

SUBJECT

Blackfoot Charter Community Learning Center Academic Status Update

APPLICABLE STATUTE, RULE, OR POLICY

I.C. § 33-5209(2)
IDAPA 08.02.04.301.03

BACKGROUND

Blackfoot Charter Community Learning Center (BCCLC) was originally authorized by the Blackfoot School District and began operations in fall 2000. In April 2010, the Public Charter School Commission (PCSC) approved a transfer of authorizing authority to the PCSC.

In March 2011, the PCSC issued to BCCLC a notice of defect on the grounds of failure to meet Measurable Student Educational Standards (MSES) 2 and 3 in the approved charter. BCCLC's Corrective Action Plan (CAP) stated that the defect would be cured by spring 2012. The PCSC requested this academic status update as an opportunity to evaluate whether the defect has been cured.

DISCUSSION

BCCLC did not submit materials for this meeting.

Overall, BCCLC's standardized test results show improvement in several areas, and the school exceeded statewide ISAT goals in all subjects. However, MSES 2 and 3 remain unmet; details are provided with these materials. With regard to MSES 3, note that these materials provide both indexed and non-indexed scores. In the past, BCCLC has expressed a preference for the use of indexed scores, which calculate students achieving at "basic" as 50% proficient. Non-indexed scores provide a truer representation of results and enable accurate comparisons of growth over time. The MSES in the charter were drafted prior to the use of indexing.

BCCLC's [Star Rating](#) for the 2011-12 school year is 4 out of 5, and the school met [AYP](#). Growth to Achievement results indicate that BCCLC received 3/5 points each in reading and language for the amount of student growth compared to academic peers and the rate of growth needed to achieve proficiency within 3 years. Math performance, given 4/5 points, was stronger. Overall, BCCLC received 72/100 points.

Longitudinal cohort representations of ISAT results over the past three years indicate that as BCCLC students progress from grade 3 to grade 5, their reading and language results improve, but they lose ground in math.

IMPACT

No action is required of the PCSC in response to corrective action plans or updates thereto.

Pursuant to I.C. § 33-5209(3) and IDAPA 08.02.04.301.04, the public charter school must “comply with the terms and conditions of the corrective action plan and...cure the defect at issue within a reasonable time...” If the public charter school fails to comply with the plan and cure the defect, “the authorized chartering entity may provide notice to the public charter school of its intent to revoke the charter.”

The PCSC may, at its discretion, formally acknowledge the lifting of a notice of defect in the event the PCSC believes the school has cured such defect.

If the PCSC determines that the school has failed to cure an identified defect within a reasonable period of time, the PCSC may issue a notice of intent to revoke the charter.

If the PCSC approves any or all of the proposed charter amendments, the school will begin operating under the amended charter. If the PCSC denies the proposed charter amendments, the school could appeal this decision to the State Board of Education, or could decide not to proceed any further.

STAFF COMMENTS AND RECOMMENDATIONS

PCSC staff recommends that BCCLC continue work toward amending the MSES to remove outdated information and develop more useful standards by which to evaluate the academic status of the school. Assistance with this process, particularly in the use of Star Rating data for MSES purposes, is available through SDE and PCSC staff.

PCSC staff further recommends that the PCSC direct BCCLC to submit an updated CAP, as progress was made but the timeframe in the original CAP was not met.

COMMISSION ACTION

Information item only. Any action would be at the discretion of the PCSC.

September 20, 2012



IDAHO PUBLIC CHARTER SCHOOL COMMISSION

650 W. State Street • P.O. Box 83720 • Boise, ID 83720-0037

208/334-2270 • FAX: 208/334-2632

e-mail: charter@osbe.idaho.gov

March 11, 2011

Blackfoot Community Charter Learning Center
Board of Directors
2801 Hunter's Loop
Blackfoot, ID 83221

Dear BCCLC Board of Directors:

As you are aware, Idaho Code § 33-5209 requires an authorized chartering entity to provide written notice of defect to any school which it has reason to believe has committed a defect. This letter is to serve as written notice of defect to BCCLC on the grounds that BCCLC has failed to substantially meet any of the student educational standards in the approved charter, specifically, measurable student educational standards 2 and 3 in the approved charter.

Pursuant to IDAPA 08.02.04.301.03, please submit to the Public Charter School Commission office by April 11, 2011, a corrective action plan detailing the means by which BCCLC will cure this defect.

As always, you are welcome to contact me any time I may be of assistance.

Sincerely,

A handwritten signature in cursive script that reads "Tamara L. Baysinger".

Tamara L. Baysinger
Charter Schools Program Manager

Cc: Michelle Clement Taylor, School Choice Coordinator, SDE
Fred Ball, Director, BCCLC

September 20, 2012



BLACKFOOT CHARTER SCHOOL

2801 Hunters Loop

Blackfoot, Idaho 83221

Phone: 782-0744

Corrective Action Plan

Blackfoot Charter Community Learning Center was issued a notice of defect in two core areas: reading fluency as measured by the Idaho Reading Indicator (IRI) and language arts as measured by the Idaho Standard Achievement Test (ISAT). While these are separate defects, they target similar curriculum and instructional issues as they are manifesting in different grades. Thus, many of the corrective actions are applicable to both defects.

Defect 1

BCCLC charter mandates that 90% of K-3 students demonstrate proficiency in reading fluency as measured by the IRI. The school reached a proficiency level of 86.5%, below the specified measurable education standard.

Discussion

BCCLC's proficiency in reading fluency as measured by the IRI is showing positive trends in two specific areas: the overall total percentage of K-3 students reaching proficiency has risen steadily over the last four years and percentage of students in each individual grade reaching proficiency has made positive gains. However, the upper grades, especially grade 3, continue to be BCCLC's weakest area, as measured by the IRI. Faculty members have observed a strong correlation between high proficiency levels and high numbers of students who begin their education at BCCLC.

Actions

BCCLC has implemented the following corrective actions:

1. BCCLC has increased its kindergarten capacity. During the 2010-2011 academic year, the school increased its kindergarten program from 23 students to 46 students.
2. BCCLC has implemented a teacher mentoring program, assigning teachers with demonstrated success in reading programs to new or struggling teachers. Mentors actually team teach with their teaching partners. Students from both classes have sustained core curriculum contact with both teachers every day.
3. BCCLC has implemented tiered core reading instruction in addition to regular reading instruction. During tiered instruction, students are assigned to small group settings, taught by certified teachers, with curriculum materials specifically designed to increase student proficiency.
4. BCCLC will complete vertical alignment of its language arts curriculum with common core standards.

Time Frame

BCCLC has already implemented corrective actions 1-3. The school anticipates seeing gains as a result of those actions during the current academic year.

Corrective action 4 is currently in process; however, the school is transitioning from Idaho State Standards to Core Standards. As a result of this transition, the process will not be completed until January, 2012.

IRI test results in Spring, 2011 will show an increased percentage in student proficiency; however, full compliance with BCCLC's charter mandate to demonstrate 90% proficiency will be fully realized in Spring, 2012.

Defect 2

BCCLC's charter mandates that 85% of 3-5 students demonstrate proficiency in core academic areas as measured by the ISAT. The school reached the following proficiency levels: mathematics, 89.6%; reading, 91.7%; and language arts, 80.2%. The language arts score is lower than the school's mandated proficiency level.

Discussion

BCCLC's proficiency in all core areas, including language arts, as measured by the ISAT, is showing positive trends. Over the last four years, the school has averaged approximately 10% growth each year, rising from an average of 60% proficiency to near 90% proficiency. The trend extends to language arts. However, while language arts scores are trending up, they are still below the school's mandated goal.

Actions

BCCLC has implemented the following corrective actions:

1. BCCLC has introduced additional language arts curriculum by Michael Thomson. This curriculum specifically targets the language arts areas of sentence structure, parts of speech, and vocabulary.
2. BCCLC has implemented a teacher mentoring program, assigning teachers with demonstrated success in reading and language arts programs to new or struggling teachers. Mentors actually team teach with their teaching partners. Students from both classes have sustained core curriculum contact with both teachers every day.
3. BCCLC has implemented tiered core reading and language arts instruction in addition to regular reading instruction. During tiered instruction, students are assigned to small group settings, taught by certified teachers, with curriculum materials specifically designed to increase student proficiency.
4. BCCLC will complete vertical alignment of its language arts curriculum with common core standards.

Time Frame

BCCLC has already implemented corrective actions 1-3. The school anticipates seeing gains as a result of those actions during the current academic year.

Corrective action 4 is currently in process; however, the school is transitioning from Idaho State Standards to Core Standards. As a result of this transition, the process will not be completed until January, 2012.

BCCLC test results in Spring, 2011 will show an increased percentage in student proficiency; however, full compliance with BCCLC's charter mandate to demonstrate 85% proficiency will be fully realized in Spring, 2012.

BCCLC MSES Update – September 2012

MSES 2: “90% of students in grades K-3 will demonstrate reading competency by scoring proficient on the end of year (spring) Idaho Reading Indicator (IRI).”

IRI results*

2012						
IRI	Fall	Spring	Fall	Spring	Fall	Spring
Grade	% Intensive	% Intensive	% Strategic	% Strategic	% Benchmark	% Benchmark
K	12.7	0	22.22	0	65.08	100
1	10.87	13.33	17.39	17.78	71.74	68.89
2	21.62	25.64	29.73	15.38	48.65	58.97
3	28.57	18.52	14.29	22.22	57.14	59.26

MSES 3: “85% of students in grades 3-5 will score proficient or above on the Idaho Standard Achievement Test (ISAT).”

ISAT results (non-indexed)*

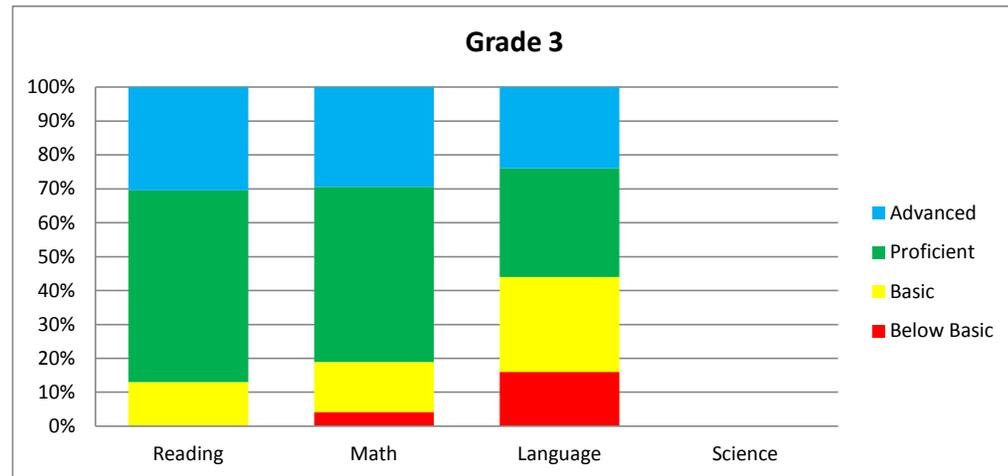
ISAT**		Spring 2011	Spring 2012
Grade		% Proficient & Advanced	% Proficient & Advanced
3	Reading	89.3	86.9
	Mathematics	81.5	87.5
	Language	67.8	56
4	Reading	81.3	85.2
	Mathematics	73.4	81.5
	Language	62.6	81.5
5	Reading	84.7	86.6
	Mathematics	85.7	46.6
	Language	69.2	80
	Science	84.7	80

ISAT results (indexed)*

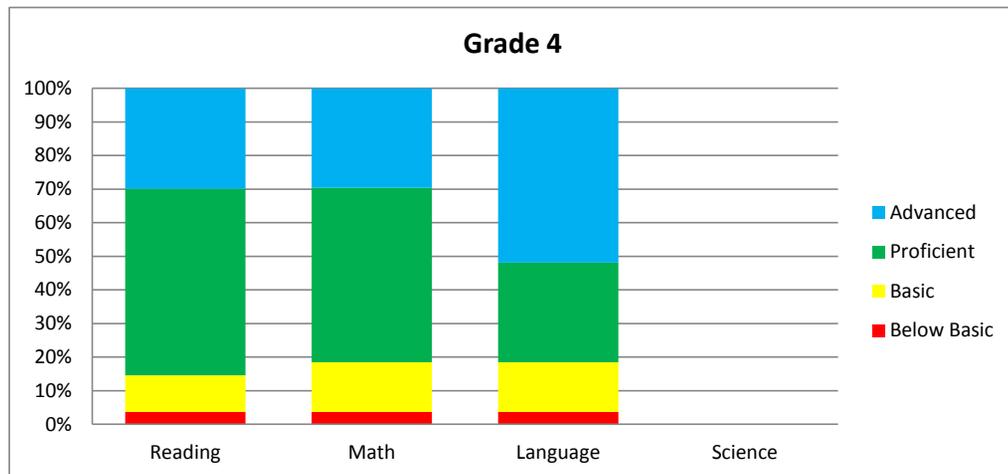
ISAT		Spring 2012
Grade		% Proficient & Advanced
3 - 5	Reading	90
	Mathematics	85
	Language	81.4

*Green highlighting indicates positive change over time. Pink highlighting indicates negative change over time. Red text indicates failure to meet MSES in relevant category.

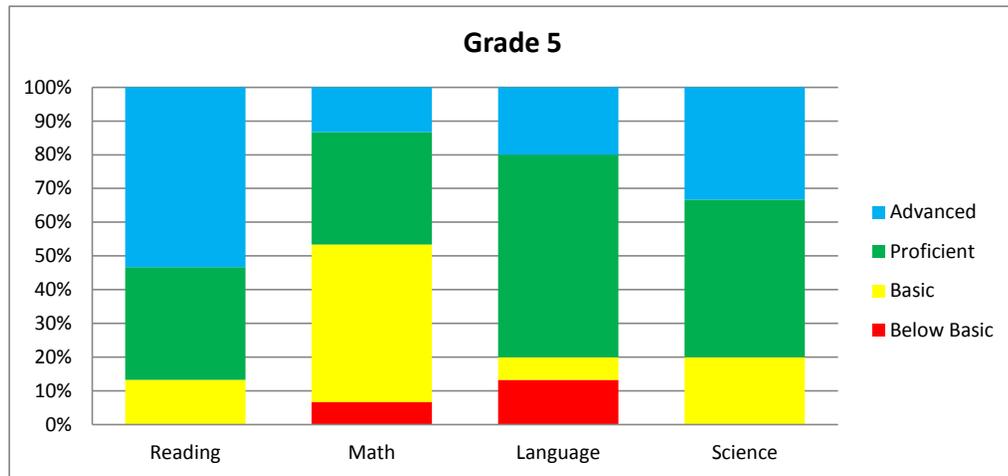
Grade 3	Reading	Math	Language	Science
Below Basic	0	4.2	16	
Basic	13	14.8	28	
Proficient	56.5	51.9	32	
Advanced	30.4	29.6	24	



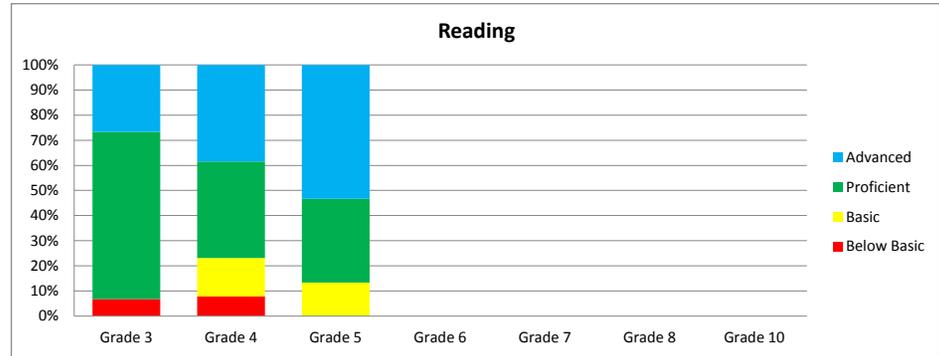
Grade 4	Reading	Math	Language	Science
Below Basic	3.7	3.7	3.7	
Basic	11.1	14.8	14.8	
Proficient	56.5	51.9	29.6	
Advanced	30.4	29.6	51.9	



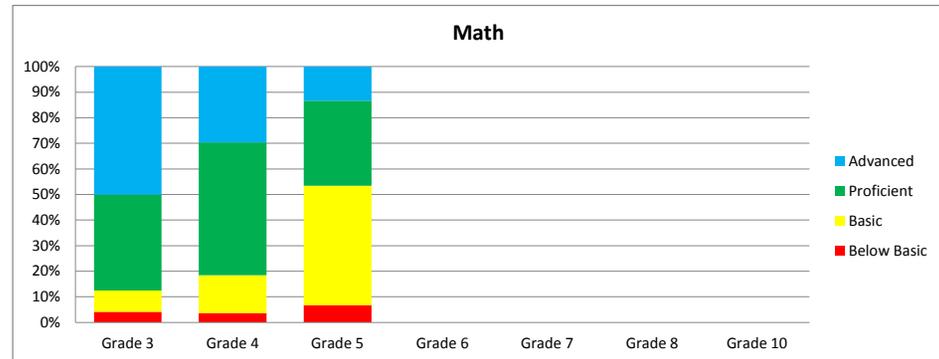
Grade 5	Reading	Math	Language	Science
Below Basic	0	6.7	13.3	0
Basic	13.3	46.7	6.7	20
Proficient	33.3	33.3	60	46.7
Advanced	53.3	13.3	20	33.3



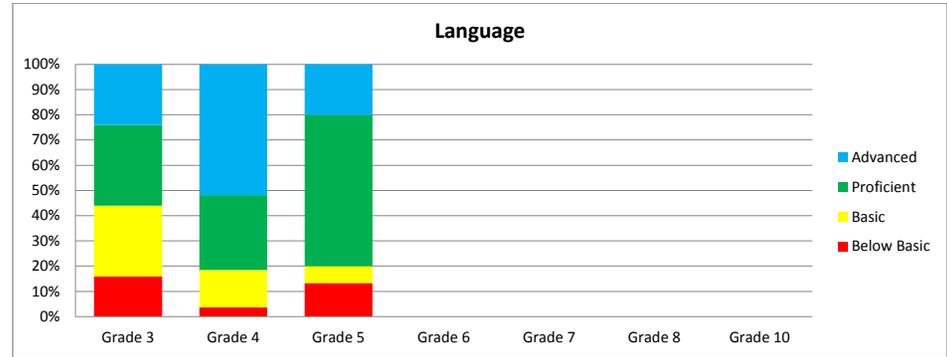
Reading	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10
Below Basic	6.7	7.7	0	#N/A	#N/A	#N/A	#N/A
Basic	0	15.4	13.3	#N/A	#N/A	#N/A	#N/A
Proficient	66.7	38.5	33.3	#N/A	#N/A	#N/A	#N/A
Advanced	26.7	38.5	53.3	#N/A	#N/A	#N/A	#N/A



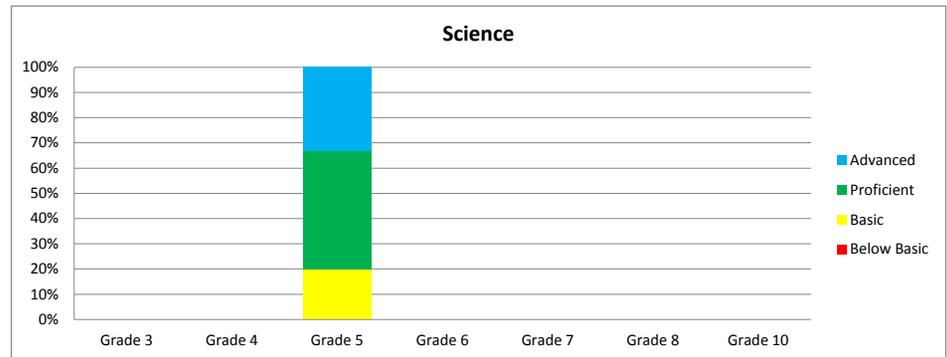
Math	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10
Below Basic	4.2	3.7	6.7	#N/A	#N/A	#N/A	#N/A
Basic	8.3	14.8	46.7	#N/A	#N/A	#N/A	#N/A
Proficient	37.5	51.9	33.3	#N/A	#N/A	#N/A	#N/A
Advanced	50	29.6	13.3	#N/A	#N/A	#N/A	#N/A



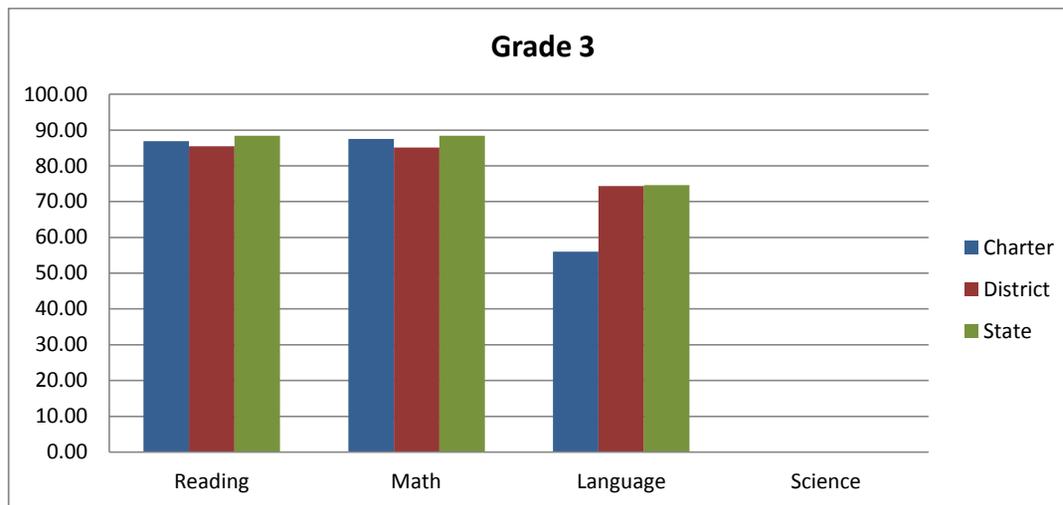
Language	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10
Below Basic	16	3.7	13.3	#N/A	#N/A	#N/A	#N/A
Basic	28	14.8	6.7	#N/A	#N/A	#N/A	#N/A
Proficient	32	29.6	60	#N/A	#N/A	#N/A	#N/A
Advanced	24	51.9	20	#N/A	#N/A	#N/A	#N/A



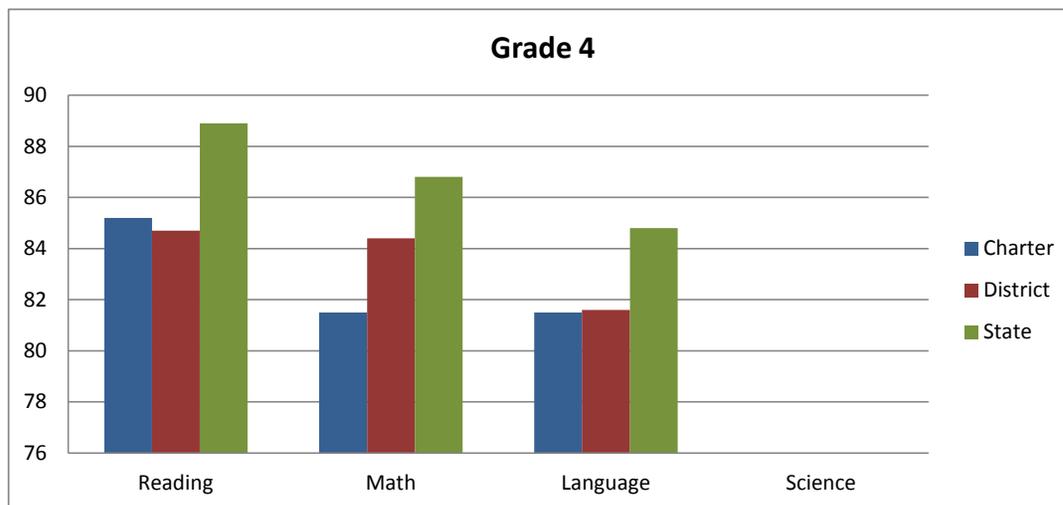
Science	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10
Below Basic			0		#N/A		#N/A
Basic			20		#N/A		#N/A
Proficient			46.7		#N/A		#N/A
Advanced			33.3		#N/A		#N/A



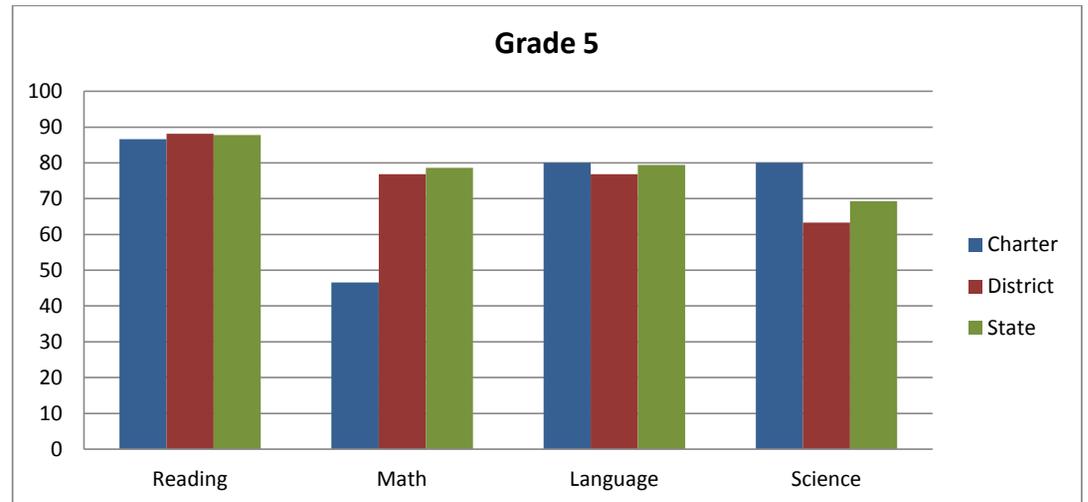
Grade 3	Reading	Math	Language	Science
Charter	86.9	87.5	56	
District	85.5	85.1	74.3	
State	88.4	88.4	74.6	



Grade 4	Reading	Math	Language	Science
Charter	85.2	81.5	81.5	
District	84.7	84.4	81.6	
State	88.9	86.8	84.8	

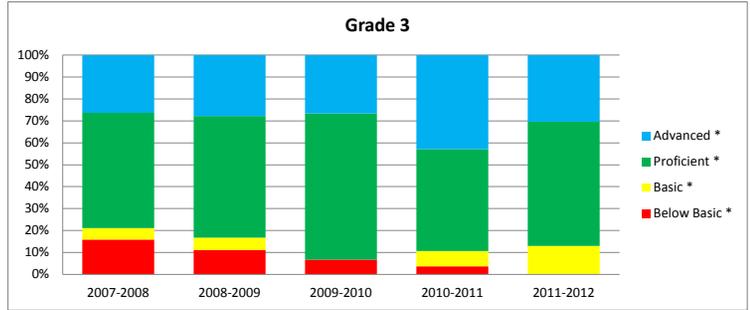


Grade 5	Reading	Math	Language	Science
Charter	86.6	46.6	80	80
District	88.1	76.8	76.8	63.3
State	87.8	78.6	79.4	69.3

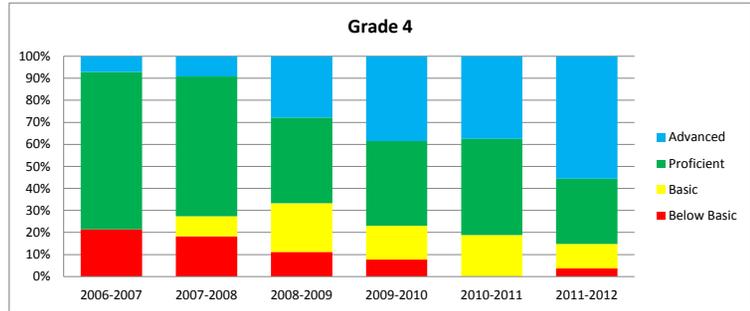


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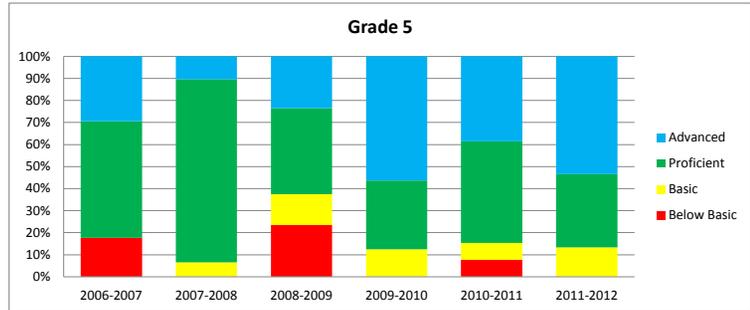
Reading Grade 3	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Below Basic	*	15.8	11.1	6.7	3.6	0
Basic	*	5.3	5.6	0	7.1	13
Proficient	*	52.6	55.6	66.7	46.4	56.5
Advanced	*	26.3	27.8	26.7	42.9	30.4



Reading Grade 4	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Below Basic	21.4	18.2	11.1	7.7	0	3.7
Basic	0	9.1	22.2	15.4	18.8	11.1
Proficient	71.4	63.6	38.9	38.5	43.8	29.6
Advanced	7.1	9.1	27.8	38.5	37.5	55.6

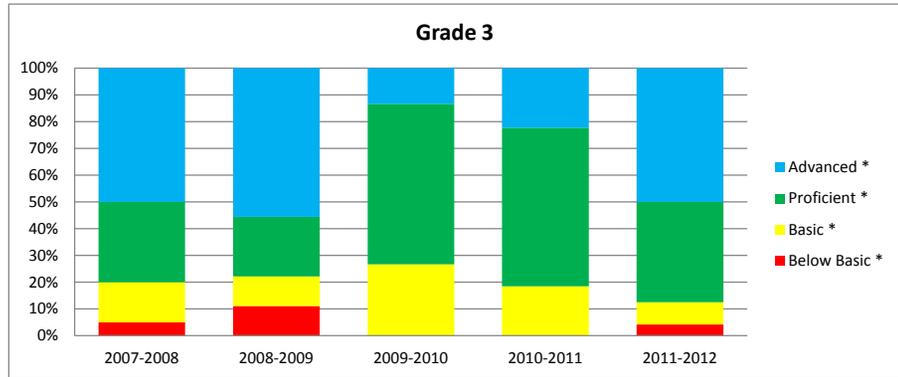


Reading Grade 5	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Below Basic	15	0	25	0	7.7	0
Basic	*	5.3	15	12.5	7.7	13.3
Proficient	45	66.7	41.7	31.3	46.2	33.3
Advanced	25	8.3	25	56.3	38.5	53.3

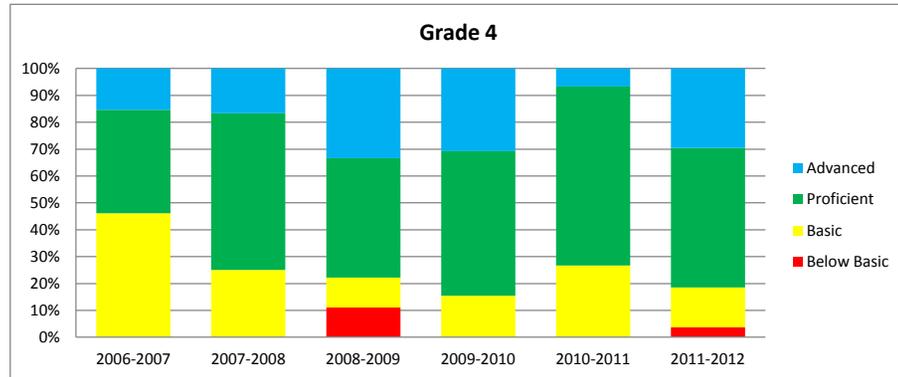


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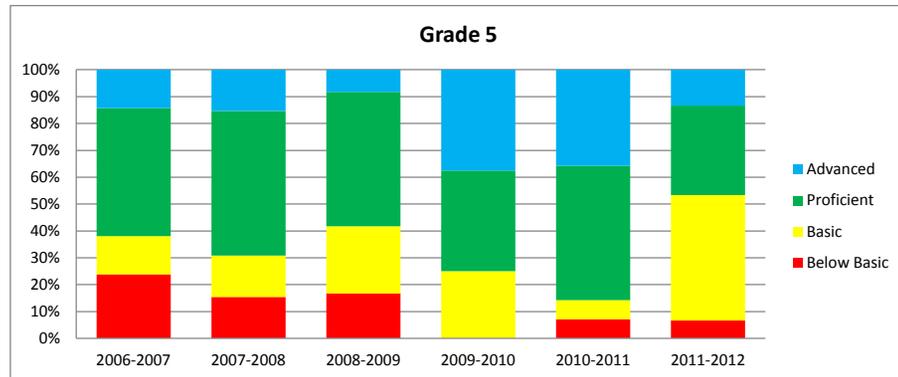
Math Grade 3	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Below Basic	*	5	11.1	0	0	4.2
Basic	*	15	11.1	26.7	18.5	8.3
Proficient	*	30	22.2	60	59.3	37.5
Advanced	*	50	55.6	13.3	22.2	50



Math Grade 4	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Below Basic	0	0	11.1	0	0	3.7
Basic	46.2	25	11.1	15.4	26.7	14.8
Proficient	38.5	58.3	44.4	53.8	66.7	51.9
Advanced	15.4	16.7	33.3	30.8	6.7	29.6

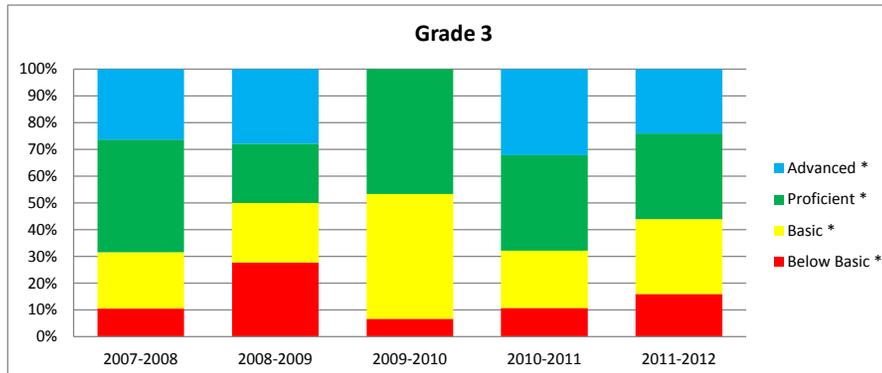


Math Grade 5	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Below Basic	23.8	15.4	16.7	0	7.1	6.7
Basic	14.3	15.4	25	25	7.1	46.7
Proficient	47.6	53.8	50	37.5	50	33.3
Advanced	14.3	15.4	8.3	37.5	35.7	13.3

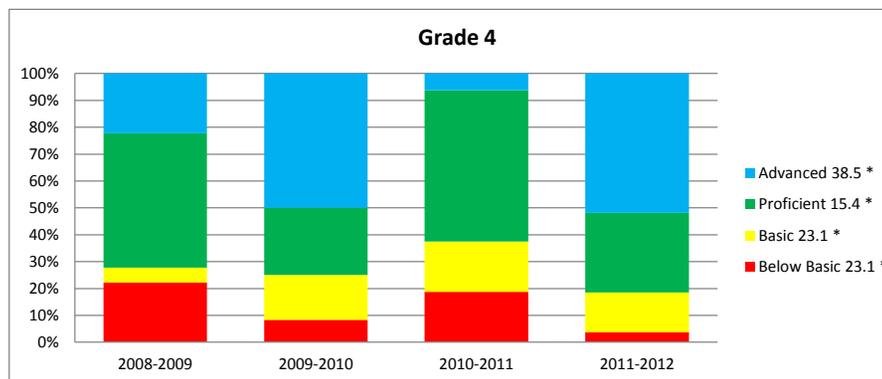


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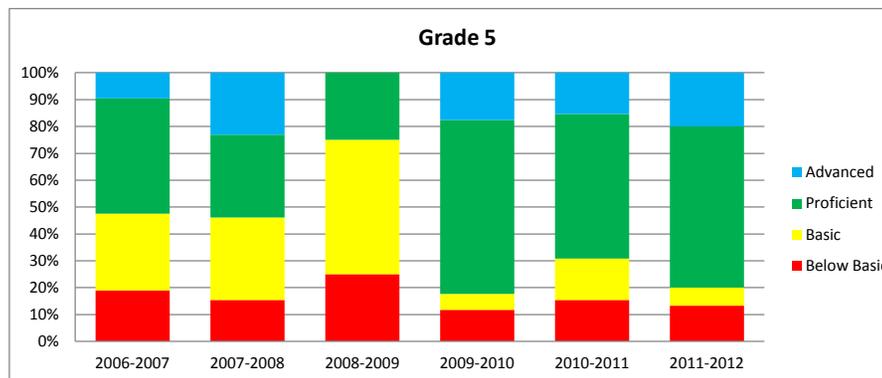
Language Grade 3	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Below Basic	*	10.5	27.8	6.7	10.7	16
Basic	*	21.1	22.2	46.7	21.4	28
Proficient	*	42.1	22.2	46.7	35.7	32
Advanced	*	26.3	27.8	0	32.1	24



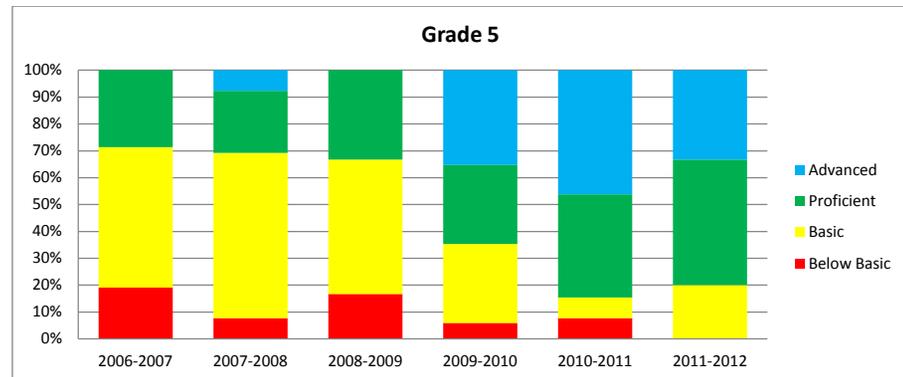
Language Grade 4	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Below Basic	23.1 *		22.2	8.3	18.8	3.7
Basic	23.1 *		5.6	16.7	18.8	14.8
Proficient	15.4 *		50	25	56.3	29.6
Advanced	38.5 *		22.2	50	6.3	51.9



Language Grade 5	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Below Basic	19	15.4	25	11.8	15.4	13.3
Basic	28.6	30.8	50	5.9	15.4	6.7
Proficient	42.9	30.8	25	64.7	53.8	60
Advanced	9.5	23.1	0	17.6	15.4	20

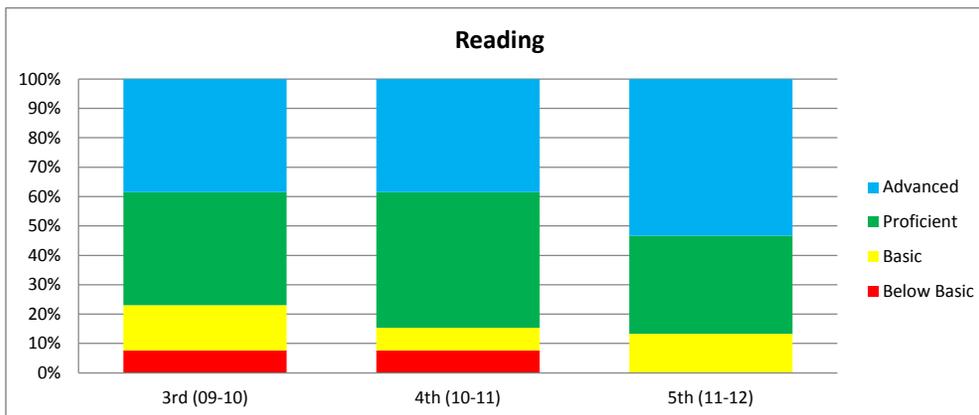


Science Grade 5	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Below Basic	18.2	7.7	16.7	5.9	7.7	0
Basic	50	61.5	50	29.4	7.7	20
Proficient	27.3	23.1	33.3	29.4	38.5	46.7
Advanced	#N/A	7.7	0	35.3	46.2	33.3

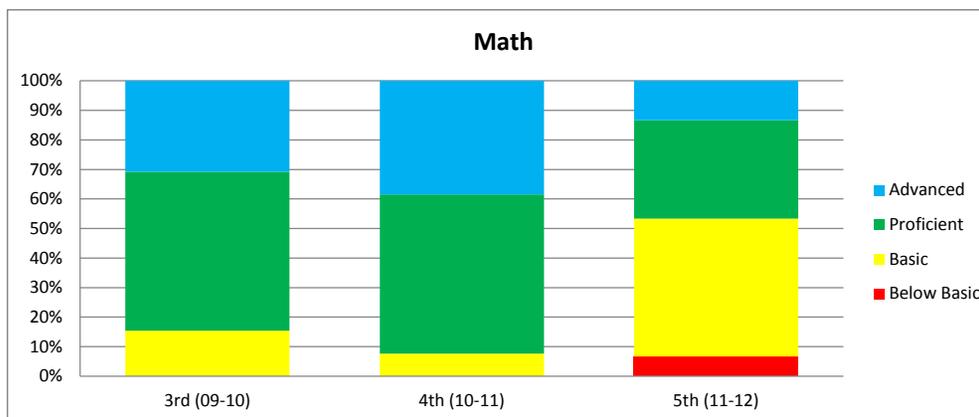


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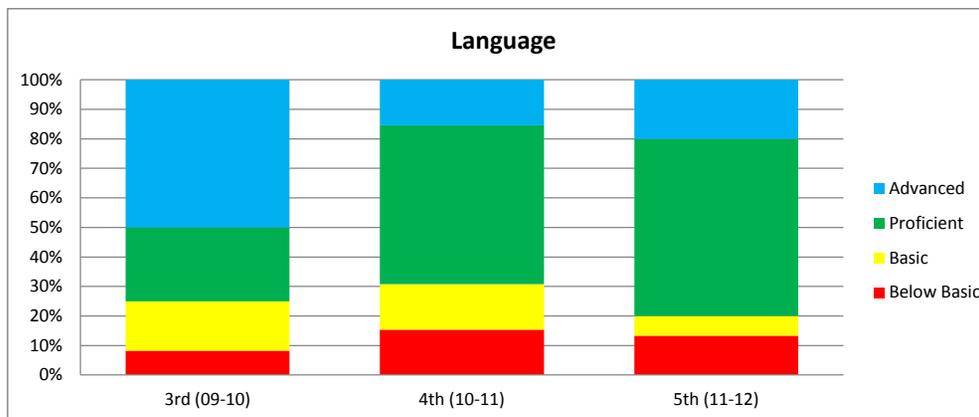
Class of 2019	3rd (09-10)	4th (10-11)	5th (11-12)
Below Basic	7.7	7.7	0
Basic	15.4	7.7	13.3
Proficient	38.5	46.2	33.3
Advanced	38.5	38.5	53.3



Class of 2019	3rd (09-10)	4th (10-11)	5th (11-12)
Below Basic	0	6.7	6.7
Basic	15.4	7.1	46.7
Proficient	53.8	50	33.3
Advanced	30.8	35.7	13.3

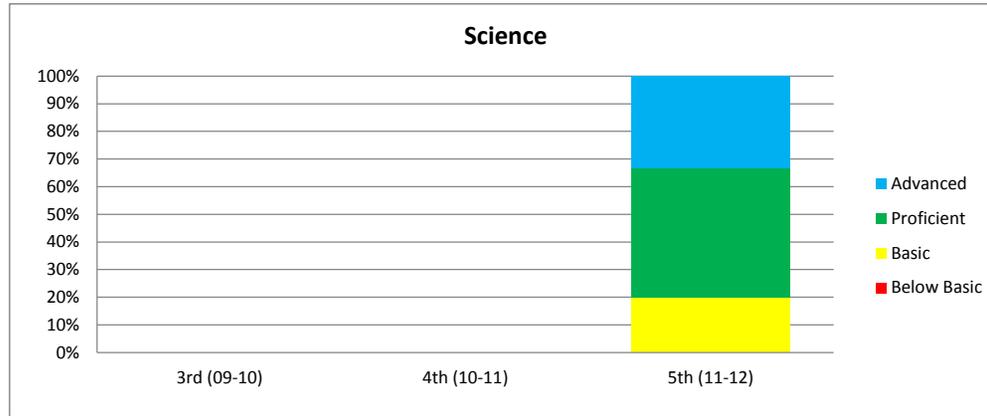


Class of 2019	3rd (09-10)	4th (10-11)	5th (11-12)
Below Basic	8.3	15.4	13.3
Basic	16.7	15.4	6.7
Proficient	25	53.8	60
Advanced	50	15.4	20



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Class of 2018	3rd (09-10)	4th (10-11)	5th (11-12)
Below Basic	#N/A	#N/A	0
Basic	#N/A	#N/A	20
Proficient	#N/A	#N/A	46.7
Advanced	#N/A	#N/A	33.3



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2011 - 2012 Star Rating Results

Blackfoot Charter Community Learning Center (477) / Blackfoot Charter Community (1294)

OVERALL STAR RATING

4 star

72 out of 100 points

ACHIEVEMENT

Content Area	Percent Proficient / Advanced	Points Earned	Points Eligible
ISAT Reading	84.3%	4	5
ISAT Math	75.7%	3	5
ISAT Language	72.9%	3	5

** Calculated using average of last three years data

Percentage of points:

10 / 15 = 66.7%

Total points for this area:

17 / 25

GROWTH TO ACHIEVEMENT

Content Area	Median Student Growth Percentile (SGP)	Median Student Adequate Growth Percentile (AGP)	Made Adequate Growth?	Points Earned	Points Eligible
Reading	50.5	16.5	Yes	3	5
Math	57.5	40.5	Yes	4	5

September 20, 2012

Language	49.0	33.0	Yes	3	5
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Percentage of points:

10 / 15 = 66.7%

Total points for this area:

33 / 50

GROWTH TO ACHIEVEMENT - AT RISK SUBGROUP

Content Area	Median Student Growth Percentile (SGP)	Median Student Adequate Growth Percentile (AGP)	Made Adequate Growth?	Points Earned	Points Eligible
Reading	52.0	18.0	Yes	16	20
Math	66.0	47.0	Yes	20	20
Language	52.0	33.0	Yes	16	20

Percentage of points:

52 / 60 = 86.7%

Total points for this area:

22 / 25

PARTICIPATION

Was participation met? Yes