

Appendix I-A

Methods, Data Sources, and Limitations

The first phase of the research involved verifying that previously identified schools continue operating. We then sought to identify new schools. To foster comprehensiveness and accuracy, many calls and emails requested information from schools and districts, and those schools with available and functioning email addresses received invitations to review and verify or correct our data. We also cross-referenced our lists of virtual schools with codes assigned by the NCES related to virtual school status.

The scope of this inventory is limited to full-time public elementary and secondary virtual schools in the U.S. These include schools operated by for-profit and nonprofit Education Management Organizations (EMOs) and independent schools (i.e., those that do not have an EMO). Among the schools included are charters and state- or district-managed schools. Private schools—those funded in whole or part by tuition and fees, with no public funds—are excluded because no relevant data is available from state or federal agencies. Also excluded are schools offering a combination of programs, including traditional face-to-face programs, as well as virtual options, unless it was possible to separate data for the full-time virtual school components. Although included in earlier reports, blended schools are not included in this national inventory.

Schools were identified by their unique NCES ID code or, for relatively new schools, by unique building or state-assigned school ID codes. These criteria helped identify and exclude smaller district programs and schools not intended to be full-time but to simply offer some virtual learning experience for a subset of students.¹ One of the biggest challenges we faced was determining whether shifts in district and charter schools to virtual instruction was temporary or permanent. During the data collection, we were able to document more than 200 instances of school districts creating permanent full-time virtual schools, which will continue to operate even after the pandemic. All schools included in our inventory had evidence of enrollment during the 2021-22 school year, although schools enrolling fewer than 10 students were excluded. Such restrictions allow for more confidence in attributing various outcomes to specific types of schools.

The primary sources for data on total enrollment, student demographics, school characteristics, and school performance were state-level datasets and school report cards for the 2021-22 school year. Data for grade-level enrollment, race-ethnicity, and sex came from NCES (the Common Core of Data).

In many instances, aggregated data for virtual schools reflect weighted means that have been calculated so that the influence of any given school is proportional to its

enrollment. Where possible, comparisons were made to norms for all public schools in the United States.

Exclusions and Additions Between 2019-20 and 2021-22 School Years

The current study includes 726 full-time virtual schools. The process of identifying potential schools, reviewing them, and making decisions to include or exclude them was complex.

We initially identified just over 1,300 additional schools since our report for the 2019-20 school year, and we revisited close to 200 schools identified earlier but excluded from the prior inventory. After closely vetting these schools, we found 205 schools that had closed or were no longer virtual schools. Just over 70 had closed between 2018 and 2021. We found another 68 school initially selected that turned out to be programs or other entities not meeting our definition of a school. Close to 60 schools that we considered initially made use of extensive technology, but they did not meet our definition of full-time virtual schools. A total of 140 schools under consideration simply had too little information available to determine whether to include them; in a few cases, these were approved to open but had not yet started operation. In total, 180 schools were excluded because they had no students currently enrolled or because they had fewer than 10 students. Most schools excluded for these reasons were district-operated virtual schools.

In total, after vetting hundreds of schools, we found that while there was very slow growth in the number of schools prior to the pandemic, there was substantial growth in the number of new virtual schools during the pandemic, and the number of students nearly doubled between 2019-20 and 2021-22 alone.

Limitations

Readers should keep several general limitations in mind; such limitations are common to research in this area, although reports do not always acknowledge them.

Incomplete demographic, class size, and performance data. The tables and records in this inventory have several gaps that reflect missing data. Some states combine virtual school data with local district data in ways that make disaggregation impossible. For example, while data on student ethnic background and free and reduced-price lunch status is relatively complete, data reported at the district level (including, for example, special education enrollment) is often unavailable. This was particularly problematic in states where charter schools are not considered Local Education Authorities or districts.²

Comparison groups. National aggregate results for all public schools provided the base for several comparisons in this report, which profiles 36 states having full-time virtual

schools.³ While comparisons of two inherently different forms of schooling, each representing different geographic datasets, have some obvious weaknesses, national aggregate data is what state and federal agencies typically use in their reports and comparisons. Following the agencies' lead is intended to allow reasonable comparison of this report with others. An additional consideration is that because the 36 states represented are among the largest and most densely populated, the national comparison is informative, if not perfect. It is perhaps also worth noting that the national data include data for full-time virtual schools, although it constitutes a relatively small subset of the data used for this study.

Instability in virtual schools. As the evidence will show, there has been substantial upheaval in primary and secondary schools due to the pandemic. Our focus has been on full-time virtual schools that meet our inclusion criteria. Although we have tracked and vetted more than 2,400 possible schools for this report, only 726 met our criteria for inclusion. A net of 249 full-time virtual schools were added during the pandemic. We found that more than 70 formerly blended learning programs became full-time virtual schools, and scores of district virtual programs were formalized as separate full-time virtual schools with unique building codes and were therefore added to our inventory. We expect to see some reduction in the numbers in the coming years as more students are likely to return to brick-and-mortar schools.

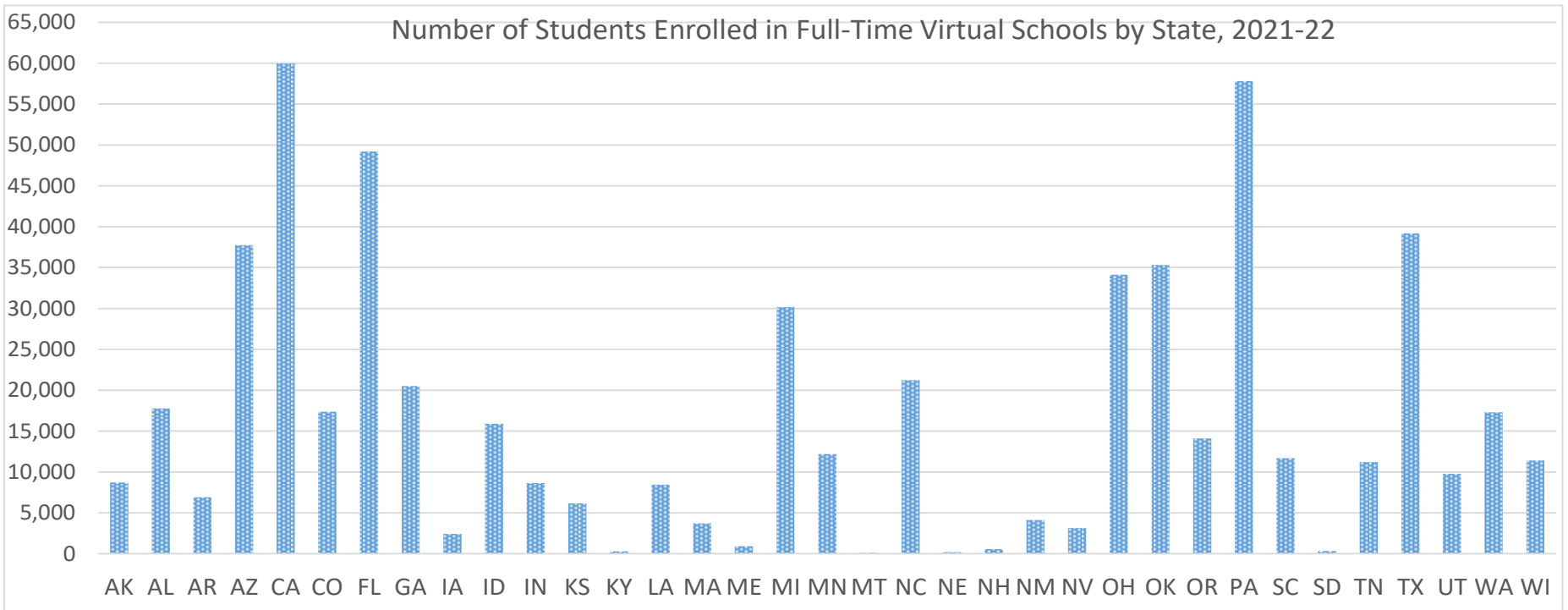
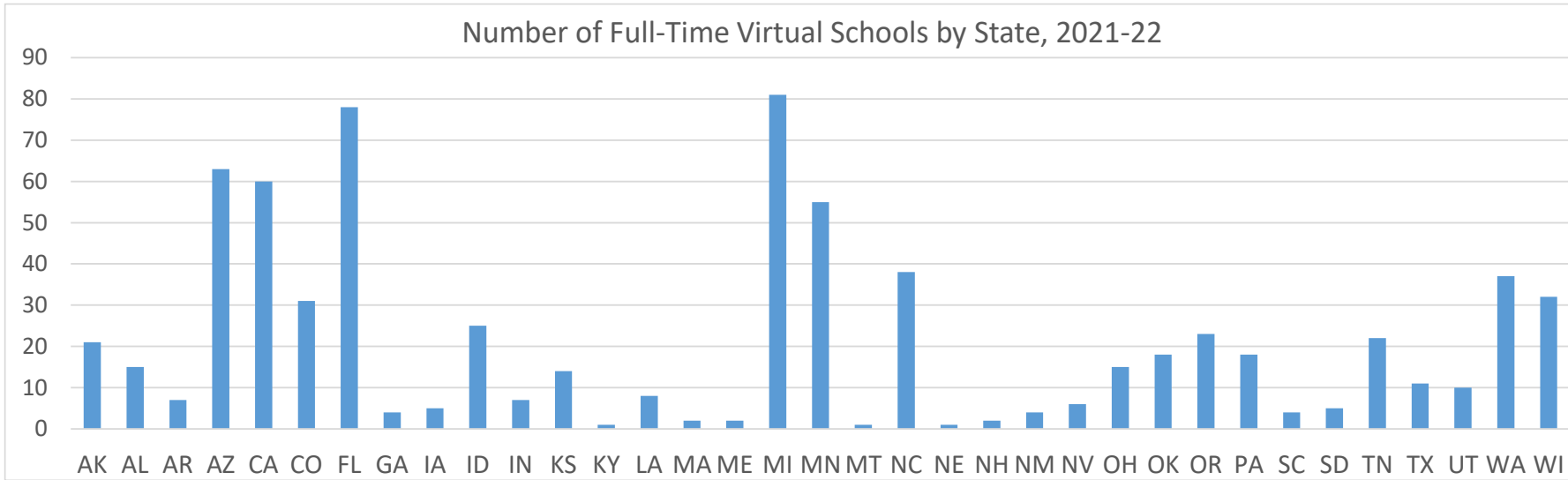
The rapid and sweeping changes in schooling over the past two years mean that our attempt to describe full-time virtual schools may differ from findings before the pandemic, and these findings may differ in the next few years as this sector stabilizes. Considering the fluidity of the terrain and the scope of this undertaking, any attempt to compose a national portrait will likely result in some errors of inclusion and exclusion. Documented corrections to the data are welcome and can be submitted to the authors through the National Education Policy Center.

¹ For example, school districts or schools offer online courses to cut costs or attract students from other schools/districts/states. These are not actually schools in the sense that they do not offer the complete state-mandated curriculum; they simply offer individual courses that students can choose to take. Such a program would never receive an NCES ID no matter how many students enroll because it is not a school. Although no systematic data is available, some speculate that districts may be using the virtual programs as a way to place or “park” students who are not succeeding in the face-to-face classes due to learning obstacles or disciplinary reasons.

² Special education is an obligation of school districts (Local Education Authorities) and not necessarily individual schools. In most states, charter schools are considered LEAs and therefore their data on special education is included in the NCES district-level datasets. States in which charter schools are not classified as LEAs, such as Florida, do not have special education data attributable to individual charter schools.

³ Compiling an aggregate data set of the 36 states would have been possible, albeit time consuming. Unfortunately, that would have introduced other methodological problems, since a few of these larger states inconsistently reported school-level data for charter schools, which serve most students in virtual schools.

Appendix I-B Numbers of Full-Time Virtual Schools and Students They Serve, by State



Appendix I-C
States' Assessment System, School Performance Ratings
Summarized by States for Their Full-Time Virtual Schools

State	Measures Included in State Accountability System	Overall Ratings Included in Analysis	Determination of Acceptable and Unacceptable	Number of Acceptable, Unacceptable, and Not Rated Full-time Virtual Schools		Graduation Rate	
				2021-22	Most Recent Year	2021-22	Most Recent Year
AL	<ul style="list-style-type: none"> • Learning gains in reading and math • Student achievement in reading and math • Alabama PLAN 2020 Program Reviews • Local indicator • Achievement gap (schools without a grade 12 only) • College & career-ready (schools with a grade 12 only) • Graduation rate (schools with a grade 12 only) • Attendance (as a bonus) https://www.alabamaachieves.org/wp-content/uploads/2022/11/RD_2022114_Federal-Accountability-Description-Fall-2022_V1.0.pdf https://reportcard.alsde.edu/SelectSchool.aspx	Yes (2021-22)	Acceptable = A, B, C Unacceptable = D, F	Acceptable = 7/15 (46.7%) Unacceptable = 8/15 (53.3%) All 15 virtual schools had a performance rating	Same as 2021-22	84.9% 9 schools	Same as 2021-22
AK	<ul style="list-style-type: none"> • ELA • Math • Participation Rate • Attendance Rate • Graduation Rate https://education.alaska.gov/reportcardtothepublic/	2021-22 <u>Note:</u> ratings & graduation rate data are not included in aggregate data since this data was available after our analyses were complete.	Acceptable = Targeted Support & Improvement Unacceptable = Comprehensive Support	Acceptable = 9/15 (60%) Unacceptable = 6/15 (40%) 6 schools had no performance rating	Acceptable = 1/5 (20%) Unacceptable = 4/5 (80%) 16 schools with no performance rating	64.6% 10 Schools	56.6% 5 schools

State	Measures Included in State Accountability System	Overall Ratings Included in Analysis	Determination of Acceptable and Unacceptable	Number of Acceptable, Unacceptable, and Not Rated Full-time Virtual Schools		Graduation Rate	
				2021-22	Most Recent Year	2021-22	Most Recent Year
AZ	<ul style="list-style-type: none"> Proficiency ELA, math, and science Growth ELA, math, and science (percentiles and target) English Language Learners Acceleration/readiness https://azsbe.az.gov/f-school-letter-grades https://azsbe.az.gov/sites/default/files/media/FY%2022%20Combined%20A-F%20Public%20File%202023-01-04%20%28File%20uploaded%29_3.xlsx (list of all schools and letter grades)	Yes (2021-22)	Acceptable = A, B, C Unacceptable = D, F	Acceptable = 19/26 (73.1%) Unacceptable = 7/26 (26.9%) 37 schools had no performance rating	Acceptable = 24/31 (77.4%) Unacceptable = 7/31 (22.6%)	43.1 % 2 schools	44.5% 31 schools
AR	<ul style="list-style-type: none"> The ESSA School Index score Stakeholder recommended rating scale https://myschoolinfo.arkansas.gov/SRC	Yes (2021-22)	Acceptable = A, B, C Unacceptable = D, F	Acceptable = 1/5 (20%) Unacceptable = 4/5 (80%) 2 schools had no performance rating	Acceptable = 1/6 (16.7%) Unacceptable = 5/6 (83.3%) Rated = 5/6 (83.3%)	70.2% 5 schools	Same as 2021-22
CA	California suspended the publication of state indicators for 2020 & 2021. California's new system does not include an overall rating Detailed information about California schools can be found on the California School Dashboard (https://www.caschooldashboard.org/#/Home) or through School Accountability Report Card Reports (http://sarconline.org)	No	Not applicable	Not applicable	Not applicable		67.4% 43 schools
CO	<ul style="list-style-type: none"> Academic achievement Academic growth Postsecondary & workforce readiness 	Yes (2021-22)	Acceptable = Performance Plan (53%-100%) Unacceptable = Improvement	Acceptable = 4/8 (50%) Unacceptable = 4/8 (50%)	Same as 2021-22	64.8% 20 schools	64.8% 21 schools

State	Measures Included in State Accountability System	Overall Ratings Included in Analysis	Determination of Acceptable and Unacceptable	Number of Acceptable, Unacceptable, and Not Rated Full-time Virtual Schools		Graduation Rate	
				2021-22	Most Recent Year	2021-22	Most Recent Year
	http://www.cde.state.co.us/schoolview/performance https://www.cde.state.co.us/cdereval/gradratecurrent		Plan, Priority Improvement Plan, Turn-around Plan (0%-52.9%)	23 schools had no performance rating			
FL	<ul style="list-style-type: none"> Achievement (4 components) Learning gains (4 components) Graduation Rate Middle School Acceleration success & College and Career Acceleration success Maintaining a focus on students who need the most support (learning gains on the lowest 25% of students) http://schoolgrades.fldoe.org/ https://www.fldoe.org/accountability/accountability-reporting/school-grades/index.shtml https://www.fldoe.org/accountability/data-sys/edu-info-accountability-services/pk-12-public-school-data-pubs-reports/students.shtml	Yes (2021-22)	Acceptable = A, B Unacceptable = C, D, F	None of the 78 schools received a performance rating in 2021-22	Acceptable = 19/28 (67.9%) Unacceptable = 9/28 (32.1%)	83.5% 42 schools	Same as 2021-22
GA	<ul style="list-style-type: none"> Achievement Progress Achievement Gap https://schoolgrades.georgia.gov/	Yes (2019-20)	Not applicable	None of the 4 schools received a performance rating	Acceptable = 1/4 (25%) Unacceptable = 3/4 (75%)		62.0% 4 schools
IA	<ul style="list-style-type: none"> Proficiency Closing achievement gap—minority students (within school and against state average) Annual expected growth Closing achievement gap—students with disabilities, FRL, ELL College and career readiness Graduation rate Attendance • Staff retention Conditions for Learning (safety, engagement, learning environment) 	Yes (2021-22)	Acceptable = Commendable, High-Performing, Exceptional Unacceptable = Needs Improvement, Priority	Acceptable = 3/5 (60%) Unacceptable = 2/5 (40%) Not Rated = 1/35 (2.9%) All 5 schools had	Same as 2021-22	68.2% 3 schools	Same as 2021-22

State	Measures Included in State Accountability System	Overall Ratings Included in Analysis	Determination of Acceptable and Unacceptable	Number of Acceptable, Unacceptable, and Not Rated Full-time Virtual Schools		Graduation Rate	
				2021-22	Most Recent Year	2021-22	Most Recent Year
	https://www.iaschoolperformance.gov/ECP/Home/Index			a performance rating			
ID	Idaho reposts some performance measures and breakouts by group, but no overall school performance ratings are reported. https://idahoschools.org/	No	Not applicable	Not applicable	Not applicable		61.4% 17 schools
IN	<ul style="list-style-type: none"> • Performance Score: ELA and math • Growth Score: ELA and math • Multiple Measures Score: graduation rate, college & career readiness http://www.doe.in.gov/accountability/indiana-student-centered-accountability https://inview.doe.in.gov/	Yes (2018-19)	Acceptable = A, B Unacceptable = C, D, F	Not applicable None of the 7 virtual schools had a performance rating	Acceptable = 0/3 (0%) Unacceptable= 3/3 (100%)	67.7 % 3 schools	61.0 % 5 schools
KS	Kansas reports some performance metrics, but no overall performance measure assigned to schools http://sreportcard.ksde.org/	No	Not applicable	Not applicable None of the 14 virtual schools had a performance rating	Not applicable	71.7% 12 schools	Same as 2021-22
KY	<ul style="list-style-type: none"> • Proficiency (reading/writing & mathematics, science, social studies) • English Learner Progress • Transition readiness • Postsecondary Readiness & Graduation Rate • School Climate and Safety https://education.ky.gov/AA/Acct/Pages/default.aspx	No A new performance rating system is being implemented	Not applicable	Not applicable The 1 virtual school had no school performance rating	Not applicable	Not applicable	Not applicable
LA	Elementary schools (K-6) <ul style="list-style-type: none"> • 100 percent based on student achievement on annual assessments in ELA, math, science, and social studies Middle schools (7-8) <ul style="list-style-type: none"> • 95 percent based on student achievement on annual assessments • Five percent based on credits earned through the 	Yes (2021-22)	Acceptable = A, B, C Unacceptable = D, F Letter grades are	Acceptable = 2/3 (66.7%) Unacceptable = 1/3 (33.3%) 5 virtual	Acceptable = 2/4 (50%) Unacceptable= 2/4 (50%)		64.6% 4 schools

State	Measures Included in State Accountability System	Overall Ratings Included in Analysis	Determination of Acceptable and Unacceptable	Number of Acceptable, Unacceptable, and Not Rated Full-time Virtual Schools		Graduation Rate	
				2021-22	Most Recent Year	2021-22	Most Recent Year
	<p>end of students' 9th grade year. High schools (9-12): Half based on student achievement on state assessments; half on graduation</p> <ul style="list-style-type: none"> • 25 percent student performance on the ACT or WorkKeys • 25 percent student performance on end-of-course assessments • 25 strength of diploma index, which rewards achievements like Advanced Placement and International Baccalaureate exam credit • 25 percent cohort graduation rate, or the percentage of students who started 9th grade and graduated on-time within four years. <p>Schools may also earn additional points for significant improvement with students who are academically behind. Scores are simulated using skip-year growth http://www.louisianaschools.com/</p>		<p>scored as follows: A = 90 – 150 score B = 75 – 89 score C = 60 – 75 score D = 50 - 60 score F = below 50</p>	schools had no performance rating assigned			
ME	<ul style="list-style-type: none"> • Chronic Absenteeism • Progress in English Language Proficiency • Academic Progress & Achievement • Graduation Rate <p>https://www.maine.gov/doe/dashboard</p>	<p>No</p> <p>No overall school ratings available</p>	<p>Acceptable = Meeting, Excelling</p> <p>Unacceptable = Emerging, Developing</p>	<p>Not applicable at time of publication. The two virtual schools did not have a performance rating</p>	Not applicable		<p>52.9%</p> <p>2 schools</p>
MA	<ul style="list-style-type: none"> • ELA, math & Science proficiency gap narrowing • ELA & math growth (SGP) • Annual Dropout rate • Cohort Graduation rate <p>http://profiles.doe.mass.edu/statereport/accountability.aspx</p>	<p>No</p> <p>(2018-19)</p>	<p>Acceptable = Commendation, Level 1, Level 2</p> <p>Unacceptable = Level 3, Level 4, Level 5</p>	<p>Not applicable</p> <p>The 2 virtual schools did not have a performance rating assigned</p>	<p>Acceptable = 0/0 (0%)</p> <p>Unacceptable = 2/2 (100%)</p>		<p>36.9%</p> <p>2 school</p>

State	Measures Included in State Accountability System	Overall Ratings Included in Analysis	Determination of Acceptable and Unacceptable	Number of Acceptable, Unacceptable, and Not Rated Full-time Virtual Schools		Graduation Rate	
				2021-22	Most Recent Year	2021-22	Most Recent Year
MI	<ul style="list-style-type: none"> • Growth • Graduation rates • Proficiency • English learners progress index • Assessment participation • School quality and student success index https://www.mischooldata.org/school-index/	Yes (2021-22)	Acceptable = Index ratings 60> Unacceptable = <59.9	Acceptable = 10/69 (14.5%) Unacceptable = 59/69 (85.5%) 12 schools had no rating	Acceptable = 11/77 (14.3%) Unacceptable= 11/77 (85.7%)	39.3% 60 schools	43.3% 57 schools
MN	<ul style="list-style-type: none"> • The number of students meeting standards in math, reading, and science over time • Graduation rates https://rc.education.mn.gov/#mySchool/p--3	No No overall rating available	Not applicable	Not applicable None of the 55 virtual schools had a performance ratings	Not applicable	51.3% 2 schools	63.8% 16 schools
MT	No overall ratings available Idaho now has new accountability designations for 2021-22, which were not available when we completed our data collection and analyses. https://opi.mt.gov/Leadership/Academic-Success/Every-Student-Succeeds-Act-ESSA/Report-Card	Not applicable	Acceptable: Universal Support Unacceptable: Targeted Support and Improvement (TSI), Comprehensive Support and Improvement (CSI)	One school had an acceptable rating. Note: This was not included in our aggregate analyses since the information was available after our analyses.	Not applicable	Not applicable	Not applicable
NE	No performance ratings are assigned to schools https://nep.education.ne.gov/	No No overall school ratings available	Not applicable	Not applicable There was 1 school with no performance rating assigned	Not applicable	Not applicable	Not applicable
NC	<ul style="list-style-type: none"> • Student achievement • Academic growth 	Yes (2021-22)	Acceptable = A, B, C	Acceptable = 8/34 (23.5%) Unacceptable=	Same as 2021-22	81.8% 10 schools	Same as 2021-22

State	Measures Included in State Accountability System	Overall Ratings Included in Analysis	Determination of Acceptable and Unacceptable	Number of Acceptable, Unacceptable, and Not Rated Full-time Virtual Schools		Graduation Rate	
				2021-22	Most Recent Year	2021-22	Most Recent Year
	https://ncreports.ondemand.sas.com/src/		Unacceptable = D, F	26/34 (76.5%) 4 schools had no performance rating assigned			
NH	Comprehensive Support and Improvement (CSI) Schools are identified based upon the overall lowest performance in the state or based upon low graduation rates. Targeted Support and Improvement (TSI) Schools and Additional Targeted Support (ATS) Schools are identified based upon low performance of specific student sub-groups. If a school has not been identified for one of these three categories, it is designated as In Good Standing. https://www.education.nh.gov/who-we-are/division-of-educator-and-analytic-resources/iplatform	No (2018-19)	Acceptable = Good Standing Unacceptable = CSI, TSI, ATS	The 2 virtual schools had no performance rating	Acceptable = 2/2 (100%)		64.2% 1 school
NM	<ul style="list-style-type: none"> • Current standing (proficiency) • School growth • Student growth • Opportunity to learn • Graduation • Career & college readiness • Bonus points for student and parent engagement 	No (2018-19)	Acceptable = Excellence, Spotlight, Traditional Support Unacceptable = Anything else	None of the 4 virtual schools had a performance rating assigned	Acceptable = 2/4 (50%) Unacceptable = 2/4 (50%)		38.3% 2 school
NV	No schools have updated school performance ratings <ul style="list-style-type: none"> • Academic achievement—student proficiency • English language proficiency • Student engagement • Growth • Closing opportunity gaps/equity http://nevadareportcard.nv.gov/DI/nv/2022	No (2018-19)	Acceptable = Five stars, four stars, three stars Unacceptable = Two stars, one star	6 schools have no performance rating assigned	Acceptable = 2/4 (50%) Unacceptable = 2/4 (50%)	76.4% 6 schools	Same as 2021-22

State	Measures Included in State Accountability System	Overall Ratings Included in Analysis	Determination of Acceptable and Unacceptable	Number of Acceptable, Unacceptable, and Not Rated Full-time Virtual Schools		Graduation Rate	
				2021-22	Most Recent Year	2021-22	Most Recent Year
OH	<p>Ohio reports on various performance measures but no overall performance ratings</p> <p>Data available for:</p> <ul style="list-style-type: none"> • Achievement • Gap closing • Progress • K-3 literacy • Graduate rate • Prepared for future success <p>https://reportcard.education.ohio.gov/ https://education.ohio.gov/getattachment/Topics/Data/Report-Card-Resources/2022-Report-Card-Guide.pdf.aspx?lang=en-US</p>	<p>Yes</p> <p>(2018-19)</p> <p>No overall ratings for 2021-22</p>	<p>Acceptable = A, B, C</p> <p>Unacceptable = D, F</p> <p>Appears that state is moving to a star rating system</p>	15 schools had no performance rating assigned	<p>Acceptable = 1/14 (7.1%)</p> <p>Unacceptable = 12/14 (85.7%)</p>	<p>52.5%</p> <p>13 schools</p>	Same as 2021-22
OK	<ul style="list-style-type: none"> • Student growth • Student performance <p>https://oklaschools.com/</p>	<p>Yes</p> <p>(2018-19)</p>	<p>Acceptable = A, B, C</p> <p>Unacceptable = D, F</p>	None of the 18 schools had a performance rating assigned	<p>Acceptable = 5/14 (35.7%)</p> <p>Unacceptable = 9/14 (64.3%)</p>	<p>43.4%</p> <p>5 schools</p>	
OR	<ul style="list-style-type: none"> • Achievement • Growth • Student group growth <p>https://www.ode.state.or.us/data/reportcard/reports.aspx http://www.ode.state.or.us/data/ReportCard/Media.aspx https://www.oregon.gov/ode/schools-and-districts/reportcards/reportcards/Pages/Accountability-Measures.aspx</p>	<p>Yes</p> <p>(2021-22)</p>	<p>Acceptable - General Support, Exited, Not Identified</p> <p>Unacceptable = CSI, TSI</p>	<p>Acceptable = 13/23 (56.5%)</p> <p>Unacceptable = 10/23 (43.5%)</p> <p>All 23 virtual schools received a performance rating</p>	<p>Same as 2021-22</p>	<p>65.6%</p> <p>11 schools</p>	<p>65.3%</p> <p>13 schools</p>

State	Measures Included in State Accountability System	Overall Ratings Included in Analysis	Determination of Acceptable and Unacceptable	Number of Acceptable, Unacceptable, and Not Rated Full-time Virtual Schools		Graduation Rate	
				2021-22	Most Recent Year	2021-22	Most Recent Year
PA	<ul style="list-style-type: none"> Indicators of academic achievement Indicators of closing the achievement gap Indicators of academic growth Other academic indicators Extra credit for Advanced Placement https://www.education.pa.gov/K-12/ESSA/FutureReady/Pages/DesigSchoolsTSI.aspx https://futurereadypa.org/	Yes (2021-22)	Acceptable - General Support Unacceptable = CSI, A-TSI, TSI	Acceptable = 0/14 (0%) Unacceptable = 14/14 (100%) 4 schools received no performance rating	Same as 2021-22		61.5% 15 schools
SC	ACADEMICS: <ul style="list-style-type: none"> Academic achievement Preparing for success English learners' progress Student progress SCHOOL ENVIRONMENT: <ul style="list-style-type: none"> School quality Classroom environment Student safety Financial data https://screportcards.com	Yes (2021-22)	Acceptable=>60 (Excellent) Unacceptable=<60 (Good, Average, Below Average, Unsatisfactory)	Acceptable = 0/4 (0%) Unacceptable = 4/4 (100%) All 4 schools had a performance rating	Same as 2021-22	78.6% 4 schools	Same as 2021-22
SD	Elementary/Middle School Accountability System Student performance Student progress English language learners' progress Attendance High School Accountability System Student performance High school completion On-time graduation College & career readiness English language learners progress https://sdschools.sd.gov/Nimble/asp/Main.aspx https://doe.sd.gov/reportcard/ https://sdschools.sd.gov/#/home	No (2018-2019) Covid impacted, although reporting still applies to schools identified for support, but no index score for 2021-22	General Support Comprehensive Support and Improvement (CSI) Targeted Support and Improvement (TSI) Additional Targeted Support and Improvement (ATSI)	Acceptable = 0/5 (0%) Unacceptable = 5/5 (100%) All 5 schools had a performance rating	Same as 2021-22		18.3% 2 schools

State	Measures Included in State Accountability System	Overall Ratings Included in Analysis	Determination of Acceptable and Unacceptable	Number of Acceptable, Unacceptable, and Not Rated Full-time Virtual Schools		Graduation Rate	
				2021-22	Most Recent Year	2021-22	Most Recent Year
TN	<p>School-level composite scores are based on the Tennessee Value-Added Assessment System (TVAAS) performance levels 1-5. TVAAS measures student growth (defined as the progress of students on state assessment relative to their peers across the state year to year). The student growth measure also includes three years of teacher value-added scores for all eligible subject areas and grades.</p> <p>https://www.tn.gov/content/dam/tn/education/data/tvaas/Statistical_Models_and_Business_Rules.pdf https://tnscore.org/wp-content/uploads/2018/10/TVAAS_PolicymakerBrief2017.pdf https://www.tn.gov/content/dam/tn/education/data/tvaas/tvaas_common_misconceptions.pdf</p>	Yes (2021-22)	<p>Acceptable = Composite 3, 4, 5 Unacceptable = Composite 1,2</p> <p>Composite Level 5: Most Effective; Level 4: Above Average Effective Level 3: Average Effective Level 2: Approaching Average Effective Level 1: Least Effective.</p>	<p>Acceptable = 5/19 (26.3%) Unacceptable = 14/19 (73.7%)</p> <p>3 schools had no performance rating assigned</p>	<p>Acceptable = 6/20 (30%) Unacceptable = 14/20 (70%)</p>		76.6% 14 schools
TX	<ul style="list-style-type: none"> • Student achievement • Student progress • Closing performance gaps • Postsecondary readiness <p>https://rptsvr1.tea.texas.gov/perfreport/src/src_srch.html</p>	Yes (2021-22)	<p>Acceptable = A, B, C Unacceptable = D</p>	<p>Acceptable = 8/8 (100%) Unacceptable = 0/8 (0%)</p> <p>3 schools had no performance rating assigned</p>	Same as 2021-22	50.6% 3 schools	72.1% 6 school
UT	<ul style="list-style-type: none"> • Academic proficiency in English, math and science • Academic growth • Growth of lowest 25% • English Learner Progress <p>https://utahschoolgrades.schools.utah.gov/ https://utahschoolgrades.schools.utah.gov/Docu</p>	Yes (2021-22)	<p>Acceptable = Exceptional, Commendable, Typical Unacceptable = Developing, Critical Needs</p>	<p>Acceptable = 7/9 (77.7%) Unacceptable = 2/9 (22.2%)</p> <p>1 school had no performance</p>	Same as 2021-22	81.8% 5 schools	81.8% 6 schools

State	Measures Included in State Accountability System	Overall Ratings Included in Analysis	Determination of Acceptable and Unacceptable	Number of Acceptable, Unacceptable, and Not Rated Full-time Virtual Schools		Graduation Rate	
				2021-22	Most Recent Year	2021-22	Most Recent Year
	ments/SchoolReportCardFAQ2022.pdf			rating assigned			
WA	https://www.k12.wa.us/student-success/support-programs/system-and-school-improvement	Yes (2021-22)	Acceptable = Tier 1 or Foundational Unacceptable = Tier 3 or 2	Acceptable = 9/17 (52.9%) Unacceptable = 8/17 (47.1%) 20 schools had no performance rating assigned	Acceptable = 10/19 (52.6%) Unacceptable= 9/19 (47.4%)		58.8% 16 schools
WI	<ul style="list-style-type: none"> • Student achievement • Student growth • Closing gaps • On-track and postsecondary readiness • Student engagement https://apps2.dpi.wi.gov/reportcards/ https://wisedash.dpi.wi.gov/Dashboard/dashboard/22275	Yes (2021-22)	Acceptable = Significantly Exceeds Expectations, Exceeds Expectations, Meets Expectations, Satisfactory (Alternative Rating) Unacceptable = Meets Few Expectations, Fails to Meet Expectations, Needs Improvement (Alternative Rating)	Acceptable = 26/32 (81.3%) Unacceptable = 6/32 (18.8%)	Same as 2021-22	79.2% 18 schools	Same as 2021-22

*Note: The Graduation Rates for Full-time Virtual Learning Schools in this report are weighted graduation rates based on grades 9-12 enrollment.