79%	75%
Quality of curriculum	77%	68%
I was concerned about the school environment (safety, drugs, distractions, peer pressure, bullying etc.)	77%	70%
Because K12 is a public school with recognition and backing of state	75%	74%
Ability to customize program to meet this student's needs	75%	75%
Support of highly qualified, experienced teachers for each subject	72%	72%
Wanted to oversee/be more involved in my student's education	71%	59%
[SCHOOL] is a K12 School ¹²	67%	67%
K12 is the kind of research-based, rigorous education I wanted for my student	63%	56%
Reputation of [SCHOOL]	61%	57%
I was dissatisfied with the academic instruction at his/her school	55%	51%
I thought this would be a good way for my student to catch up academically	47%	56%
Ability to earn both High School and college credit on some courses through arrangements with colleges/universities	44%	53%
I was concerned that my student was struggling to keep up in class	44%	53%
I needed help and more structure than what I was able to provide as a home-schooler	35%	30%
My student has special needs	31%	26%
I needed a temporary alternative	30%	23%

NA=Not applicable. Not asked of parents. Data represents top two box (4 and 5 on a 5 point scale) scores. Source: K-8 and High School Parent Satisfaction surveys for K12 managed public schools conducted by Edge Research, Spring 2017. [SCHOOL] was replaced with individual school name.

¹¹[SCHOOL] was replaced with individual school name.

¹²This report sometimes refers to "K12 schools" or "our schools" or "K12 students" as a shorthand way to describe the online and blended public schools we serve pursuant to a contract with an independent not-for-profit board or school district governing board. We do not mean to suggest or imply that K12 Inc. has any ownership or control over those schools. Because the independent boards seek a managed contractual arrangement, the references to "K12 schools" and similar language are simply for ease and do not describe a legal relationship. Isaacs, J., & Magnuson, K. (2011). Income and education as predictors of children's school readiness. Washington, DC: Center on Children and Families, Brookings Institute. Hanover Institute. (2015, January). The impact of poverty on student outcomes.

Feature Stories

K12 INC. IS BUILDING A UNIQUE PROFESSIONAL DEVELOPMENT AND DEGREE PROGRAM FOR K12 PARTNER SCHOOL TEACHERS

At K12 Inc., we work with school leaders to hire experienced and state-certified teachers with a solid track record of success. Our job is to help teachers become effective online teachers. To accomplish this in an efficient way, we have partnered with Southern New Hampshire University, a leader in competency-based education, to create a degree program in online instruction.

HOW IS COMPETENCY-BASED LEARNING DIFFERENT?

Traditionally, students (from elementary school straight through to graduate school) earn credits based on their hours of class attendance and their performance on assessments. In most systems, learning time and resources are kept consistent (everyone goes through the program the same way, at the same pace), and individual performance is variable, with some students getting high grades and some getting lower grades. Assessment rarely mimics the way a job is performed; more often, it is simply a test of knowledge.

In a competency-based system, the demand for satisfactory performance is kept constant, allowing time and resources to be variable. In addition, assessment demands that students demonstrate their ability in ways that resemble the job at hand.

What ARE WE Doing To Improve Teacher Preparation?

To continuously enhance teacher training and professional development, we have partnered with one of the most innovative organizations in higher education, Southern New Hampshire University (SNHU). SNHU and K12 Inc. have joined forces to advance excellence in K-12 online teaching by creating a competency-based Master of Education program in Online Teaching degree exclusively for teachers at our partner schools, as well as a new program for high-quality training and professional development, aimed at educators currently teaching in fully-online or blended settings.

One of the first of its kind in the nation, the program will consist of two training modules and a series of graduate-level micro-credential programs which can lead to a full Master's degree focused on excellence in online instruction in the elementary and secondary levels. The program will have teachers in cohort groups working on content and projects which demonstrate competency in critical skills and content knowledge. Wherever possible the content and projects will be drawn from the schools where they work.

The initial phase of the partnership, launched in November of 2017, was an intensive research project aimed at documenting the core competencies of the online teacher's job.

In a competency-based system, the demand for satisfactory performance is kept constant, allowing time and resources to be variable. In addition, assessment demands that students demonstrate their ability in ways that resemble the job at hand. A student who needs only a brief review of content can progress directly to a job-related project; a student who needs more time and support to learn the underlying content or skills—or who needs multiple attempts at a project in order to demonstrate competency—is given what he or she needs to build and demonstrate proficiency. A competency-based system provides a more practice-oriented promise to the field; the employer should have high confidence that the graduate—any graduate—is ready to perform the job for which he or she is being hired.

The research was based on available academic research in the literature on effective teaching; analysis of the major teacher effectiveness frameworks used across the country as the basis of state-level evaluation systems; surveys of K12 partner school teachers and teachers in other online schools nationwide; analyses of 100 hours of recorded instructional sessions; direct observations of K12 partner school teachers in the field; and interviews with teachers, administrators, support staff, and parents.

In May of 2018, the Southern New Hampshire University team prepared an initial draft of a comprehensive framework for online instruction, blending aspects of existing teacher effectiveness frameworks with domains and competencies unique to the world of online instruction. The teacher competencies will live within this framework, and all future training and professional development resources will be aligned with this framework. The five major domains are:

- ◆ Instructional Environment
- ◆ Planning and Preparation
- ◆ Data-Driven Practice
- ◆ Professionalism
- ◆ Instructional Authenticity

The presentation of the framework draft was followed by an intensive, two-day session with selected K12 partner school teachers on the SNHU campus, to test and validate the research conclusions and the overall framework. The research team will continue testing and validating their premises with our partner school teachers as they refine the framework and develop the detailed and comprehensive map of the competencies required of an effective online teacher. This map will inform the development of the SNHU-developed competency-based Masters and all future K12-developed training and professional development materials.

While the research team completes its work, the second phase of the project is already underway, involving the creation of professional development modules to be used as part of the onboarding process for new K12 partner school teachers. The first module will focus on building strong and effective relationships between teachers, support staff, and learning coaches. The module was beta-tested over the summer, and is being piloted with a group of K12 partner school teachers in the fall and winter of the 2018-2019 school year.

This new framework for online instruction will inform enhancements to our entire teacher education program over the next few years, as we develop a complete, competency-based, peer-assessed system for the onboarding and ongoing professional development of teachers. The new system will provide a greater degree of autonomy and control for local school administrators, greater choice and agency for teachers pursuing their professional growth, a stronger sense of peer community among teacher cohorts, and explicit alignment of all resources to the domains and indicators of each state's teacher evaluation systems.

INCREASING ENGAGEMENT: INSIGHT SCHOOL OF INDIANA

Educators and administrators understand that students must be engaged in order to learn. One of the primary challenges for online schools is lack of control of the learning environment. This is most impactful in teachers' inability to compel students to participate in teacher-led instruction. This is especially frustrating when students who most need instructional time do not participate in teaching sessions.

Insight School of Indiana is no exception. One of the challenges facing online schools has been defining engagement similar to how attendance is measured in a brick and mortar school. In July 2017, Indiana House Bill 1382 provided online charter schools the autonomy to create their own engagement policies. For the first time, Insight School of Indiana had the ability to go beyond simply expressing the importance of attending class and state-mandated testing to having the ability to significantly enforce attendance. Now schools have the ability to put a process in place that holds students and families accountable in a meaningful way. While schools are continuing to refine the process to measure engagement, great progress is seen through tangible outcomes. Insight school of Indiana has have realized increases in key metrics such as course passing rates, live teacher-led class session attendance, and participation in state testing. Insight School of Indiana exceeded the 95 percent attendance required by the state for the mandated test (ISTEP) for the first time ever.

Although the law enables updating of new engagement requirements, the expectations for students, families, and teachers needed to be reorganized to match the more rigorous engagement expectations. High expectations were put into place during the 2017-18 school year. These changes were significant for families who chose online learning for their students because of the flexibility it offered. Families ultimately got on board because of effective messaging to families from teachers and school administrators and answers to questions such as, "Why are these changes important?" and "How will this help students?"

The new engagement rules also required teachers earnestly work to engage students in all aspects of the school. The specific engagement requirements are as follows:

- ◆ School days begin at 8:30 AM and end at 3:30 PM.
- ◆ Teacher office hours occur daily from 8:00-8:30 AM and again from 3:30-4:30 PM, daily.
 - ✓ Interacting with teachers during office hours is optional for students who are on track with their learning plan, but can be mandatory for students who are not attending classes, not passing their courses, and/or failing to log attendance, etc.
 - ✓ K12 powered school teachers are available to their students throughout the entire day to answer questions and help with problems.
- ◆ Participation is expected in all classes, as scheduled.
 - ✓ Teachers set a schedule for online direct instruction times and participation is mandatory for required students.
 - ✓ High achieving students may be eligible to get a waiver from live instruction sessions and become eligible to watch recorded lessons at a later point or might even be exempt from specific class sessions altogether.
- ◆ Student learning is assessed weekly by teachers in both English Language Arts/Reading and Mathematics.
- ◆ Participation in all state-required accountability assessments is mandatory.

Each of these requirements is measured and reported to students and families, as well as to school staff (teachers and administrators). Student expectations include attending live instruction, visiting teachers during mandatory office hours, and completing assignments that are due. When students do not meet expectations, they receive phone calls and emails from teachers, principals, and/or the Family and Academic Support Team (FAST)¹³.

¹³The Family Academic Support Team (FAST) was an initiative developed at one of the K12 partner schools that has since been rolled out to partner schools across the nation. This team consists of many additional, non-instructional staff for each school that works as a cohesive structure to support academically struggling students as well as provide follow up support to students who have attendance concerns in their online schools.

TABLE 69: Tier and Action Items Used to Increase Engagement

Implementation, monitoring, and follow through by the Insight School of Indiana staff became the key to student success. An escalation process also supported this tiered approach. This transparent accountability structure proved essential and helped with widespread acceptance of these new engagement policies within the schools. The tiered process is:

TIER	ACTIONS
1	<ul style="list-style-type: none"> ☑ Send email, call, and text.
2	<ul style="list-style-type: none"> ☑ Send email, call, and text.
	<ul style="list-style-type: none"> ☑ PLUS write a referral to the Family and Academic Support Team (FAST)
	<ul style="list-style-type: none"> ☑ AND Guidance Counselor or Advisor schedules a meeting with the student's parents/legal guardians to review attendance & engagement expectations.
3	<ul style="list-style-type: none"> ☑ Send notification email,
	<ul style="list-style-type: none"> ☑ PLUS place a call to the family,
	<ul style="list-style-type: none"> ☑ AND send a letter to the family,
	<ul style="list-style-type: none"> ☑ FINALLY, the Family Engagement Coordinator reaches out to the family via multiple methods. If no contact is made within 7 days, then student moves into tier 4.
4	<ul style="list-style-type: none"> ☑ Possible engagement removal or probation period begins.

Additionally, the Insight School of Indiana holds teachers to high expectations. The focus is to make sure every teacher is effectively teaching and growing his or her students. Measuring teacher effectiveness ensures that students receive high quality, direct instruction during their online class sessions.

INITIAL INDICATORS FROM THE 2017-2018 SCHOOL YEAR DATA SHOW THAT THE ENGAGEMENT LAWS ARE EFFECTIVE.

The tools used to measure the goals of the engagement plan indicate successful implementation and effective results.

Course passing rates for middle school and high school students in two of the three schools increased significantly, by 14 percentage points. (see Table 70)

TABLE 70: Passing Rates by School

	5/14/2017 Tracker			5/14/2018 Tracker			
School	#Passing	#Total	%Passing	#Passing	#Total	%Passing	Year-Over -Year Change In Percentage Points
Hoosier Insight	1,218	2,985	41%	1,536	2,782	55%	+14

Online direct instruction sessions also show large increases in attendance. For elementary¹⁴ through high school, the schools increased class attendance by 30 percentage points. (see Table 71)

TABLE 71: Class Attendance Data

	5/14/2017 Tracker			5/14/2018 Tracker			
School	#Attended	#Total	%Attending	#Attended	# Total	%Attending	Year-Over-Year Change in Percentage Points Change
Insight IN	3,030	13,937	22%	5,752	11,045	52%	+30

The many positive results appear to show that the engagement policy is working. There are many promising signs in the course and live session data showing movement in the proper direction. The next round of analysis will be to determine the academic impact of this policy as soon as Spring 2018 test results are returned.

¹⁴Students in grades K-5 do not get course passing grades and as such are not included in the data.

ONLINE LEARNING WITH REAL-TIME DIRECT INSTRUCTION ACROSS K12 PARTNER SCHOOLS

Online learning environments offer flexibilities to students and families relative to when school work is scheduled. Independent learning works well for many students. However, many students need and benefit from real-time direct instruction for specific content standards. These live classes are scheduled during a normal school day (8:30 AM - 3:30 PM) for most schools but some schools offer late afternoon and evening courses primarily for high school students. Students are often required to attend live session, but they have the option to watch the same session at a later time as a recorded session. In 2016-2017, K12 partner schools offered more than nine million real-time direct instruction to students (See Table 72). Students with specific learning needs were required to attend these sessions live.

In 2017-2018, K12 partner schools offered almost 12 million hours of real-time direct instruction for an increase of 21 percent from the prior year. The total number of students required to attend and who actually attended increased by 18 percent from the prior year (see Table 72). In addition, the percent of students who had the option to attend and actually attended increased by 10 percent. Overall, there was a five percent increase in attendance of all students with more than a quarter of all students choosing to attend real-time direct instruction classes. Even for optional students invited, approximately one-third attended. These were students who did not necessarily need the direct instruction but wanted to attend.

TABLE 72: Live Direct Instruction Attendance

VALUES	SY'16-17	SY17-18	DIFFERENCE	% Increase/Decrease
Total Hours All Sessions All Students	9,703,090	11,753,525	2,050,436	21%
Total Required Students Attended	12,166,135	14,349,461	2,183,326	18%
Total Optional Students Attended	1,300,687	1,427,999	127,312	10%

Source: Internal Student Database as of 05/2018

K12 Inc. has moved to standardize the academic elements of the partner school programs by developing and implementing the Academic Excellence Framework. The over-arching goal of this implementation is to ensure that partner schools better meet the learning needs of students. Increasing the amount of time teachers provide direct instruction to students combined with requiring students who are most likely to benefit from direct instruction on specific content standards and topics is an essential component of the Academic Excellence Framework.

STATE TESTING FULL TIME ONLINE STUDENTS

Online schools (both charter and district programs) are public schools and are thus required to follow the same accountability requirements of their traditional brick and mortar counterparts. Students enrolled in online schools however, experience daily differences during their time enrolled in the online school. This alteration from the previous traditional school normal also extends to their state testing experience each spring. The online student's testing day provides new components as compared to the experience the student had previously.

Table 72 provides a view in the differences between the average student's testing experience and that of the average online student's testing experience. The typical day for the online student's testing administration, in some instances, begins the day before the test. While K12 partner schools do their best to find testing venues within 60 miles of students homes, this is not always possible for the extremely rural students and driving these distances the morning of a test can be difficult. In some instances, the families of online students will go above and beyond by leaving the night before and staying at a hotel near the testing venue to help ease the morning of testing circumstance.

Another area where online families exceed expectations occurs when travel and testing timelines require the parents to adjust their work schedules, sometimes even taking the entire day(s) off in order to ensure the student is available for the state tests. In some states, this can mean taking off several days and potentially multiple days off over the course of the entire spring if the student has writing tests earlier in the spring and Mathematics, Science, and Social Studies later in the spring.

This travel is not required only of students and their families, but also of the school staff. There are multiple sites that are all testing students around the state in both rural and urban settings. When there is not a teacher who lives in the area with a testing site, the school will have to send a teacher to the location for the week of testing. Since some online schools include students across grade bands (K-5, 6-8, and 9-12) there are often multiple weeks of testing required which may result in some school staff traveling for three or more weeks per spring to administer state tests. Online teachers also show great resilience as they travel, oversee the testing site, and still maintain their work load for all assigned students who are not testing that specific week.

TABLE 73: Comparison of Traditional School and Online School Testing Experiences

Traditional Schools	Online Schools
Most students test in their classroom, all students test in their school building(s) Schools use additional classroom, library, office spaces within their building for accommodated tests.	Students are assigned a testing venue (Conference Center, Library, Etc.). Usually within 60 miles of their home Online schools must reserve, contract, and travel to multiple testing locations across their entire state, most of the time paying additional for each room required for accommodated testers.
Student transportation is the same as every other school day.	Transportation includes driving up to 60 miles, one way for each day the student is scheduled for a state assessment.
Half of day reserved for testing and half of day student instruction occurs like every other school day.	Testing (and travel time) account for an entire school day of missed instruction.
Teachers begin and end their day on a mostly normal timetable and return home to their families every night of testing.	Teachers travel to testing venues to administer student tests for several days in a row, some times having to stay overnight away from home.
Students sleep in their own beds each night before and after state testing days.	Some families travel the day before/after the test and choose to pay for a hotel near the testing venue.

For the online schools themselves, the planning and preparing for spring testing administrations start early in the school year in the form of site reservations for testing venues, ordering testing supplies, and reserving hotel rooms for any staff that will be traveling to proctor the in-person assessments. Just like in traditional schools, some students in online schools have certain testing accommodations including things like individual administrations, small groups, extended time, and several other types of accommodations. In a traditional setting, these students with additional needs would be tested in the library, an office in the school building, or some other room in the school building. Since online students test in venues like public libraries, convention centers, conference spaces, etc., the online school must reserve additional smaller rooms for these students. This aspect of state testing shows the great lengths and costs that online schools go through to ensure the security of these protected testing documents as well as ensuring the students are provided every opportunity required by their Individualized Education Program (IEP).

TABLE 74: Sample of Spring 2016 Assessment Cost

Spring 2016 Schools	No. of Tests Provided	No. of Testing Sites for the Year	Approximate Annual Testing Costs
Georgia Cyber Academy	70,000	145	\$ 2,000,000
Ohio Virtual Academy	30,000	55	\$ 2,000,000

Source: Internal Student Testing Database as of 04/2018

One K12 partner online school, Georgia Cyber Academy, reserved 145 separate facilities across the state to provide more than 70,000 tests in the Spring of 2016. The logistical management, costs, and associated labor for this type of operation are massive. One of the Texas schools actually spent seven percent of its total budget on state testing in 2016.

Each online school has to go over and above the traditional school by running its testing program not like a traditional school, but more like a traditional district. The test booklets, answer documents, and additional secure testing materials are delivered to the school office and then are broken down, reorganized by each of the sites within the state, and then shipped out to the testing site coordinator. This is the same process a traditional district goes through in order to get the materials to each of the schools under its umbrella when it receives the main shipment of materials from the state—only its schools are not spread across the state and someone can usually drive all of the materials to the schools within the district.

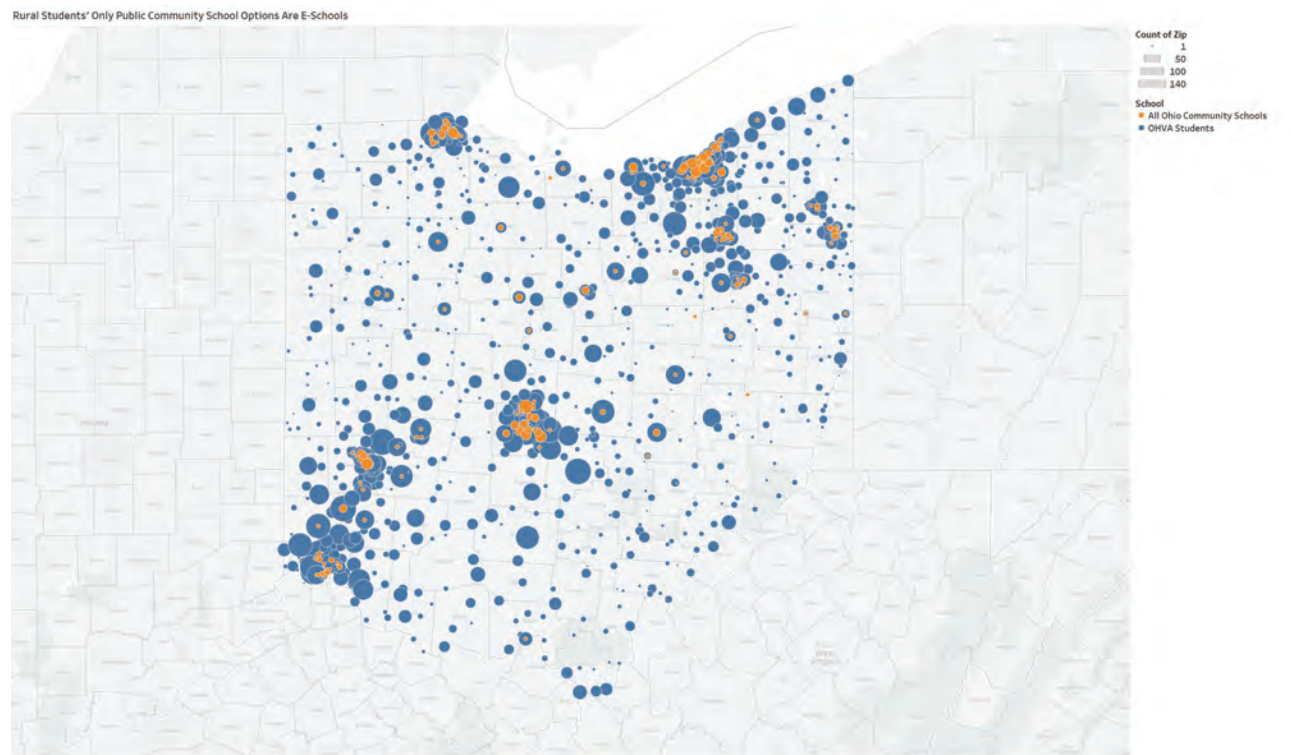
The real logistical difficulty is when different grade level testing administrations overlap or compete within the same week. An example is when a grades 3-8 test administration is complete and materials are coming back from the testing sites to the online school’s administration office while the high school test materials are going out to the same sites to be taken by the older students. This is especially challenging when the number of tests by each student is multiplied—a student may have a Mathematics test, an English/Reading test, and some states require Science and Social Studies tests. Testing logistics become quite complicated for online school testing staff and have actually caused most of the K12 partner schools to hire a year-round Testing Coordinator to handle the logistics, training, and contracts for the school. Some states have an entire testing team, such as in Texas where the schools have had four full-time individuals dedicated to state testing year-round (including summers).

PERCENT ACCESS TO CHARTER SCHOOLS

Over the last year, several publications and organizations¹⁵ discussed whether students in all parts of the country have access to educational choices. There was a particular focus on lack of educational options for students in rural communities. These discussions are informed by an examination of educational choices made available to students by online public schools. In many cases, online public schools are the only alternative to the brick and mortar district school of assignment.

To illustrate the availability of different public school options, the locations of all brick and mortar charter schools from a given state are marked on a map, consistent with the Brookings Institute methodology. The general residences of students who are enrolled in K12 partner schools are overlaid within the same state map.

FIGURE 10: Ohio Rural Students' Only Public Community School Options Are E-Schools



Ohio, for example, has a fairly large number of brick and mortar charter schools (referred to as Community Schools). In Figure 10, traditional charter schools are only located in the “Big 8” urban school districts¹⁶. Blue dots represent students at the Ohio Virtual Academy, who enroll from across the state. This map clearly illustrates that the only public school option for many Ohio families without putting a significant transportation burden on them is a public online school.

Similar maps from all states with K12 partner schools demonstrate the same phenomenon. In most states, brick and mortar charter schools are located in and around urban areas, while rural families have very few, if any, public school options. But online schools have the potential to fill this void, described as a “Charter Desert” by a Fordham Foundation publication.¹⁷

¹⁵A student is considered to have access to a charter if there is one within the student's zip code tabulation area (ZCTA). See Brookings Institute research for further explanation of methodology: <https://www.brookings.edu/wp-content/uploads/2016/07/Read-the-full-paper.pdf>

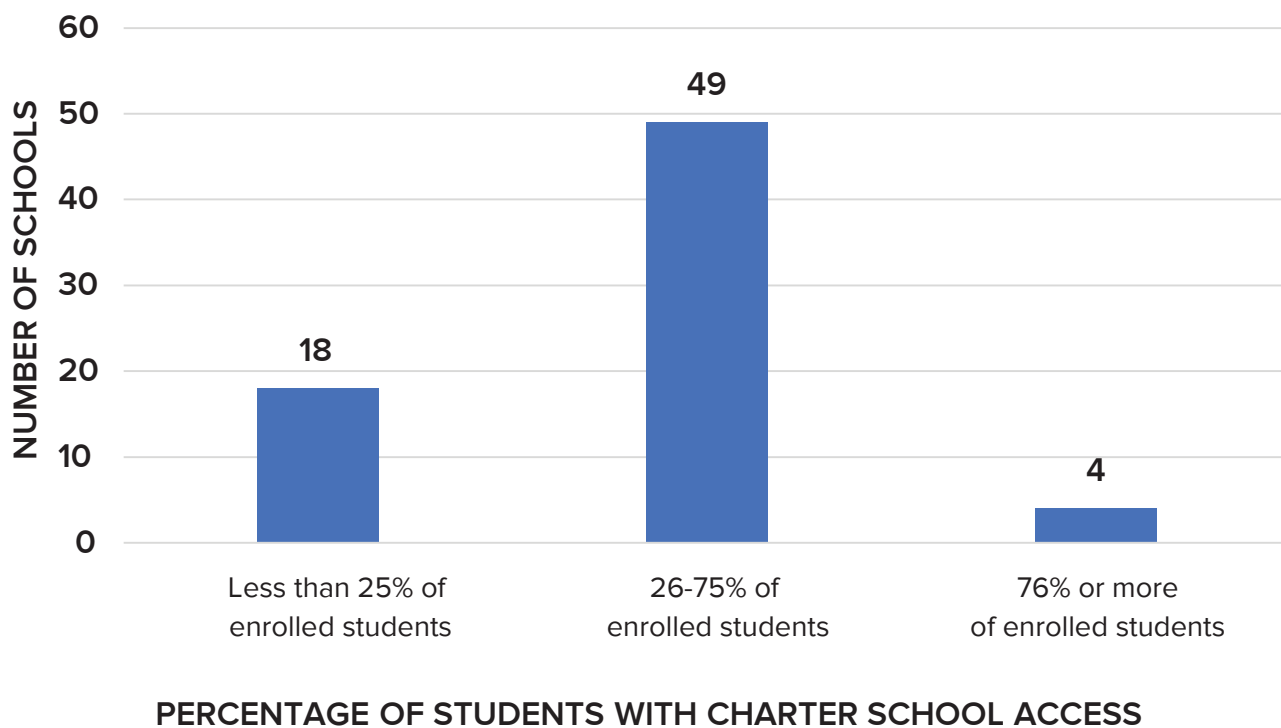
¹⁶The Ohio 8. <http://ohio8coalition.org/about/who-we-are-2/>

¹⁷Saultz, A., Mensa-Bonsu, Q., Yaluma, C., and Hodges, J. (2018). Charter School Deserts: High Poverty Neighborhoods With Limited Education Options. Thomas B. Fordham Institute. Retrieved from <http://edex.s3-us-west-2.amazonaws.com/publication/pdfs/%2804.26%29%20Charter%20School%20Deserts%20-%20High%20Poverty%20Neighborhoods%20with%20Limited%20Educational%20Options%20-.pdf>

It is possible to determine the saturation of public school options (other than the district school of assignment) by identifying the percentage of students enrolled in a K12 partner school who have access to another charter school within their zip code tabulation area.¹⁸

- ◆ In 18 of the K12 partner schools, less than 25% of the enrolled students have access to another charter school.
- ◆ In 49 of the K12 partner schools, more than 26% but less than 75% of the enrolled students have access to another charter school.
- ◆ In only four of the K12 partner schools, 76% or more of the enrolled students have access to another charter school.

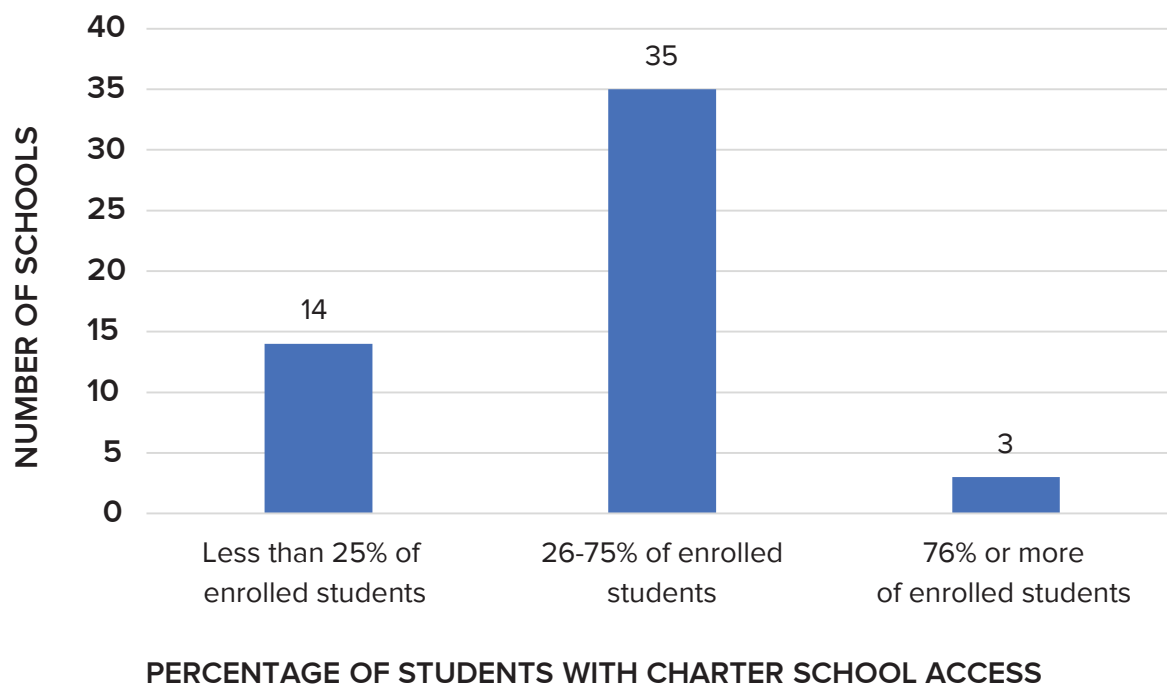
FIGURE 11: Percentage of Students With Charter School Access (K-12)



¹⁸A student is considered to have access to a charter if there is one within the student's zip code tabulation area (ZCTA). See Brookings Institute research for further explanation of methodology: <https://www.brookings.edu/wp-content/uploads/2016/07/Read-the-full-paper.pdf>
Zip code to ZCTA Crosswalk: <https://www.udsmapper.org/zcta-crosswalk.cfm>

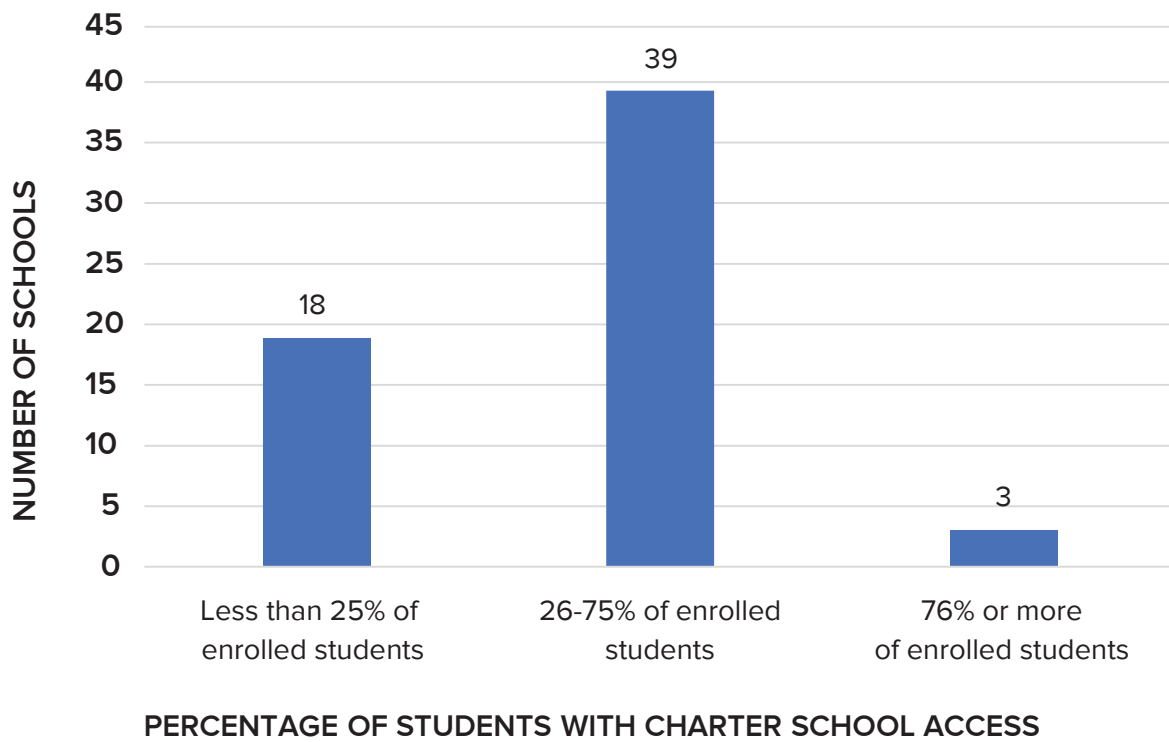
- ◆ In 14 of the K12 partner elementary schools, less than 25% of the enrolled students have access to another charter school.
- ◆ In 35 of the K12 partner elementary schools, more than 26% but less than 75% of the enrolled students have access to another charter school.
- ◆ In three of the K12 partner elementary schools, 76% or more of the enrolled students have access to another charter school.

FIGURE 12: Percentage of Students With Charter School Access (Grades 3-5)



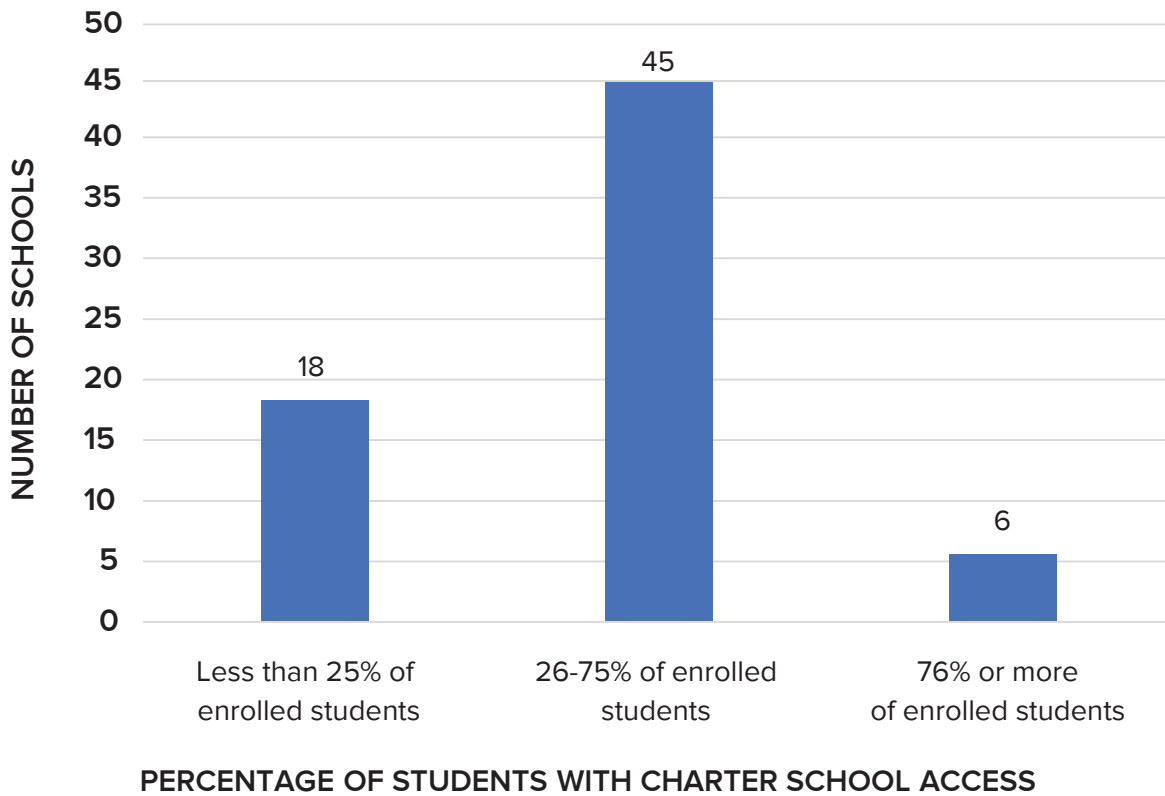
- ◆ In 18 of the K12 partner middle schools, less than 25% of the enrolled students have access to another charter school.
- ◆ In 39 of the K12 partner middle schools, more than 26% but less than 75% of the enrolled students have access to another charter school.
- ◆ In three of the K12 partner middle schools, 76% or more of the enrolled students have access to another charter school.

FIGURE 13: Percentage of Students With Charter School Access (Grades 6-8)



- ◆ In 18 of the K12 partner high schools, less than 25% of the enrolled students have access to another charter school.
- ◆ In 45 of the K12 partner high schools, more than 26% but less than 75% of the enrolled students have access to another charter school.
- ◆ In six of the K12 partner high schools, 76% or more of the enrolled students have access to another charter school .

FIGURE 14: Percentage of Students With Charter School Access (High School)



Multiple analyses demonstrate that online public schools are truly offering educational choices to families where no others exist. Online public schools are not bound by zip codes in most states and they don't tip the balance toward limited grade bands.

KEYSTONE ADULT LEARNING

For adults in the United States who do not have a high school diploma, employment opportunities are limited. With predictions that high school drop-outs are likely to only get 12 percent of new or replacement jobs created before 2020¹⁹, the demand for programs that help adults earn a high school diploma or equivalent is growing. Based on 2017 data, the unemployment rate for students without a high school diploma is 6.5 percent compared with high school graduates at 4.6 percent and college graduates at 2.5 percent.²⁰

To help address this need, The Keystone School launched **Keystone Adult Learning** in January of 2017.

Keystone offers a fully online program specifically developed to meet the needs of individuals 19 years old or older. This program is flexible, developed specifically for adults and can fit the needs of people who want to complete their high school education and earn a high school diploma.

Keystone Adult Learning is attracting adult learners with unique stories and a common interest to change their lives in a meaningful way. The motivations of adult learners to earn this credential vary but they are most often about individuals wanting a better life for themselves and their families as exemplified by the reasons individuals who have enrolled in the Keystone Adult Learning Program have given (see Figure 15).

FIGURE 15: Reasons for Enrolling in Keystone Adult Learning Program

- ◆ Left high school because of the death of her father. Is currently employed but has a passion for criminology and wants to go to college;
- ◆ Mother of a two-year-old wants to be able to provide a better life for her child;
- ◆ Struggled academically because of severe anxiety, and dropped out; wants to pursue a degree in nursing;
- ◆ Disability of a family member required her to work instead of attending high school, and wants a career in a medical field;
- ◆ Working multiple low wage jobs to make ends meet, and wants one job with enough income to support her family;
- ◆ Recent serious accident resulted in disability that requires training for a new career;
- ◆ Pregnancy in high school was the reason for dropping out, now her own children are nearing graduation and she wants her diploma too;
- ◆ Student is employed, but wants her diploma to move forward so she doesn't feel she needs to hide the fact that she doesn't have a diploma.

¹⁹Carnevale, Anthony P., et. al. Recovery, job growth, and education requirements through 2010. Georgetown University. Retrieved from https://cew.georgetown.edu/wp-content/uploads/2014/11/Recovery2020.FR_Web_.pdf

²⁰U.S Bureau of Labor Statistics. (2018). Retrieved from https://www.bls.gov/emp/education_pays_handout.pdf

Keystone Adult Learning requires the standard 21 credit high school program to earn a diploma but offers two pathways (Standard and Accelerated) for students to complete their requirements. Students may already have high school credits and can qualify for the Accelerated plan. Other students may be starting from scratch. Both plans within the program offer every student flexibility in course completion and online teachers for help as needed. Flexibility is very important to these students, many of whom are working one or two jobs, raising young children, or helping family members in other ways. Table 75 highlights two different paths students can take to earn their diploma.

TABLE 75: Standard and Accelerated Plans

STANDARD PLAN

- ✓ Open to all high school students age 19 and older;
- ✓ Enrollment into adult learning sections of courses;
- ✓ Ability to enroll in AP®, lab courses, and full catalog of World Languages, if desired;
- ✓ Students purchase individual courses at standard Keystone prices, and typically take 1-6 courses at a time.
- ✓ Completion time varies based on credits needed.

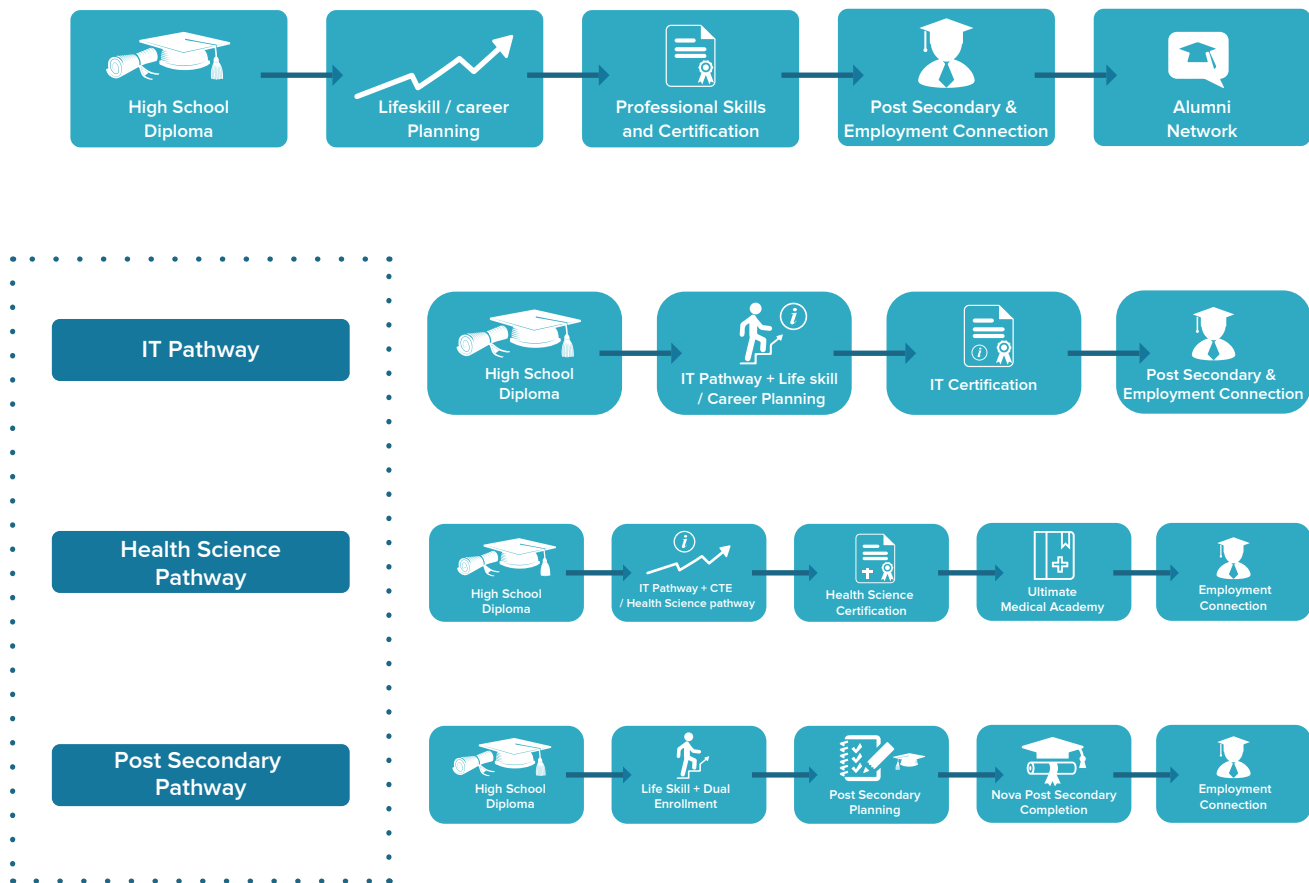
ACCELERATED PLAN

- ✓ Eligible students age 19 and older with 12 or more credits to transfer in and must be approved;
- ✓ Up to four elective credits available for experiential learning through a portfolio process;
- ✓ Individual plan for completion including individual independent study courses.
- ✓ Program price with 12 month diploma completion target.

While a high school diploma opens doors to employment, a competitive job market needs employees with career-specific training, personal and professional skills, and a commitment to continuing training and development. To meet this need, Keystone Adult Learning has a roadmap that includes the addition of career pathways, personal and professional skill development, formal connections with post-secondary partners, and alumni services and support for ongoing development, with initial implementation planned for the 2018-19 school year

FIGURE 16: Keystone Adult Learning Program as it Expands With More Services in 2018-2019

A multi-faceted product offering provides a tangible path to career relevant skills and income mobility



Keystone is playing an important role in helping adult learners adapt to an ever-complex job market, in an economy that is moving more towards automation of jobs that used to be available with little to no formal training. We know that training and adaptability are essential for everyone in the 21st century, and the programs outlined above are designed to meet that need.

Appendices

Appendix A:

K12 PARTNER SCHOOL RESULTS

The following table provides hyperlinks to each individual state website where unique school results for the 2016-2017 school year can be found. In many instances the state data can be seen in the same website view or by clicking on the word “state.” These links were all verified as of May 2018.

TABLE A1: Source for K12 Partner School Proficiency Percentages

SCHOOL NAME	STATE	SOURCE
Alabama Virtual Academy at Eufaula	AL	https://www.alsde.edu/dept/data/Assessment%20Data/2016-2017%20ACT%20Aspire%20Results.xlsx
Arizona Virtual Academy	AZ	https://cms.azed.gov/home/GetDocumentFile?id=59b01c553217e1015407effd
Arkansas Virtual Academy	AR	http://www.arkansased.gov/public/userfiles/Learning_Services/Student%20Assessment/2017/Preliminary_Scores_ACT_Aspire_Summary_2017.xlsx
California Virtual Academy at Fresno	CA	http://www3.cde.ca.gov/caasppresearchfiles/2017/sb/sb_ca2017_1_csv_v2.zip
California Virtual Academy at Jamestown	CA	http://www3.cde.ca.gov/caasppresearchfiles/2017/sb/sb_ca2017_1_csv_v2.zip
California Virtual Academy at Kings	CA	http://www3.cde.ca.gov/caasppresearchfiles/2017/sb/sb_ca2017_1_csv_v2.zip
California Virtual Academy at Los Angeles	CA	http://www3.cde.ca.gov/caasppresearchfiles/2017/sb/sb_ca2017_1_csv_v2.zip
California Virtual Academy at Maricopa	CA	http://www3.cde.ca.gov/caasppresearchfiles/2017/sb/sb_ca2017_1_csv_v2.zip
California Virtual Academy at San Diego	CA	http://www3.cde.ca.gov/caasppresearchfiles/2017/sb/sb_ca2017_1_csv_v2.zip
California Virtual Academy at San Joaquin	CA	http://www3.cde.ca.gov/caasppresearchfiles/2017/sb/sb_ca2017_1_csv_v2.zip
California Virtual Academy at San Mateo	CA	http://www3.cde.ca.gov/caasppresearchfiles/2017/sb/sb_ca2017_1_csv_v2.zip
California Virtual Academy at Sonoma	CA	http://www3.cde.ca.gov/caasppresearchfiles/2017/sb/sb_ca2017_1_csv_v2.zip
California Virtual Academy at Sutter	CA	http://www3.cde.ca.gov/caasppresearchfiles/2017/sb/sb_ca2017_1_csv_v2.zip
Chicago Virtual Charter School	IL	https://www.illinoisreportcard.com/School.aspx?source=trends&source2=parcc.details&Schoolid=15016299025225C
Colorado Preparatory Academy	CO	https://www.cde.state.co.us/assessment/2017cmadistschoveralresultsmathela

SCHOOL NAME	STATE	SOURCE
Cyber Academy of South Carolina	SC	https://ed.sc.gov/data/test-scores/state-assessments/end-of-course-examination-program-oecep/district-oecep/?ID=4701&year=2017
Destinations Career Academy of Colorado	CO	https://www.cde.state.co.us/assessment/2017cmastdistschoveralresultsmathela
Destinations Career Academy of Nevada	NV	Data not reported: School scores included in the partner district schools and cannot be separated
Florida Cyber Charter Academy at Clay	FL	http://www.fldoe.org/accountability/assessments/k-12-student-assessment/results/2017.html
Florida Cyber Charter Academy at Duval	FL	http://www.fldoe.org/accountability/assessments/k-12-student-assessment/results/2017.html
Florida Cyber Charter Academy at Osceola	FL	http://www.fldoe.org/accountability/assessments/k-12-student-assessment/results/2017.html
Florida Cyber Charter Academy at Pasco	FL	http://www.fldoe.org/accountability/assessments/k-12-student-assessment/results/2017.html
Florida Cyber Charter Academy at Pinellas	FL	http://www.fldoe.org/accountability/assessments/k-12-student-assessment/results/2017.html
Friendship Public Charter School Online	DC	https://dcps.dc.gov/sites/default/files/dc/sites/dcps/publication/attachments/DC%20PARCC%20Scores%20-%20School%20Year%202016-17.xlsx
Georgia Cyber Academy	GA	http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/Georgia-Milestones-2016-2017-Statewide-Scores.aspx
Great Basin Virtual Academy	NV	Data not reported: School scores included in the partner district schools and cannot be separated
Highpoint Virtual Academy of Michigan	MI	https://mdoe.state.mi.us/mdedocuments/desss/2016-17_MSTEP_SAT_CombinedDemographicResults.xlsx
Hill House Passport Academy Charter School	PA	http://www.education.pa.gov/_layouts/download.aspx?SourceUrl=http://www.education.pa.gov/Documents/Data%20and%20Statistics/Keystones/2017%20Keystone%20School%20Performance.xlsx
Hoosier Academy at Indianapolis	IN	https://www.doe.in.gov/accountability/find-school-and-corporation-data-reports
Hoosier Academy Virtual Charter School	IN	https://www.doe.in.gov/accountability/find-school-and-corporation-data-reports
Idaho Technical Career Academy	ID	https://apps.sde.idaho.gov/ReportCard/SchoolYear/23 (District number 489)
Idaho Virtual Academy	ID	https://apps.sde.idaho.gov/ReportCard/SchoolYear/23 (District number 452)
Insight School of Arizona	AZ	https://cms.azed.gov/home/GetDocumentFile?id=59b01c553217e1015407effd
Insight School of California	CA	http://www3.cde.ca.gov/caasppresearchfiles/2017/sb/sb_ca2017_1_csv_v2.zip
Insight School of California at San Diego	CA	http://www3.cde.ca.gov/caasppresearchfiles/2017/sb/sb_ca2017_1_csv_v2.zip
Insight School of California at San Joaquin	CA	http://www3.cde.ca.gov/caasppresearchfiles/2017/sb/sb_ca2017_1_csv_v2.zip
Insight School of Indiana	IN	https://www.doe.in.gov/accountability/find-school-and-corporation-data-reports
Insight School of Kansas	KS	http://ksreportcard.ksde.org/2016_2017_Assessment_Full_File.xlsx
Insight School of Michigan	MI	https://mdoe.state.mi.us/mdedocuments/desss/2016-17_MSTEP_SAT_CombinedDemographicResults.xlsx

SCHOOL NAME	STATE	SOURCE
Insight School of Minnesota	MN	https://rc.education.state.mn.us/#stateAssessments/orgld--10294012000__test--allAccount__subject--R__year--2016__grade--03__p--1fd/orgld--10294012000__test--allAccount__subject--R__year--2016__grade--04__p--5/orgld--10294012000__test--allAccount__subject--R__year--2016__grade--05__p--5/orgld--10294012000__test--allAccount__subject--R__year--2016__grade--06__p--5/orgld--10294012000__test--allAccount__subject--R__year--2016__grade--07__p--5/orgld--10294012000__test--allAccount__subject--R__year--2016__grade--10__p--5
Insight School of Ohio	OH	http://reportcard.education.ohio.gov/Pages/Download-Data.aspx
Insight School of Oklahoma	OK	http://sde.ok.gov/sde/assessment-administrator-resources-administrators#ostptable
Insight School of Oregon-Painted Hills	OR	https://www.oregon.gov/ode/educator-resources/assessment/TestResults2017/pagr_schools_ela_all_1617.xlsx
Insight School of Washington	WA	http://reportcard.ospi.k12.wa.us/Reports/2017/6_3_ELPA21%20School.xlsx
Iowa Virtual Academy	IA	http://reports.educateiowa.gov/schoolreportcard/home/metric?yr=2017&sch=27630509&type=high&meas=proficiency
iQ Academy of California at Los Angeles	CA	http://www3.cde.ca.gov/caasppresearchfiles/2017/sb/sb_ca2017_1_csv_v2.zip
iQ Academy of Minnesota	MN	https://rc.education.state.mn.us/#mySchool/orgld--10544340000__p--1/orgld--10544340000__p--1/orgld--10544340000__p--1/orgld--10544340000__p--1/orgld--10544340000__p--1/orgld--10544340000__p--1
Kansas Virtual Academy	KS	http://ksreportcard.ksde.org/2016_2017_Assessment_Full_File.xlsxTT
Louisiana Virtual Charter Academy	LA	https://www.louisianabelieves.com/docs/default-source/test-results/2016-2017-school-eoc-results.xlsx?sfvrsn=2
Maine Virtual Academy	ME	https://lms.backpack.education/public/maine (click school)
Massachusetts Virtual Academy at Greenfield Commonwealth Virtual School	MA	http://profiles.doe.mass.edu/mcas/achievement_level.aspx?linkid=32&orgcode=39010900&fycode=2017&orgtypecode=6&
Michigan Great Lakes Virtual Academy	MI	https://mdoe.state.mi.us/mdedocuments/desss/2016-17_MSTEP_SAT_CombinedDemographicResults.xlsx
Michigan Virtual Charter Academy	MI	https://mdoe.state.mi.us/mdedocuments/desss/2016-17_MSTEP_SAT_CombinedDemographicResults.xlsx
Minnesota Flex Academy	MN	https://rc.education.state.mn.us/#stateAssessments/orgld--74235010000__test--allAccount__subject--R__year--2016__grade--all__p--5/orgld--74235010000__test--allAccount__subject--R__year--2016__grade--05__p--5/orgld--74235010000__test--allAccount__subject--R__year--2016__grade--06__p--5/orgld--74235010000__test--allAccount__subject--R__year--2016__grade--07__p--5/orgld--74235010000__test--allAccount__subject--R__year--2016__grade--all__p--5

SCHOOL NAME	STATE	SOURCE
Minnesota Virtual Academy	MN	https://rc.education.state.mn.us/#stateAssessments/orgld--10294012000__test--allAccount__subject--R__year--2016__grade--03__p--1fd/orgld--10294012000__test--allAccount__subject--R__year--2016__grade--04__p--5/orgld--10294012000__test--allAccount__subject--R__year--2016__grade--05__p--5/orgld--10294012000__test--allAccount__subject--R__year--2016__grade--06__p--5/orgld--10294012000__test--allAccount__subject--R__year--2016__grade--07__p--5/orgld--10294012000__test--allAccount__subject--R__year--2016__grade--10__p--5
Nevada Passport Academy	NV	Data not reported: School scores included in the partner district schools and cannot be separated
Nevada Virtual Academy	NV	http://nevadareportcard.com/DI/nv/state_public_charter_schools/nevada_virtual_academy
New Mexico Virtual Academy	NM	https://webnew.ped.state.nm.us/wp-content/uploads/2018/01/ACC_Webfiles_2017_Proficiencies_PARCC.xlsx
Newark Preparatory Charter School	NJ	http://www.nj.gov/education/pr/1415/80/806059941.pdf
North Carolina Virtual Academy	NC	http://www.ncpublicschools.org/docs/accountability/reporting/2017/reports/accdriidwn17.xlsx
Ohio Virtual Academy	OH	http://reportcard.education.ohio.gov/Pages/School-Report.aspx?SchoolIRN=142950
Oklahoma Virtual Charter Academy	OK	http://sde.ok.gov/sde/assessment-administrator-resources-administrators#ostptable
Oregon Virtual Academy	OR	https://www.oregon.gov/ode/educator-resources/assessment/TestResults2017/pagr_schools_ela_all_1617.xlsx
Pikes Peak Online School	CO	https://www.cde.state.co.us/assessment/2017cmasdistschoveralresultsmathela
South Carolina Virtual Charter School	SC	https://ed.sc.gov/data/test-scores/state-assessments/end-of-course-examination-program-oecep/district-oecep/?ID=4701&year=2017
Tennessee Virtual Academy	TN	Due to scoring issues on the TNReady Assessment, the state only released the test scores for the State: https://www.tn.gov/content/dam/tn/education/data/data_state_results_3-8_2017.xlsx
Texas Online Preparatory School	TX	EL: https://rptsvr1.tea.texas.gov/cgi/sas/broker?_service=marykay&year4=2017&year2=17&_debug=0&single=N&title=2017+Texas+Academic+Performance+Reports&_program=perfreport.perfmast.sas&prgopt=2017%2Ftapr%2Ftapr.sas&ptype=P&level=campus&search=campname&namenum=Texas+online+prep MS: https://rptsvr1.tea.texas.gov/cgi/sas/broker?_service=marykay&year4=2017&year2=17&_debug=0&single=N&title=2017+Texas+Academic+Performance+Reports&_program=perfreport.perfmast.sas&prgopt=2017%2Ftapr%2Ftapr.sas&ptype=P&level=campus&search=campname&namenum=Texas+online+prep&campus=236902008 HS: https://rptsvr1.tea.texas.gov/cgi/sas/broker?_service=marykay&year4=2017&year2=17&_debug=0&single=N&title=2017+Texas+Academic+Performance+Reports&_program=perfreport.perfmast.sas&prgopt=2017%2Ftapr%2Ftapr.sas&ptype=P&level=campus&search=campname&namenum=Texas+online+prep&campus=236902048

SCHOOL NAME	STATE	SOURCE
Texas Virtual Academy	MN	https://rptsvr1.tea.texas.gov/cgi/sas/broker?_service=marykay&year4=2017&year2=17&_debug=0&single=N&title=2017+Texas+Academic+Performance+Reports+_program=perfrept.perfmast.sas&prgopt=2017%2Ftapr%2Ftapr.sas&ptype=P&level=campus&search=campname&namenum=texas+virtual&campus=072801145
Utah Virtual Academy	UT	https://www.schools.utah.gov/file/3a6ffd37-0d4f-4ec7-b4f5-b26450f106a0
Virginia Virtual Academy-King and Queen	VA	http://schoolquality.virginia.gov/virginia-state-quality-profile#desktopTabs-2
Virginia Virtual Academy-Patrick	VA	http://schoolquality.virginia.gov/virginia-state-quality-profile#desktopTabs-2
North Carolina Virtual Academy	NC	http://schoolquality.virginia.gov/virginia-state-quality-profile#desktopTabs-2
Washington Virtual Academy-Omak	WA	http://reportcard.ospi.k12.wa.us/Reports/2017/6_3_ELP21%20School.xlsx
Wisconsin Virtual Academy	WI	https://dpi.wi.gov/sites/default/files/wise/downloads/forward_certified_2016-17.zip
Wyoming Virtual Academy	WY	https://portals.edu.wyoming.gov/Reports/Public/wde-reports-2012/public-reports/assessment/pawsresultsstatelevelaggregated

Appendix B:

FRL AND SPECIAL EDUCATION ELIGIBILITY BY SCHOOL COMPARED TO STATE 2016-17

The table below compares the percentage of students in K12 partner schools to the percentage of the total school population in each school's state with regard to eligibility for free and reduced price lunch (FRL) and eligibility for special education services (SPED).

- ◆ Thirty K12 partner schools serve higher percentages of students eligible for free and reduced price lunch than their states serve.
- ◆ Forty-five K12 partner schools serve higher percentages of students eligible for special education services than their states serve.

In the following table, state percentages are based on the individual state reported data.

TABLE B1: K12 Partner Schools Compared to State Percentage Eligible for Free and Reduced Price Lunch (FRL) and Special Education (SPED)

SCHOOL NAME	PERCENT FREE AND REDUCED PRICE LUNCH		PERCENT SPECIAL EDUCATION	
	School	State	School	State
Alabama Virtual Academy at Eufaula	NA	52%	NA	12%
Arizona Virtual Academy	*	*	*	*
Arkansas Virtual Academy	67%	63%	10%	12%
California Virtual Academy at Fresno	67%	58%	15%	11%
California Virtual Academy at Jamestown	62%	58%	17%	11%
California Virtual Academy at Kings	57%	58%	10%	11%
California Virtual Academy at Los Angeles	57%	58%	12%	11%
California Virtual Academy at Maricopa	65%	58%	10%	11%
California Virtual Academy at San Diego	52%	58%	12%	11%
California Virtual Academy at San Joaquin	54%	58%	11%	11%
California Virtual Academy at San Mateo	42%	58%	12%	11%
California Virtual Academy at Sonoma	52%	58%	14%	11%
California Virtual Academy at Sutter	56%	58%	14%	11%
Chicago Virtual Charter School	73%	50%	14%	14%

* The state reported percentage found on the website is different from the internal state information system data that the school provided. Due to this discrepancy, this school has been removed from the analysis.

NA = Data not available on the state website at the time of publication

SCHOOL NAME	PERCENT FREE AND REDUCED PRICE LUNCH		PERCENT SPECIAL EDUCATION	
	School	State	School	State
Colorado Preparatory Academy	25%	42%	10%	11%
Cyber Academy of South Carolina	65%	60%	20%	12%
Destinations Career Academy of Colorado	52%	42%	13%	11%
Destinations Career Academy of Nevada	NA	NA	NA	NA
Destinations Career Academy of Wisconsin	10%	38%	16%	14%
Florida Cyber Charter Academy at Clay	18%	63%	NA	14%
Florida Cyber Charter Academy at Duval	66%	63%	NA	14%
Florida Cyber Charter Academy at Osceola	29%	63%	NA	14%
Florida Cyber Charter Academy at Pasco	32%	63%	NA	14%
Florida Cyber Charter Academy at Pinellas	31%	63%	NA	14%
Friendship Public Charter School Online	NA	77%	NA	14%
Georgia Cyber Academy	61%	65%	13%	13%
Great Basin Virtual Academy	NA	NA	NA	NA
Highpoint Virtual Academy of Michigan	77%	46%	12%	13%
Hill House Passport Academy Charter School	16%	45%	25%	17%
Hoosier Academy at Indianapolis	43%	46%	17%	15%
Hoosier Academy Virtual Charter School	55%	46%	13%	15%
Idaho Technical Career Academy	NA	49%	12%	10%
Idaho Virtual Academy	54%	49%	12%	10%
Insight School of Arizona	*	*	*	*
Insight School of California	69%	58%	20%	11%
Insight School of California at San Diego	57%	58%	14%	11%
Insight School of California at San Joaquin	63%	58%	15%	11%
Insight School of Indiana	55%	46%	20%	15%
Insight School of Kansas	NA	48%	14%	14%
Insight School of Michigan	67%	46%	15%	13%
Insight School of Minnesota	40%	38%	28%	15%
Insight School of Ohio	45%	46%	21%	14%
Insight School of Oklahoma	64%	62%	20%	16%
Insight School of Oregon-Painted Hills	48%	53%	14%	14%
Insight School of Washington	55%	43%	14%	14%
Iowa Virtual Academy	20%	NA	7%	12%
iQ Academy of California at Los Angeles	55%	58%	7%	11%
iQ Academy of Minnesota	41%	38%	17%	15%
Kansas Virtual Academy	NA	48%	18%	14%
Louisiana Virtual Charter Academy	72%	71%	12%	NA
Maine Virtual Academy	NA	NA	NA	NA

SCHOOL NAME	PERCENT FREE AND REDUCED PRICE LUNCH		PERCENT SPECIAL EDUCATION	
	School	State	School	State
Massachusetts Virtual Academy at Greenfield Commonwealth Virtual School	48%	30%	18%	17%
Michigan Great Lakes Virtual Academy	72%	46%	15%	13%
Michigan Virtual Charter Academy	69%	46%	16%	13%
Minnesota Flex Academy	68%	38%	24%	15%
Minnesota Virtual Academy	30%	38%	17%	15%
Nevada Passport Academy	NA	NA	NA	NA
Nevada Virtual Academy	31%	61%	10%	12%
New Mexico Virtual Academy	NA	61%	NA	12%
Newark Preparatory Charter School	100%	38%	12%	17%
North Carolina Virtual Academy	66%	60%	11%	13%
Ohio Virtual Academy	51%	46%	14%	14%
Oklahoma Virtual Charter Academy	68%	62%	15%	16%
Oregon Virtual Academy	62%	53%	13%	14%
Pikes Peak Online School	38%	42%	14%	11%
South Carolina Virtual Charter School	57%	60%	12%	13%
Tennessee Virtual Academy	19%	35%	15%	14%
Texas Online Preparatory School Elementary	9%	59%	6%	9%
Texas Online Preparatory School Middle	11%	59%	4%	9%
Texas Online Preparatory School High	10%	59%	2%	9%
Texas Virtual Academy 3-8	53%	59%	12%	9%
Texas Virtual Academy - High School	48%	59%	13%	9%
Utah Virtual Academy	53%	35%	15%	11%
Virginia Virtual Academy-King and Queen	NA	38%	NA	13%
Virginia Virtual Academy-Patrick	NA	38%	NA	13%
Virginia Virtual Academy-Richmond	NA	38%	NA	13%
Washington Virtual Academy- Omak Elementary	35%	43%	11%	14%
Washington Virtual Academy- Omak Middle	29%	43%	17%	14%
Washington Virtual Academy- Omak High	20%	43%	11%	14%
Wisconsin Virtual Academy K-8	38%	38%	15%	14%
Wisconsin Virtual Academy HS	33%	38%	16%	14%
Wyoming Virtual Academy	NA	39%	NA	14%

*NA = Not applicable. State reported data not available at the time of publication.

Laws and regulations vary significantly from one state to the next and are constantly evolving. States sometimes change policies and practices regarding how to identify students who are economically disadvantaged. For example, determining how and which students are eligible for free and reduced-price lunch. Data shows that these students usually underperform students identified as not eligible for subsidized meals. There are several different methods of identifying students who are economically disadvantaged. Public schools must comply with state policies regarding identification and reporting of students who are economically disadvantaged. State online schools face unique challenges when identifying students who are economically disadvantaged, and our internal data may be different than state reported data on the schools.

Appendix C:

K12 PRIVATE SCHOOL PROFILES (2016-2017)

K12 operates three online private schools: The George Washington University Online High School, K12 International Academy, and The Keystone School. Each of the three accredited private schools offers a distinctly different school model, meeting student needs that range from the highest degree of independence and flexibility in The Keystone School, to a more teacher-led and supported model in the K12 International Academy, and the premium college preparatory experience available at George Washington University Online High School. Outcomes remain strong across all three schools, with college entrance and Advanced Placement® (AP®) test scores demonstrating the readiness of our graduates for success at the postsecondary level. We are especially proud of the level of scholarships awarded to graduates, recognizing not only student academic excellence, but the support and guidance available through the college counseling programs at all three schools.

TABLE C1: 2016-2017 K12 Private School Profiles

	GWUOHS (6–12)	K12 International Academy (K–12)	Keystone (6–12*)
Credits Required to Graduate	24	24	24
Accreditation	Middle States Commission on Secondary Schools ²²	AdvancED ²³	AdvancED and Middle States Commission on Secondary Schools ²⁴
Total Enrolled Full-Time Students	119	1851	8763
Number of Graduates	33	154	741
College Acceptances to 1 or more Colleges	100%	95%	80%
Scholarships Awarded²⁵	\$3M	\$2.5M	\$4.2M
GPA of Graduates	3.5 (non-weighted)	3.16 (weighted) ²⁶	3.4 (non-weighted)
SAT Average – Total*	1144 (after March 2016)	1135 (after March 2016)	1114 (after March 2016)
ACT Composite Average	25.29	24.3	23.3
% of Students Scoring 3 or above on AP® tests taken²⁷	91%	73%	52%

*These results are from the 2016-2017 school year when Elementary was a pilot, and as such, were not included in reporting. Results are for students who took the SAT between March and July of 2016, when SAT changed to the new scoring model.

²²Middle States Commission on Secondary Schools The Commissions on Elementary and Secondary Schools accredit early-childhood through post-secondary, non-degree granting public, private, faith-based educational institutions including special purpose schools, supplementary education centers, learning services providers, and

²³AdvancED is a non-profit, non-partisan organization that conducts rigorous, on-site external reviews of Pre-K-12 schools and school systems to ensure that all learners realize their full potential. AdvancED was created through a 2006 merger of the Pre-K-12 divisions of the North Central Association Commission on Accreditation and School Improvement (NCA CASI) and the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI)—and expanded through the addition of the Northwest Accreditation Commission (NWAC) in 2012. Source: <http://www.advanc-ed.org/about-us>

²⁴Middle States Commission on Secondary Schools The Commissions on Elementary and Secondary Schools accredit early-childhood through post-secondary, non-degree granting public, private, faith-based educational institutions including special purpose schools, supplementary education centers, learning services providers, and distance education institutions. Source: <http://www.msa-cess.org/default.aspx?RelID=606486>

²⁵Based upon information scholarship award provided by unless noted as verified.

²⁶GPA of Course weights: Weighted grades are number or letter grades that are assigned a numerical advantage when calculating a grade point average, or GPA. In K12 International Academy, Honors and AP courses are weighted more heavily than credits for standard courses. While some high schools traditionally weight grades for more advanced courses, many colleges will unweight the grades when reviewing applications to compare all students on a standard scale, and look at a student's transcript along with their GPA to account for advanced courses taken.

²⁷Percent of students who score 3 or above on AP tests taken: A score of 3, 4, or 5 on an AP test is normally required for a college to issue higher level course placement or credit for the AP subject area. Acceptance of AP courses for credit or placement is at the discretion of each college.

Appendix D:

SCHOOL ANALYSIS BREAKDOWN

The table below provides insight into the data source and school inclusion for each analysis within the current year Academic Report. If “Yes” is seen in the column, that school was associated with the mentioned analysis at the top of that column. If a school was not included, the reason is also stated. School level performance data come from state reported data as noted in Appendix A. Persistence and free and reduced price lunch data comes from K12 Academic Performance Database.

TABLE D1: School Analysis Breakdown

SCHOOL NAME	Included in Aggregate State Reported Summary	Reason for Exclusion from Aggregate State Reported Summary	Aggregate State Reported Summary Source	3-5 FRL/ Persistence	3-8 FRL/ Persistence	HS FRL/ Persistence
Alabama Virtual Academy at Eufaula	No	Data not reported: Program of district with no independent school ID	NA	Yes	Yes	Yes
Arizona Virtual Academy	Yes	NA	State DOE - All Students	Yes	Yes	Yes
Arkansas Virtual Academy	Yes	NA	State DOE - All Students	Yes	Yes	Yes
California Virtual Academy at Fresno	Yes	NA	State DOE - All Students	Yes	Yes	No
California Virtual Academy at Jamestown	No	Data not reported: Small n counts for school	NA	Yes	Yes	Yes
California Virtual Academy at Kings	Yes	NA	State DOE - All Students	Yes	Yes	Yes
California Virtual Academy at Los Angeles	Yes	NA	State DOE - All Students	Yes	Yes	Yes
California Virtual Academy at Maricopa	Yes	NA	State DOE - All Students	Yes	Yes	Yes
California Virtual Academy at San Diego	Yes	NA	State DOE - All Students	Yes	Yes	Yes
California Virtual Academy at San Joaquin	Yes	NA	State DOE - All Students	Yes	Yes	Yes
California Virtual Academy at San Mateo	Yes	NA	State DOE - All Students	Yes	Yes	Yes

SCHOOL NAME	Included in Aggregate State Reported Summary	Reason for Exclusion from Aggregate State Reported Summary	Aggregate State Reported Summary Source	3-5 FRL/ Persistence	3-8 FRL/ Persistence	HS FRL/ Persistence
California Virtual Academy at Sonoma	Yes	NA	State DOE - All Students	Yes	Yes	Yes
California Virtual Academy at Sutter	Yes	NA	State DOE - All Students	Yes	Yes	Yes
Chicago Virtual Charter School	Yes	NA	State DOE - FAY Students*	Yes	Yes	No
Colorado Preparatory Academy	Yes	NA	State DOE - All Students	Yes	Yes	Yes
Cyber Academy of South Carolina	Yes	NA	State DOE - All Students	Yes	Yes	Yes
Destinations Career Academy of Colorado	No	Data not reported: Small n counts for school	NA	No	Yes	Yes
Destinations Career Academy of Nevada	No	Data not reported: School scores included in the partner district schools and cannot be separated	NA	No	No	Yes
Destinations Career Academy of Wisconsin	No	Data not reported: No school listing on state DOE website	NA	No	No	Yes
Florida Cyber Charter Academy at Clay	No	Data not reported: Small n counts for school	NA	Yes	Yes	Yes
Florida Cyber Charter Academy at Duval	Yes	NA	State DOE - All Students	Yes	Yes	Yes
Florida Cyber Charter Academy at Osceola	Yes	NA	State DOE - All Students	Yes	Yes	Yes
Florida Cyber Charter Academy at Pasco	Yes	NA	State DOE - All Students	Yes	Yes	Yes
Florida Cyber Charter Academy at Pinellas	No	Data not reported: Small n counts for school	State DOE - All Students	Yes	Yes	Yes
Friendship Public Charter School Online	No	Data not reported: No school listing on state DOE website	NA	Yes	Yes	No

SCHOOL NAME	Included in Aggregate State Reported Summary	Reason for Exclusion from Aggregate State Reported Summary	Aggregate State Reported Summary Source	3-5 FRL/ Persistence	3-8 FRL/ Persistence	HS FRL/ Persistence
Georgia Cyber Academy	Yes	NA	State DOE - All Students	Yes	Yes	Yes
Great Basin Virtual Academy	No	Data not reported: school scores included in the partner district schools and cannot be separated	NA	Yes	Yes	No
Highpoint Virtual Academy of Michigan	No	Data not reported: No school listing on state DOE website because first year of program.	NA	Yes	Yes	No
Hill House Passport Academy Charter School	Yes	NA	State DOE - All Students	No	No	No
Hoosier Academy at Indianapolis	Yes	NA	State DOE - All Students	Yes	Yes	Yes
Hoosier Academy Virtual Charter School	Yes	NA	State DOE - All Students	Yes	Yes	Yes
Idaho Technical Career Academy	No	Data not reported: Small n counts for school	NA	No	No	Yes
Idaho Virtual Academy	Yes	NA	State DOE - All Students	Yes	Yes	Yes
Insight Academy of Arizona	Yes	NA	State DOE - All Students	No	Yes	Yes
Insight School of California	Yes	NA	State DOE - All Students	No	No	Yes
Insight School of California at San Diego	Yes	NA	State DOE - All Students	No	No	Yes
Insight School of California at San Joaquin	Yes	NA	State DOE - All Students	No	No	Yes
Insight School of Indiana	No	Data not reported: No school listing on state DOE website because first year of program.	NA	No	Yes	Yes
Insight School of Kansas	Yes	NA	State DOE - All Students	No	Yes	Yes
Insight School of Michigan	Yes	NA	State DOE All Students	No	Yes	No

SCHOOL NAME	Included in Aggregate State Reported Summary	Reason for Exclusion from Aggregate State Reported Summary	Aggregate State Reported Summary Source	3-5 FRL/ Persistence	3-8 FRL/ Persistence	HS FRL/ Persistence
Insight School of Minnesota	Yes	NA	State DOE - All Students	No	Yes	Yes
Insight School of Ohio	Yes	NA	State DOE - All Students	No	Yes	Yes
Insight School of Oklahoma	No	Test change from 2015-16 to 2016-17	NA	No	Yes	Yes
Insight School of Oregon-Painted Hills	Yes	NA	State DOE - All Students	No	Yes	Yes
Insight School of Washington	Yes	NA	State DOE - All Students	No	No	Yes
Iowa Virtual Academy	No	Data not reported: Small n counts for school	NA	Yes	Yes	Yes
iQ Academy of California at Los Angeles	Yes	NA	State DOE - All Students	Yes	Yes	Yes
iQ Academy of Minnesota	Yes	NA	State DOE - All Students	Yes	Yes	Yes
Kansas Virtual Academy	Yes	NA	State DOE - All Students	Yes	Yes	No
Louisiana Virtual Charter Academy	Yes	NA	State DOE - All Students	Yes	Yes	Yes
Maine Virtual Academy	Yes	NA	State DOE - All Students	No	Yes	Yes
Massachusetts Virtual Academy at Greenfield Commonwealth Virtual School	No	School no longer partnered with K12 Inc. and final school year testing results were not provided	NA	NA	NA	NA
Michigan Great Lakes Virtual Academy	Yes	NA	State DOE All Students	Yes	Yes	No
Michigan Virtual Charter Academy	Yes	NA	State DOE All Students	Yes	Yes	No

SCHOOL NAME	Included in Aggregate State Reported Summary	Reason for Exclusion from Aggregate State Reported Summary	Aggregate State Reported Summary Source	3-5 FRL/ Persistence	3-8 FRL/ Persistence	HS FRL/ Persistence
Minnesota Flex Academy	No	School no longer partnered with K12 Inc. and final school year testing results were not provided	NA	NA	NA	NA
Minnesota Virtual Academy	Yes	NA	State DOE - All Students	Yes	Yes	Yes
Nevada Passport Academy	No	Data not reported: School scores included in the partner district schools and cannot be separated	NA	No	No	No
Nevada Virtual Academy	Yes	NA	State DOE - All Students	Yes	Yes	Yes
New Mexico Virtual Academy	Yes	NA	State DOE - All Students	No	Yes	Yes
Newark Preparatory Charter School	No	School no longer partnered with K12 Inc. and final school year testing results were not provided	NA	NA	NA	NA
North Carolina Virtual Academy	Yes	NA	State DOE - All Students	Yes	Yes	Yes
Ohio Virtual Academy	Yes	NA	State DOE - All Students	Yes	Yes	Yes
Oklahoma Virtual Charter Academy	No	Test change from 2015-16 to 2016-17	NA	Yes	Yes	Yes
Oregon Virtual Academy	Yes	NA	State DOE - All Students	Yes	Yes	Yes
Pikes Peak Online School	No	Data not reported: Small n counts for school	NA	No	No	Yes
South Carolina Virtual Charter School	Yes	NA	State DOE - All Students	Yes	Yes	Yes
Tennessee Virtual Academy	No	Data not reported SY 15-16: Statewide testing issue-- no scores released	NA	Yes	Yes	No
Texas Online Preparatory School	Yes	NA	State DOE - FAY Students	Yes	Yes	Yes

SCHOOL NAME	Included in Aggregate State Reported Summary	Reason for Exclusion from Aggregate State Reported Summary	Aggregate State Reported Summary Source	3-5 FRL/Persistence	3-8 FRL/Persistence	HS FRL/Persistence
Texas Virtual Academy	Yes	NA	State DOE - FAY Students	Yes	Yes	Yes
Utah Virtual Academy	Yes	NA	State DOE - All Students	Yes	Yes	Yes
Virginia Virtual Academy-King and Queen	No	Data not reported: Program of district with no independent school ID	NA	Yes	Yes	No
Virginia Virtual Academy-Patrick	No	Data not reported: Program of district with no independent school ID	NA	Yes	Yes	No
Virginia Virtual Academy-Richmond	No	Data not reported: Program of district with no independent school ID	NA	Yes	Yes	No
Washington Virtual Academy-Omak	Yes	NA	State DOE - All Students	Yes	Yes	Yes
Wisconsin Virtual Academy	Yes	NA	State DOE - All Students	Yes	Yes	Yes
Wyoming Virtual Academy	No	Data not reported: Program of district with no independent school ID	NA	Yes	Yes	Yes

*Full Academic Year (FAY) students who enroll by each state's unique FAY state date and remain continuously enrolled.



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