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. 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
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.

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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.
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

Number of Full-Time Virtual Schools by State, 2021-22

Number of Students Enrolled in Full-Time Virtual Schools by State, 2021-22
## Appendix I-C

**States’ Assessment System, School Performance Ratings Summarized by States for Their Full-Time Virtual Schools**

<table>
<thead>
<tr>
<th>State</th>
<th>Measures Included in State Accountability System</th>
<th>Overall Ratings Included in Analysis</th>
<th>Determination of Acceptable and Unacceptable</th>
<th>Number of Acceptable, Unacceptable, and Not Rated Full-time Virtual Schools</th>
<th>Graduation Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>AL</td>
<td>• Learning gains in reading and math&lt;br&gt;• Student achievement in reading and math&lt;br&gt;• Alabama PLAN 2020 Program Reviews&lt;br&gt;• Local indicator&lt;br&gt;• Achievement gap (schools without a grade 12 only)&lt;br&gt;• College &amp; career-ready (schools with a grade 12 only)&lt;br&gt;• Graduation rate (schools with a grade 12 only)&lt;br&gt;• Attendance (as a bonus)&lt;br&gt;<a href="https://www.alabamaachieves.org/wp-content/uploads/2022/11/RD_2022114_Federal-Accountability-Description-Fall-2022_V1.0.pdf">https://www.alabamaachieves.org/wp-content/uploads/2022/11/RD_2022114_Federal-Accountability-Description-Fall-2022_V1.0.pdf</a>&lt;br&gt;<a href="https://reportcard.alsde.edu/SelectSchool.aspx">https://reportcard.alsde.edu/SelectSchool.aspx</a></td>
<td>Yes (2021-22)</td>
<td>Acceptable = A, B, C&lt;br&gt;Unacceptable = D, F</td>
<td>Acceptable = 7/15 (46.7%)&lt;br&gt;Unacceptable = 8/15 (53.3%)&lt;br&gt;All 15 virtual schools had a performance rating</td>
<td>Same as 2021-22</td>
</tr>
<tr>
<td>AK</td>
<td>• ELA&lt;br&gt;• Math&lt;br&gt;• Participation Rate&lt;br&gt;• Attendance Rate&lt;br&gt;• Graduation Rate&lt;br&gt;<a href="https://education.alaska.gov/reportcardtothepublic/">https://education.alaska.gov/reportcardtothepublic/</a></td>
<td>2021-22 Note: ratings &amp; graduation rate data are not included in aggregate data since this data was available after our analyses were complete.&lt;br&gt;Acceptable = Targeted Support &amp; Improvement&lt;br&gt;Unacceptable = Comprehensive Support</td>
<td>Acceptable = 9/15 (60%)&lt;br&gt;Unacceptable = 6/15 (40%)&lt;br&gt;6 schools had no performance rating</td>
<td>Acceptable = 1/5 (20%)&lt;br&gt;Unacceptable = 4/5 (80%)&lt;br&gt;16 schools with no performance rating</td>
<td>64.6%&lt;br&gt;10 schools</td>
</tr>
<tr>
<td>State</td>
<td>Measures Included in State Accountability System</td>
<td>Overall Ratings Included in Analysis</td>
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<tr>
<td>AZ</td>
<td>• Proficiency ELA, math, and science&lt;br&gt;• Growth ELA, math, and science (percentiles and target)&lt;br&gt;• English Language Learners&lt;br&gt;• Acceleration/readiness <a href="https://azsbe.az.gov/f-school-letter-grades">https://azsbe.az.gov/f-school-letter-grades</a>&lt;br&gt;<a href="https://azsbe.az.gov/sites/default/files/media/FY2022%20Combined%20A-F%20Public%20File%202023-01-04%20%20File%20Uploaded%203.xlsx">https://azsbe.az.gov/sites/default/files/media/FY2022%20Combined%20A-F%20Public%20File%202023-01-04%20%20File%20Uploaded%203.xlsx</a> (list of all schools and letter grades)</td>
<td>Yes (2021-22)</td>
<td>Acceptable = A, B, C&lt;br&gt;Unacceptable = D, F</td>
<td>Acceptable = 19/26 (73.1%)&lt;br&gt;Unacceptable = 7/26 (26.9%)&lt;br&gt;37 schools had no performance rating</td>
<td>Acceptable = 24/31 (77.4%)&lt;br&gt;Unacceptable = 7/31 (22.6%)</td>
</tr>
<tr>
<td>AR</td>
<td>• The ESSA School Index score&lt;br&gt;• Stakeholder recommended rating scale <a href="https://myschoolinfo.arkansas.gov/SRC">https://myschoolinfo.arkansas.gov/SRC</a></td>
<td>Yes (2021-22)</td>
<td>Acceptable = A, B, C&lt;br&gt;Unacceptable = D, F</td>
<td>Acceptable = 1/5 (20%)&lt;br&gt;Unacceptable = 4/5 (80%)&lt;br&gt;2 schools had no performance rating</td>
<td>Acceptable = 1/6 (16.7%)&lt;br&gt;Unacceptable = Rated = 5/6 (83.3%)</td>
</tr>
<tr>
<td>CA</td>
<td>California suspended the publication of state indicators for 2020 &amp; 2021. California’s new system does not include an overall rating Detailed information about California schools can be found on the California School Dashboard (<a href="https://www.caschooldashboard.org/#!/Home">https://www.caschooldashboard.org/#!/Home</a>) or through School Accountability Report Card Reports (<a href="http://sarconline.org">http://sarconline.org</a>)</td>
<td>No</td>
<td>Not applicable</td>
<td>Not applicable</td>
<td>Not applicable</td>
</tr>
<tr>
<td>CO</td>
<td>• Academic achievement&lt;br&gt;• Academic growth&lt;br&gt;• Postsecondary &amp; workforce readiness</td>
<td>Yes (2021-22)</td>
<td>Acceptable = Performance Plan (53%-100%)&lt;br&gt;Unacceptable = Improvement</td>
<td>Acceptable = 4/8 (50%)&lt;br&gt;Unacceptable = 4/8 (50%)</td>
<td>Same as 2021-22</td>
</tr>
<tr>
<td>State</td>
<td>Measures Included in State Accountability System</td>
<td>Overall Ratings Included in Analysis</td>
<td>Determination of Acceptable and Unacceptable</td>
<td>Number of Acceptable, Unacceptable, and Not Rated Full-time Virtual Schools</td>
<td>Graduation Rate</td>
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</tbody>
</table>
| FL    | • 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.stml  
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 |
| GA    | • 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    | • 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%) | Same as 2021-22 | 68.2% | 3 schools |
<table>
<thead>
<tr>
<th>State</th>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2021-22</td>
<td>Most Recent Year</td>
</tr>
<tr>
<td>ID</td>
<td><a href="https://www.iaschoolperformance.gov/ECP/Home/Index">https://www.iaschoolperformance.gov/ECP/Home/Index</a></td>
<td>No</td>
<td>Not applicable</td>
<td>Not applicable</td>
<td>17 schools</td>
</tr>
<tr>
<td></td>
<td>Idaho reposts some performance measures and breakouts by group, but no overall school performance ratings are reported. <a href="https://idahoschools.org/">https://idahoschools.org/</a></td>
<td></td>
<td></td>
<td></td>
<td>Not applicable</td>
</tr>
</tbody>
</table>
| IN    | • Performance Score: ELA and math  
       | • Growth Score: ELA and math  
       | Not applicable | Acceptable = 0/3 (0%)  
       | Not applicable | Acceptable = 3/3 (100%) | 67.7%   |
|       | None of the 7 virtual schools had a performance rating |                                       |                                             | 3 schools | 5 schools | 61.0%   |
| KS    | Kansas reports some performance metrics, but no overall performance measure assigned to schools http://sreportcard.ksde.org/ | No                                   | Not applicable                             | Not applicable | 12 schools | 71.7%   |
|       | The 1 virtual school had no school performance rating |                                       |                                             | Not applicable | Same as 2021-22 | Not applicable |
| KY    | • 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                                   | Not applicable | Not applicable | Not applicable | Not applicable |
| LA    | Elementary schools (K-6)  
       | • 100 percent based on student achievement on annual assessments in ELA, math, science, and social studies  
       | • Middle schools (7-8)  
       | • 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%)  
<pre><code>   | Unacceptable = 2/4 (50%) | 64.6%   |
</code></pre>
<p>|       | |                                       |                                             | 4 schools | 5 schools | 64.6%   |</p>
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<tr>
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</thead>
<tbody>
<tr>
<td></td>
<td>end of students’ 9th grade year. High schools (9-12): Half based on student achievement on state assessments; half on graduation • 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. Schools may also earn additional points for significant improvement with students who are academically behind. Scores are simulated using skip-year growth</td>
<td>No overall school ratings available</td>
<td>Acceptable = Meeting, Excelling Unacceptable = Emerging, Developing</td>
<td>schools had no performance rating assigned</td>
<td>Not applicable</td>
</tr>
<tr>
<td>ME</td>
<td>chronic Absenteeism • Progress in English Language Proficiency • Academic Progress &amp; Achievement • Graduation Rate</td>
<td>No</td>
<td>Acceptable = Commendation, Level 1, Level 2 Unacceptable = Level 3, Level 4, Level 5</td>
<td>Not applicable at time of publication. The two virtual schools did not have a performance rating assigned</td>
<td>Not applicable</td>
</tr>
<tr>
<td></td>
<td><a href="https://www.maine.gov/doe/dashboard">https://www.maine.gov/doe/dashboard</a></td>
<td>(2018-19)</td>
<td></td>
<td></td>
<td>52.9%</td>
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<td></td>
<td></td>
<td></td>
<td>2 schools</td>
</tr>
<tr>
<td>MA</td>
<td>ELA, math &amp; Science proficiency gap narrowing • ELA &amp; math growth (SGP) • Annual Dropout rate • Cohort Graduation rate</td>
<td>No</td>
<td>Acceptable = Commendation, Level 1, Level 2 Unacceptable = Level 3, Level 4, Level 5</td>
<td>Not applicable The 2 virtual schools did not have a performance rating assigned</td>
<td>Acceptable = 0/0 (0%) Unacceptable = 2/2 (100%)</td>
</tr>
<tr>
<td></td>
<td><a href="http://profiles.doe.mass.edu/statereport/accountability.aspx">http://profiles.doe.mass.edu/statereport/accountability.aspx</a></td>
<td></td>
<td></td>
<td></td>
<td>36.9%</td>
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<td></td>
<td></td>
<td>2 school</td>
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<tr>
<td>State</td>
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</tr>
</tbody>
</table>
| MI    | • 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%) | 2021-22 | Most Recent Year | 39.3% | 43.3% |
|       | | | | 60 schools | 57 schools |
| MN    | • The number of students meeting standards in math, reading, and science over time  
|       | • Graduation rates  
|       | [https://rc.education.mn.gov/#mySchool/p--3] | No | Not applicable | Not applicable | None of the 55 virtual schools had a performance ratings | Not applicable | 51.3% | 63.8% |
|       | | | | 2 schools | 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 | Not applicable |
| NE    | No performance ratings are assigned to schools  
|       | [https://nep.education.ne.gov/] | No | Not applicable | Not applicable | There was 1 school with no performance rating assigned | Not applicable | Not applicable | Not applicable |
| NC    | • Student achievement  
|       | • Academic growth  
|       | [Yes (2021-22)] | Acceptable = A, B, C  
|       | | Unacceptable = $8/34$ (23.5%) | Acceptable = Same as 2021-22  
<p>|       | | Unacceptable = | 2021-22 | Same as 2021-22 | 81.8% | 10 schools | Same as 2021-22 |</p>
<table>
<thead>
<tr>
<th>State</th>
<th>Measures Included in State Accountability System</th>
<th>Overall Ratings Included in Analysis</th>
<th>Determination of Acceptable and Unacceptable</th>
<th>Number of Acceptable, Unacceptable, and Not Rated Full-time Virtual Schools</th>
<th>Graduation Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>NH</td>
<td>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. <a href="https://www.education.nh.gov/who-we-are/division-of-educator-and-analytic-resources/iplatform">https://www.education.nh.gov/who-we-are/division-of-educator-and-analytic-resources/iplatform</a></td>
<td>No (2018-19) Acceptable = Good Standing Unacceptable = CSI, TSI, ATS</td>
<td>The 2 virtual schools had no performance rating</td>
<td>Acceptable = 2/2 (100%)</td>
<td>64.2% 1 school</td>
</tr>
</tbody>
</table>
| NM    | • 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  
      • 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 |
<table>
<thead>
<tr>
<th>State</th>
<th>Measures Included in State Accountability System</th>
<th>Overall Ratings Included in Analysis</th>
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<th>Graduation Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>OK</td>
<td>• Student growth • Student performance <a href="https://oklaschools.com/">https://oklaschools.com/</a></td>
<td>Yes (2018-19)</td>
<td>Acceptable = A, B, C Unacceptable = D, F None of the 18 schools had a performance rating assigned</td>
<td>Acceptable = 5/14 (35.7%) Unacceptable = 9/14 (64.3%)</td>
<td>43.4% 5 schools</td>
</tr>
<tr>
<td>OR</td>
<td>• Achievement • Growth • Student group growth <a href="https://www.ode.state.or.us/data/reportcard/reports.aspx">https://www.ode.state.or.us/data/reportcard/reports.aspx</a> <a href="http://www.ode.state.or.us/data/ReportCard/Media.aspx">http://www.ode.state.or.us/data/ReportCard/Media.aspx</a> <a href="https://www.oregon.gov/ode/schools-and-districts/reportcards/reportcards/Pages/Accountability-Measures.aspx">https://www.oregon.gov/ode/schools-and-districts/reportcards/reportcards/Pages/Accountability-Measures.aspx</a></td>
<td>Yes (2021-22)</td>
<td>Acceptable - General Support, Exited, Not Identified Unacceptable = CSI, TSI</td>
<td>Acceptable = 13/23 (56.5%) Unacceptable = 10/23 (43.5%) All 23 virtual schools received a performance rating Same as 2021-22</td>
<td>65.6% 11 schools 65.3% 13 schools</td>
</tr>
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| PA    | • 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://www.education.pa.gov/K-12/ESSA/FutureReady/Pages/DesigSchoolsTSI.aspx)  
|       | [https://futurereadypa.org/](https://futurereadypa.org/) | Yes (2021-22) | Acceptable - General Support  
|       | Unacceptable = CSI, A-TSI, TSI  | Acceptable = 0/14 (0%)  
|       | Unacceptable = 14/14 (100%)  | Same as 2021-22  |
| SC    | ACADEMICS:  
|       | • Academic achievement  
|       | • Preparing for success  
|       | • English learners’ progress  
|       | • Student progress  
|       | SCHOOL ENVIRONMENT:  
|       | • School quality  
|       | • Classroom environment  
|       | • Student safety  
|       | • Financial data  
|       | [https://screportcards.com](https://screportcards.com) | Yes (2021-22) | Acceptable=>60 (Excellent)  
|       | Unacceptable<60 (Good, Average, Below Average, Unsatisfactory)  | Acceptable = 0/4 (0%)  
|       | Unacceptable = 4/4 (100%)  | 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://sdschools.sd.gov/Nimble/asp/Main.aspx)  
|       | [https://doe.sd.gov/reportcard/](https://doe.sd.gov/reportcard/)  
|       | 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%)  | Same as 2021-22  |

*Most Recent Year:*
- PA: 61.5%
- SC: 78.6%
- SD: 18.3%
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<td>MN</td>
<td>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. <a href="https://www.tn.gov/content/dam/tn/education/data/tvaas/Statistical_Models_and_Business_Rules.pdf">https://www.tn.gov/content/dam/tn/education/data/tvaas/Statistical_Models_and_Business_Rules.pdf</a> <a href="https://tnscore.org/wp-content/uploads/2018/10/TVAAS_PolicymakerBrief2017.pdf">https://tnscore.org/wp-content/uploads/2018/10/TVAAS_PolicymakerBrief2017.pdf</a> <a href="https://www.tn.gov/content/dam/tn/education/data/tvaas/tvaas_common_misconceptions.pdf">https://www.tn.gov/content/dam/tn/education/data/tvaas/tvaas_common_misconceptions.pdf</a></td>
<td>Yes (2021-22)</td>
<td>Acceptable = Composite 3, 4, 5 Unacceptable = Composite 1,2</td>
<td>Acceptable = 5/19 (26.3%) Unacceptable = 14/19 (73.7%)</td>
<td>3 schools had no performance rating assigned</td>
</tr>
<tr>
<td>TX</td>
<td>• Student achievement • Student progress • Closing performance gaps • Postsecondary readiness <a href="https://rptsvr1.tea.texas.gov/perfreport/src/src_srch.html">https://rptsvr1.tea.texas.gov/perfreport/src/src_srch.html</a></td>
<td>Yes (2021-22)</td>
<td>Acceptable = A, B, C Unacceptable = D</td>
<td>Acceptable = 8/8 (100%) Unacceptable = 0/8 (0%)</td>
<td>Same as 2021-22</td>
</tr>
<tr>
<td>UT</td>
<td>• Academic proficiency in English, math and science • Academic growth • Growth of lowest 25% • English Learner Progress <a href="https://utahschoolgrades.schools.utah.gov/">https://utahschoolgrades.schools.utah.gov/</a> <a href="https://utahschoolgrades.schools.utah.gov/Docu">https://utahschoolgrades.schools.utah.gov/Docu</a></td>
<td>Yes (2021-22)</td>
<td>Acceptable = Exceptional, Commendable, Typical Unacceptable = Developing, Critical Needs</td>
<td>Acceptable = 7/9 (77.7%) Unacceptable = 2/9 (22.2%)</td>
<td>Same as 2021-22</td>
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<td>WA</td>
<td><a href="https://www.k12.wa.us/student-success/support-programs/system-and-school-improvement">https://www.k12.wa.us/student-success/support-programs/system-and-school-improvement</a></td>
<td>Yes (2021-22)</td>
<td>Acceptable = Tier 1 or Foundational Tier 3 or 2 Unacceptable = Tier 3 or 2</td>
<td>Acceptable = 9/17 (52.9%) Unacceptable = 8/17 (47.1%) 20 schools had no performance rating assigned</td>
<td>Acceptable = 10/19 (52.6%) Unacceptable = 9/19 (47.4%) 58.8%</td>
</tr>
</tbody>
</table>
| WI    | • Student achievement  
• Student growth  
• Closing gaps  
• On-track and postsecondary readiness  
• Student engagement [https://apps2.dpi.wi.gov/reportcards/](https://apps2.dpi.wi.gov/reportcards/)  

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