STUDENT AND SCHOOL PERFORMANCE ACCOUNTABILITY OUTCOMES

K¹² Florida LLC administers multiple types of appropriate and psychometrically sound assessments through the school year to measure student growth. The Florida Comprehensive Assessment Test 2.0 (FCAT 2.0), End of Course (EOC) Exams, Florida Alternate Assessment (FAA), Comprehensive English Language Learning Assessment (CELLA), Florida Kindergarten Readiness (FLKRS), Florida Assessment for Instruction in Reading (FAIR), Florida Writes, Stanford Achievement Test Series Tenth Edition (SAT 10), K¹² proprietary assessments, Scantron Performance Series, and Study Island will be administered as appropriate¹. Information from these assessments will provide the administration and teachers an understanding of strengths and weaknesses of the student population. This data will assist with targeting resources, planning and scheduling professional development, and allocating instructional time. This information will also be shared with parents as an indication of their student’s performance for that school year.

These assessments are reliable, valid, and aligned to the Florida state standards and our curriculum. As the state assessment program changes (e.g., with the transition to the Common Core State Standards and common assessments), we will evaluate our assessment program and adapt it as needed to ensure it is meeting the Florida state assessment and assessment reporting requirements including student learning gains. It should be noted that, at the present time, K12 Inc. and its subsidiaries serve 110,000 full-time students in K¹²-managed public schools in 33 states and the District of Columbia which comply with varying state assessment requirements. However, nowhere in those states have we been asked to quantify or track student learning gains in every subject area and every grade level.

K¹² Florida LLC School Grades

Under the highly successful instructional model of Florida Virtual Academy which operated as a pilot program under the Florida Department of Education from 2003 to 2008, K¹² Florida LLC was hired by the Florida Department of Education to use its instructional, management and operational models as well as its curriculum and systems to design and launch the program. In 2005, the first year K¹² Florida LLC earned a school grade as Florida Virtual Academy, the school celebrated a “B” with 400 points—just 10 points from earning an “A.” From school year 2006-2007 (with the addition of the Science Proficiency and Math Lowest 25% Learning Gains components) to school year 2008-2009, the Florida Virtual Academy earned an “A”. In 2009-

¹ EOCs will be administered at the end of the course in the fall and spring.
2010, the first year of the District Virtual Instruction Programs powered by K\textsuperscript{12} Florida LLC, we celebrated an “A”, with 89% of the students tested demonstrating high standards in reading. In the 2010-2011 school year, K\textsuperscript{12} Florida LLC earned a “B”, which was appealed due to missing scores. In 2011-2012, K\textsuperscript{12} Florida LLC earned a “C” which K\textsuperscript{12} Florida LLC appealed based on questions of accuracy of the data used to determine the grade. FLDOE acknowledged the issues raised about the data in their vendor grade appeal response.

**Measuring Student Growth**

Statewide summative assessments are administered at the end of the school year to demonstrate the progress the virtual instruction program or school has made over the course of the year against their established educational goals and will be used for state and federal accountability proposes. We believe that a more accurate method for measuring individual student performance, the progress a student makes over the course of a school year also known as a “growth measure,” can best be captured by using adaptive testing. This approach accounts for students who enroll at different levels of proficiency in the same grade during a school year, and focuses on annual gains instead of static proficiency standards at a given point in time. Computer-administered adaptive tests can dynamically adjust the difficulty of questions based on students’ previous answers, thus quickly and precisely honing in on a student’s ability and progress, and eliminating the need for separate tests for multiple grade levels. Annual academic growth for a student can be measured by calculating how much a student’s score increased between the start and end of the school year. Gains can be aggregated by teacher and compared by score ranges or by demographic categories.

Since the 2008-9 school year, Scantron Performance Series™ online computerized adaptive assessments (see Performance Series White Paper attached to VIP Provider application) were implemented to determine annual growth for students in the K\textsuperscript{12} virtual academies and to inform teachers of students’ strengths and challenges in the fall so that, by spring, strengths could be built on and challenges could be remedied. These assessments are administered to all students in grades 3-10 at the beginning and end of each academic year. The Scantron assessments allow us to measure our student growth longitudinally compared to the Scantron norm group which is comprised of thousands of students who represent the national demographics in terms of socio-economic status, ethnicity, gender, and geographic region.\textsuperscript{2} The norm group was assembled by Scantron to provide clients, typically districts and schools, with a means by which to compare the performance of their own students. The Scantron Performance Series provides administration and teachers with data on students that they don’t often get from prior year cumulative files or test scores.

**Scantron Performance Series**

This assessment includes adaptive measures of reading, mathematics, language arts, and science at grades 2 through 12. Because Scantron is an adaptive assessment with each student taking different sub-sets of items, the only meaningful way to quantify a test’s reliability is to report the standard error of measurement. As reported in the Performance Series Technical Report (Scantron Corporation, 9\textsuperscript{th} Edition, October 2010, pp. 43-46)(attached to VIP Provider

\textsuperscript{2} Scantron Performance Series Technical Report, 9\textsuperscript{th} Ed., October 2010, p. 70.
application), the mean standard error of measurement for mathematics by grade is 0.29 or less. For language arts the mean standard error by grade is 0.30 or less. For reading, the mean standard error by grade is 0.37 or less. And for science, the mean standard error by grade is 0.29 or less. As a frame of reference, relative to conventional measures of reliability, 0.30 is approximately equivalent to a reliability coefficient of 0.91.

Validity evidence is, of course, critical to establish in order to ensure that the test results are meaningful relative to the specific course taken.

Content Validity: Scantron developed the Performance Series item batteries to reflect the core group of skills included in state standards as well as those standards included in the National Assessment of Educational Progress (NAEP) as well as those proposed by content area organizations (e.g., National Council of Teachers of Mathematics (NCTM) and National Council of Teachers of English (NCTE)). Scantron content team members authored every question in the bank (p. 48) and followed a rigorous and formal review process consistent with industry standards. In addition, all questions developed were reviewed by an external panel of experts for: (1) alignment with the indicated skill at the appropriate grade level, (2) item content and quality, (3) item bias, and (4) gender balance.

Concurrent Validity: This type of validity addresses the extent to which scores on two distinct separate tests measuring the same content and grade are correlated. Scantron conducted research in spring 2003 on the norm-referenced and criterion-referenced component of FCAT and found that the correlations in mathematics at grades 3 and 4 with FCAT were 0.72 or higher in mathematics and 0.79 or higher in reading.

Florida Virtual Public School: Scantron Performance Series

The following charts display the mean Scantron gains of Florida Virtual Public School (FLVPS) students in math and reading for the various grade levels tested in 3 consecutive years. Generally speaking, the average of Scantron gains of FLVPS students is higher than Scantron national norm group in both math and reading. Over the past 3 years, the mean gains have increased in all grade levels in math and reading. In reading, gains in the most recent year are particularly higher than the previous two years.

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3 Scantron, p. 49
4 Scantron, pp. 56 and 61
K12-Managed Public Schools Nationally: Scantron Performance Series

Continuity with a test is critical for meaningful comparisons across schools and to measure progress for individual students. K12 has been using the Scantron series since the 2008-2009 school year and, thus, has several years of data to support that finding that the K12 students continually perform at or above the Scantron Norm Group in Math and Reading.

Academic assessments of students in K12 virtual charter schools and virtual instruction programs show positive student academic growth. In the fall of 2011, and again in the spring of 2012, approximately 38,700 K12-managed public school students in grades 3-10 took the Scantron Performance Series tests in Math and Reading. These online, adaptive assessments were
implemented to determine annual growth for students in K\textsuperscript{12}-managed public schools and to inform teachers of students’ strengths and challenges in the fall so that, by spring strengths could be built upon, and challenges could be remedied.

The following charts provide a summary of K\textsuperscript{12}-managed public school students’ gains in terms of the percentage of Scantron Norm Group gain achieved. Only students who are enrolled for a full academic year and take the fall and spring tests within the designated Scantron Performance Series testing windows are compared with the normed group data. A percent gain of 100\% represents the exact gain of the Scantron Norm Group. In instances when K\textsuperscript{12}-managed public school students achieve higher gains than the Scantron Norm Group, the percentage of the Scantron Norm Group gain achieved is greater than 100\%, and in instances when K\textsuperscript{12}-managed public school students achieve lower gains than the Scantron Norm Group, the percentage of the Scantron Norm Group gain achieved is less than 100\%.

As can be seen in the following chart, K\textsuperscript{12}-managed public schools did very well in Reading gains for the 2011-2012 school year, with an overall achievement of 196\% of the Norm Group gain. Grade 3 was the only grade not achieving at least 100\% of the Norm Group gain, at 98\%, though this difference was not statistically significant. The gains in all other grades were above 100\% of the Norm Group gain and statistically significant.

In Math, K-12 managed public schools achieved 97\% of the Norm Group gain across all grades for the 2011-2012 school year. The gains in grades 3, 5, and 9 were not statistically significant from the Norm Group gain. The gains for grades 4 and 6 were above the Scantron Norm Group gain and were statistically significant. In grades 7, 8 and 10, the K\textsuperscript{12}-managed public school gains were below the Scantron Norm Group, and the difference was statistically significant.
In addition to comparing the gains of students enrolled in K\textsuperscript{12}-managed public schools for each school year with the Scantron Norm Group gains, we also analyze the K\textsuperscript{12} gains year-over-year, to determine if any major changes warrant further study. The following charts show K\textsuperscript{12}-managed public schools’ gains in the 2009-2010, 2010-2011, and 2011-2012 school years.

In reading, scores have remained at or above the Norm Group for the past three school years. Although we saw a slight drop in gains for grades 3, 4, 5, and 6 for the 2011-2012 school year, the gains were still significantly above the Norm Group for grades 4, 5, and 6, and they were not statistically different from the Norm Group in Grade 3. We are pleased with the increase in Reading gains for grades 7, 8, 9, and 10 for the 2011-2012 school year, as students tend to be more academically at-risk as they get older. The improvement in the Reading gains for the older gains indicates our improvement in providing remediation to this group of students.
In math, our year-over-year Scantron gains show more mixed results than in Reading. After most grades saw an increase in gains for the 2010-2011 school year, the gains for 2011-2012 decreased in every grade, although K12-managed public schools are statistically below the Norm Group only in grades 7, 8, and 10. For the 2012-2013 school year, K12-managed public schools are working to increase the focus on remediation with better data systems and tracking of student progress in the K12 Online School (OLS) and in third-party assessment and remediation tools.

As explained previously, we do not believe that static criterion-referenced tests are the best way to measure the academic success of students enrolled in our programs and schools, since in many K12-managed public schools about half of the students taking state-required tests are in their first year in a K12 program—thus their test scores reflect their previous experience more than their brief time in a K12-managed public school. However, when we compare state test proficiency percentages of students from the resident districts where the largest numbers of students enroll in K12-managed public schools, we see a positive trend: the longer students have been enrolled in a K12-managed public school, the more likely the students are to be “Proficient” on state exams relative to students with shorter tenure, and the better the students perform compared to students enrolled in their resident districts.
National Math Lab

National Math Lab (NML) is an innovative program aimed at addressing students’ weaknesses in math—a national concern. Designed by a team of curriculum and instruction specialists at K12, in cooperation with school leaders from K12-managed schools, and launched as a pilot at the beginning of the 2011-2012 school year, NML provides twice the usual coverage of math instruction to students in grades 5-10 who are identified as academically at-risk in math. In addition to the students’ regular math coursework, students attend targeted synchronous mathematical instruction provided by highly trained math teachers four days per week. NML sessions are offered many times throughout the day and are designed to meet students where they are, provide remediation, and, over time, bring them to grade level.

A controlled study for the 2011-2012 school found that students in grades 5, 6, 8, 9 and 10 with consistent attendance at NML classes experienced significantly higher gains on the Scantron Performance Series assessment in Math than a control group that was offered the standard math program. Consistent attendance at NML was defined as attending at least 70% of NML classes for at least two of the three 8-week NML sessions offered for the 2011-2012 year.
At Risk Student Gains

K12 has proven success with “at risk” students like the students that Florida virtual charter schools and district virtual instruction programs will serve. Data in this area is very promising. Students identified as “Academically at Risk” in math and/or reading were provided with instructional interventions targeted to remedy academic weaknesses. These interventions are making a difference in student performance. In fact, students initially identified as “Academically at Risk” are making equal to or more gains than the Scantron norm group in math and more gains than the Scantron norm group in reading as is demonstrated by the charts below. These gains in the 2010-11 school year suggest that students who stay with the program have the potential to “catch up” to their peer group in math and reading.

Scantron Performance Series Gains of Students Identified as "Academically At Risk" Compared to the Scantron Norm Group MATH 2010-11

Scantron Performance Series Gains of Students Identified as "Academically At Risk" Compared to the Scantron Norm Group READING 2010-11
K¹² Virtual Academies’ Student Learning Gains

- Community Academy Public Charter School—Online Campus (“CAPCS Online”) was ranked among the Top 10 Proficiency Rates for DC Charter Elementary Schools in Reading and Math on the District of Columbia Comprehensive Assessment System (DC CAS) tests in 2011. Using the K¹² curriculum and learning management system, CAPCS Online students ranked #5 in the District in Reading Proficiency and #9 in the District in Math Proficiency.

CAPCS Online has also demonstrated gains in proficiency rates year over year. As can be seen in the following screen shots, from 2010 to 2011, the overall math proficiency rate of CAPCS Online students, as measured by the District of Columbia Comprehensive Assessment System (DC CAS) tests, grew by more than 5.7%, and their overall reading proficiency rate increased by 3.4%.
The Ohio Virtual Academy (OHVA) is a K-12 statewide virtual charter school that earned the highest composite value-added rating of “Above Expected Growth” in 2011. The rating measures the progress the school has made with its grades 4-8 students since the last school year on the Ohio Achievement Assessments for reading and math. A score of “Above” indicates that greater than one year of progress has been achieved. OHVA eleventh grade students taking the Ohio Graduation Tests in 2011 far exceeded the state requirement of 85% at and above proficiency on each of the tests: 96.6% reading; 91.1% math; 97.1% writing; 91% science; and 93.9% social studies.
• Georgia Cyber Academy (GCA) is a K-10 statewide virtual charter school which has used the K¹² curriculum and learning management system since 2007. The majority of the students are low income (60%). GCA is a Title I school. GCA has demonstrated impressive academic growth year after year. On the high stakes Georgia Criterion-Referenced Competency tests (CRCT) from 2008 to 2011, GCA students met or exceeded the Georgia Performance Standards in ever increasing numbers. In 2011 94% of GCA students met or exceeded reading standards on the CRCT; 90% met or exceeded language arts standards; 76% met or exceeded math standards; 76% met or exceeded science standards; and 71% met or exceeded social studies standards. GCA also administers the Scantron Performance Series exam to students in grades 3-10 as a way to gauge student growth from the beginning to the end of each academic year. Student growth is then compared to the national Scantron norm group which is comprised of thousands of students who represent national demographics in terms of socio-economic status, ethnicity, and other student characteristics. In 2011, GCA students substantially exceeded the Scantron national norm mean gains in reading and math across the board as can be seen in the tables below.
Public access to the student and school performance accountability outcomes is prominently displayed on http://www.k12.com.