

SUBJECT

DaVinci Charter School Annual Update

APPLICABLE STATUTE, RULE, OR POLICY

I.C. §33-5209(2)
IDAPA 08.02.04.303

BACKGROUND

DaVinci Charter School (DaVinci) is a public charter school authorized by the Public Charter School Commission (PCSC) and located in Garden City since 2006. DaVinci currently enrolls approximately 130 students in grades K-8.

In June 2012, the PCSC was notified by DaVinci's Board Chair that the school was facing a fiscal deficit and cash flow issues. At the July 24, 2012, PCSC meeting, DaVinci received a Notice of Defect (NOD) on the grounds of inability to demonstrate fiscal soundness. Since that time, the PCSC and staff have monitored DaVinci's financial status with increasing concern.

On January 28, 2013, DaVinci informed PCSC staff of the likelihood that the school will need to close at the end of February 2013 because the school lacks sufficient funds to continue operations.

DISCUSSION

DaVinci's board has not yet made an official decision regarding closure of the school. However, a January 28 board meeting was followed by a January 30 town hall meeting held for the purpose of informing stakeholders that it is likely the school will relinquish its charter and close at the end of February. DaVinci estimates that the school would need to raise \$150,000 to complete the 2012-2013 school year with a balanced budget. Approximately \$300,000 in donations would be necessary to regain long-term stability.

DaVinci reports that, upon receiving its February 15 payment from the state, the school will be able to meet most of its outstanding financial obligations if it closes in February. However, DaVinci projects having a shortfall of approximately \$28,000 including outstanding bills that will need to be paid by the end of March. School staff will be paid through the closure date. The portable classrooms are on a month-to-month lease that can be terminated at any time, and the land on which they sit can be vacated without penalty. With DaVinci's board and administration have begun discussion of dissolution procedures, and SDE and PCSC staff have extended offers of assistance with the closure process.

If the school's board elects to proceed with closure, DaVinci's 130 students are likely to return primarily to traditional public schools in the Boise School District and surrounding areas including Meridian, Eagle, and Kuna. Some of the students may choose to home school or attend other public charter schools in the

area. Idaho statute provides for receiving schools to obtain funding for these students for the remainder of the year.

DaVinci's academic history has been mixed, though school officials report that they feel the school has recently shown positive change. In 2011-2012, DaVinci met [AYP](#) in language arts, but did not meet AYP for reading or math. DaVinci is in School Improvement Year Four and has been identified by the SDE as a Focus school. The school's [Star Rating](#) for the 2011-12 school year is 2 out of 5.

IMPACT

No official action is required of the PCSC in response to the possible relinquishment of DaVinci's charter. Although the PCSC could issue a notice of intent to revoke the charter pursuant to IDAPA 08.02.04.303.01, permitting DaVinci's board the opportunity to choose relinquishment represents a less tumultuous course for all parties.

Should DaVinci proceed with mid-year closure, responsibility for dissolution of the school resides with the board of directors. However, SDE and PCSC staff are prepared to provide continued guidance and support throughout the process.

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends that the PCSC encourage DaVinci to maintain regular contact with PCSC staff regarding the board's final decision and, if applicable, throughout the dissolution process.

In the event that DaVinci's board elects not to proceed with charter relinquishment and closure at the end of February, the PCSC may need to convene for the purpose of considering whether proceeding toward revocation is appropriate to protect student and taxpayer interests.

COMMISSION ACTION

Any action would be at the discretion of the PCSC.

Moved by _____ Seconded by _____ Carried yes _____ or no _____

February 14, 2013



5655 N. Glenwood St, Boise, ID 83714

February 4, 2013

Dear Idaho Public Charter School Commission,

Due to a series of unanticipated financial situations, our school board is discussing realistic options for the school's future. They want to do what's best for the children, but also be fiscally responsible. All stakeholders have been involved with this process and the final options available to the school at this time include:

- 1) closing the school at the end of February 2013 in order to pay staff's February salaries and pay off bills through that time.
- 2) receiving \$150,000 to enable us to complete the 2012-2013 school year.
- 3) receiving \$300,000 to enable us to solidly continue the school into the future.

We cannot make this decision until February 15, 2013 as that is when our February state payment should arrive. However, the board feels strongly that this closure – short of a generous donation within the next few weeks -will likely be inevitable.

We are currently running on almost 50% less revenue the school had when it opened. It appears unexpected moves/costs, facility expenditures, legislative cuts to the education budget, lower state revenue than expected, having a school smaller than 200 students enrolled and running out of resources for fund raising and donations will require we close early. We appreciate the guidance the IPCSC has given us over the school's seven year history.

Sincerely,

Cindy Hoovel, Administrator
Cindy.hoovel@davincicharterschools.org
(208) 377-0011, school
(208) 377-0502, fax

Enc: plans for possible closing of DaVinci Charter School

February 14, 2013
Internal Register

Draft as of 2/1/13

January

Income			
Checking	\$ 38,745.12		
Savings	\$ 100.00		
Cash on hand		\$ 38,845.12	
Anticipated Income			
Medicaid			
Title I			
Title II			
IDEA	\$ 758.98		
Supt. Ass. Grant			
Total anticipated	\$ 758.98		
Total Income			\$ 39,604.10

Expenses			
Payroll		\$ 34,199.07	
Outstanding Checks		\$ 17,854.85	
Outstanding Bills		\$ 4,555.58	
Total Expenses			\$ 56,609.50

Ending balance **Shortfall** **\$ (17,005.40)**

February

Income			
Cash Carry Over from January	\$ (17,005.40)		
Cash on hand		\$ (17,005.40)	
Anticipated Income			
State payment	\$ 100,000.00	February 15 payment	
Medicaid	\$ 1,685.35		
Title I	\$ 5,353.86		These items did not come in January but are approved to come Feb. 11
Title II	\$ 2,718.37		
IDEA			
Lunch reimbursement	\$ 1,891.41		
Supt. Ass. Grant	\$ 500.00		
Total anticipated	\$ 112,148.99		
Total Income			\$ 95,143.59

Expenses			
Payroll	Feb. payroll	\$ 47,000.00	
Outstanding Checks		\$ 26,656.04	
Outstanding Bills		\$ 21,580.92	
Paying Personal Days		\$ 2,025.00	
Total Expenses			\$ 97,261.96

Ending balance **\$ (2,118.37)**

This balance has to last until our next state payment on May 15

February 14, 2013

March		
Income		
Cash Carry Over from February	\$ (2,118.37)	
Cash on hand		\$ (2,118.37)
Anticipated Income		
Medicaid		
Title I		
Title II		
IDEA		
Lunch	\$ 1,000.00	
Total anticipated	\$ 1,000.00	
Cash on hand by Feb 1.		\$ (1,118.37)

Expenses		
Payroll		
Outstanding Checks		
Outstanding Bills		\$ 27,473.46
Total Expenses		\$ 27,473.46

Shortfall	\$ (28,591.83)
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Bills		
Breakdown of Modulars	\$ 13,000.00	Estimate
Audit	\$ 4,500.00	Estimate
Garden City	\$ 239.09	
PODS	\$ 304.20	
Century Link	\$ 59.35	
Idaho Power	\$ 2,349.80	
Integra	\$ 119.48	
Pacific Modularts	\$ 6,691.00	
Fishers	\$ 210.54	
March staffing needs	??	
Total Bills		\$ 27,473.46

February 14, 2013

DaVinci Charter School
Process for Potential Early School Closure
2013

This basic plan has been developed in chronological order with the assistance of the Colorado Charter School "Sample Closure Framework" regarding the steps which apply in Idaho and to DaVinci Charter School.

1. Many board meetings held – both open and executive sessions to problem solve
2. Budget visual developed through March 2013 showing projected revenue and expenditures
3. Staff information meeting – including proposal for salary cuts to help budget (declined)
4. Board met with staff to answer questions
5. Contacted the following to inform what is happening and discuss the situation:
 - a. Michelle Taylor, SDE School Choice
 - b. Tamara Baysinger, IPCSC Manager
 - c. Alison Henken, IPCSC Program Manager
 - d. Tim Hill, SDE Finances
 - e. Tom Luna, Idaho State Department Instructional Superintendent
 - f. Melissa McGrath, Communications Director for SDE
6. Town Hall Meeting with school families, staff and board to present information and options, answer questions and brainstorm solutions
7. Developed three options
 - a. closing the school at the end of February 2013 in order to pay staff's February salaries and pay off bills through that time.
 - b. receiving \$150,000 to enable us to complete the 2012-2013 school year.
 - c. receiving \$300,000 to enable us to solidly continue the school into the future.
8. Informational letter to all DaVinci Families including:
 - a. Summary of Town Hall meeting
 - b. Contact list of all area schools to find new place to enroll their child
 - c. "Helping Children Deal with Change" information
9. E-mail sent to all areas school administrators explaining situation and asking for their help with allowing enrollment and understanding the stress caused to families and children
10. All vendors have been notified of situation. Any overdue payments to be made Feb 15 after payment have been received.
11. Administrator and staff preparing personal letters to new administrators and teachers about each of the students to be included with the electronic student files being sent.

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February 14, 2013

12. Parents are being kept informed regarding final day for students – if this is determined to be necessary after state payment is received.
13. SDE & Commission to be updated regularly.
14. All leases, contracts, records will be maintained and discussed with vendors.
15. Employee benefit providers to be notified (insurance, PERSI, etc)
16. Student's records are being copied electronically to lower cost to send and speed up transition of information. All final report cards will reflect end of second trimester grades. These will be sent to parents and the child's next school.
17. Inventory lists reviewed for accuracy and determined how they were purchased to decide legal way to dispose. Make arrangements for this process.
18. All teachers given time to pack and label room equipment to prepare for disbursement
19. Prepare final financial statements when all revenue received and bills paid. This has been developed to end with a balanced budget. Determine if other financial information is required by state.
20. Attorney to dissolve the non-profit corporation.
21. Secretary of State will be notified
22. IRS to be notified.

**Detailed Background Regarding the Financial Status of DaVinci Charter School
June 2012-January 2013**

In June 2012, the PCSC was notified by DaVinci's Board Chair that the school was facing a fiscal deficit and cash flow issues.

DaVinci secured \$23,222 in short-term loans from their stakeholders and a \$50,000 line of credit with Zion's Bank. These loans were used in FY12 to help address cash flow issues.

At the July 24, 2012, PCSC meeting, DaVinci received a Notice of Defect (NOD) on the grounds of inability to demonstrate fiscal soundness. The PCSC requested submission of monthly fiscal updates, including cash flow statements, from DaVinci until further notice.

The loans acquired in FY12 were repaid in FY13 (stakeholders in August 2012 and the line of credit in October 2012), and were at least partially covered using funds from the FY13 advanced payment.

In response to their Notice of Defect, DaVinci presented their Corrective Action Plan (CAP) at the September 20, 2012, PCSC meeting.

Though submission of monthly fiscal updates was an ongoing expectation for DaVinci from September through December, some budget format confusion limited the PCSC staff's ability to determine the exact financial status of the school.

On December 12, 2012, the PCSC staff was notified by the State Department of Education (SDE) that DaVinci had not received a November 2012 payment because the school's estimated support units for the summer 2012 advanced payment exceeded the actual support units calculated in November. PCSC staff contacted the school to request cash flow projections and clarifications regarding the school's financial outlook.

On December 14, 2012, the PCSC Program Manager visited DaVinci, and the school's financial situation was discussed at length. The Administrator and Business Manager communicated that there had been errors in the ISEE data used to determine their ineligibility for payment in November, and they anticipated some corrective funds from the state. They indicated that, depending on the amount of funding received as a result of this correction, the school could face cash flow shortages as early as January or February 2013.

After the site visit, PCSC staff maintained regular communication with DaVinci (including the Administrator, Business Manager, and Board Chair) and the State Department of Education (SDE) regarding DaVinci's financial status.

On January 17, 2013, DaVinci clarified via e-mail that as of that day, the school had \$39,040.32 cash on hand and expected an additional \$9,331.21 in federal fund reimbursements by January 25, 2013. The school also confirmed that their monthly payroll (including benefits and taxes) is approximately \$51,000, an amount in excess of the available cash. Additionally, the e-mail stated that DaVinci had not taken out any loans at that time.

On January 28, 2013, DaVinci contacted the PCSC Director to notify her that the board was considering relinquishing the school's charter and closing the school at the end of February 2013 due to inadequate funds for continued operation.

February 14, 2013

For logistical and legal purposes, the school was advised by the SDE that it would be in their best interest to delay making an official closure decision until after the February 15 payment is received.

The school held a board meeting on January 28, 2013, and a town hall meeting with stakeholders on January 30, 2013. At both meetings, the potential relinquishment of the charter was a key discussion item.

The DaVinci Administrator has expressed a belief that DaVinci is likely to be able to meet their outstanding financial obligations after the February state apportionment payment is received.

February 14, 2013

Idaho Public Charter School Commission Site Visit Report

School	DaVinci Charter School (formerly Garden City Charter School)
Address	5655 Glenwood Street, Garden City, ID 83714
Date of Site Visit	December 14, 2012
PCSC Staff Present	Alison Henken, Charter Schools Program Manager
Board Member(s) Interviewed	Darin Vickery, Chair
Administrator(s) Interviewed	Cindy Hoovel, Administrator
Business Manager / Clerk Interviewed	Michelle Roth, Business Manager
Other Stakeholder(s) Interviewed	Teachers (2)

Board Member(s) Interview

Darin Vickery, Board Chair, participated in the interview. Mr. Vickery has been on the board since April 2012 and has been the board chair since July 2012. Mr. Vickery described the school's mission to provide a safe environment for students to learn and to provide structure but also a place that encourages free thought and individualism. He feels that Cindy Hoovel, as administrator, encourages the implementation of the mission through ensuring that everyone is on the same page and on board with the charter and the curriculum. The flow of communication is generally between the board and administrator and then from the administrator to the teachers and staff. Mr. Vickery feels that the board has a pretty good relationship with the administrator and says that they are still improving the relationship as they get to know each other (this is particularly true for the board chair and one other board member who both joined the board within the last year). He feels that there is a good amount of trust between the board and the administration.

Mr. Vickery described the ideal division of roles and responsibilities between the two entities, with the board being responsible for "protecting the charter" and ensuring that what is happening at the school is aligned to the charter, while the administrator is responsible for daily activities in the school and ensuring that these are in accordance with the mission and charter. He feels that DaVinci is pretty close to that ideal, though he also stated that they could be better since "Cindy knows the charter better" than he does at this point. Ms. Hoovel provides a report at each board meeting, which includes updates on the school's academic performance overall, current test scores, and sometimes individual student information.

The DaVinci board conducts self-evaluations annually and is slated for its next evaluation in January. The board does not have a formal training plan, but members are encouraged to attend meetings and conferences offered through the state and other entities. Mr. Vickery also believes that the board has held retreats and strategic planning sessions in the past, prior to his time on the board.

When asked about concerns they have for the school, Mr. Vickery stated that the school's financial situation is the board's highest priority. The board has not engaged in much fundraising in the past, but they are working to build those efforts. They are also discussing ways to ensure that the school has strong enrollment, since that will increase revenue. Additionally, the board is trying to build a reserve in an effort to move the school out of portables and into a permanent facility. Additionally, Mr. Vickery is concerned about the school's Star Rating; though the school's academics have improved, they need to move to the next level. Mr. Vickery feels they have appropriate plans in place to do so. Finally, the board has recognized and discussed the need to review and revise policies that will aid in sustainability and transitions.

Administrator(s) Interview

Cindy Hoovel, Administrator, participated in the interview. Ms. Hoovel described the school's mission and vision as focused on creating lifelong learners by teaching standards while integrating the arts. The curriculum includes dance, movement, music, drama, connections to real-life experiences and inquiry-based teaching.

While Ms. Hoovel stated that although the relationship between the board and administration has varied over the years, she characterizes the current relationship as very respectful. She feels that the board and administration are fairly close to the ideal division of roles.

When asked how she defines success at DaVinci, Ms. Hoovel said that she feels the school is successful if children are learning, feel safe, love coming to school, and are making progress. She also wants the staff to enjoy the challenge of working there and to care about individual students and for parents and the community to view the school as a great option for students. She stated that it has taken two years to build the school culture and rapport and trust with teachers, but that she feels they are moving in the right direction.

Finances and enrollment are key areas of concern for the administrator. Ms. Hoovel recognizes that finances are tight. She feels that the staff is doing well and again reiterated that she feels the school is headed in the right direction.

Business Manager / Clerk Interview

[Note: This report provides only information available at the time of the site visit. Updated detail regarding the school's fiscal status is provided elsewhere in these materials.]

Michelle Roth, Business Manager, and Cindy Hoovel, Administrator, participated in the interview. Michelle is in her fifth year as the Business Manager at DaVinci. According to Ms. Roth, the process of building the school's budget for FY13, including estimating revenue, was simple since the school utilized the forms provided by the State Department of Education (SDE). The budget was based on actual revenues and expenditures from last year, but the school overestimated enrollment (i.e. their estimated enrollment was higher than last year's actual enrollment and the school has not reached their estimated enrollment to date).

In regards to monitoring finances, the Business Manager reviews bills to ensure they are as expected, then passes them to the Administrator for processing. The school also has a Finance Committee, including the Administrator, Business Manager, and board member(s); this committee is focused on looking at the finances from a macro level and doing budget analysis.

When asked where they believe the school is financially, Ms. Roth and Ms. Hoovel said they are hoping to break even this year and stated that the board has become more willing to engage in fundraising efforts. In FY12, the school incurred an operating loss of over \$100,000 and therefore spent its carryover from FY11. The school requested and received an advance payment for FY13 in the summer of 2012, and they began FY13 with a carryover of \$46,000. The Administrator and Business Manager attribute last year's deficit spending primarily to transportation and a change in facilities / location. The school is leasing its new property at a very inexpensive rate and the board and administration are discussing the possibility of constructing a building.

The Administrator and Business Manager are concerned with the need to balance the budget this year and build reserves. Enrollment is a related concern, since the school has approximately 130 students but needs to have closer to 200 students in order to be fiscally stable. They are trying to

improve marketing as funds allow and are working to bring their standardized test scores up to attract more families.

The PCSC staff member spoke with Ms. Hoovel and Ms. Roth about the fact that the school did not receive a November payment from the SDE. [According to the SDE, this was because DaVinci requested and received an advance payment in the summer of 2012. The support units that the school used to calculate their request for the advance payment were higher than actual enrollment once the school year was underway. As a result, the school was overpaid initially and therefore ineligible for a November payment.] When asked about the situation, Ms. Hoovel and Ms. Roth stated that the information in ISEE used to calculate their payment amount for November was not correct and did not match their records. They were providing additional information and documentation to the SDE so that corrections could be made, stating that they believed they would get some money back in the corrections process (i.e. that the SDE would find that they should have received a November payment).

The Administrator and Business Manager stated that cash flow is a concern. The school has a line of credit as a back-up measure, and they anticipate needing to use it. While they hope to not need the line of credit until the end of the fiscal year, they may have to use it sooner if the SDE's review of their ISEE data does not result in a funding correction by the state. When asked how soon they would need the situation to be resolved to prevent cash flow issues, they admitted that they were hoping for a payment from the SDE in January in order to avoid needing to use a line of credit. DaVinci was hoping to receive approximately \$100,000 from the SDE due to a correction on the calculations for the November payment, and said they would need to receive at least \$70,000 in order to avoid cash flow issues. They also stated that even if they were to receive that amount, the school may still have a cash flow problem toward the end of the school year unless enrollment increases.

Teacher Meeting

The PCSC staff member had the opportunity to meet with two (2) DaVinci teachers. Below are the questions presented to the teachers and their summarized responses:

How can DaVinci improve?

- We have already started the process of improving. We are working on RTI and have a new person to help with math. It's time for collaboration and alignment to standards, though this also has already improved. We are being given more professional development, and people are diligent and working hard.
- We could benefit from follow-up after professional development to ensure implementation is strong and that teachers are on the same page.
- While we are getting better at using benchmark assessments and data, we lack a consistent template or database for entering and reporting results. This would make the data more useful and useable for teachers. Right now, teachers are building their own templates this takes a lot of time and limits the ability for the data to be reported well.
- Facilities could be better – a building would help us get more students. Right now, only Kindergarten and grades 5-6 are full.
- Additional support staff in classrooms would help; communicating and inviting involvement from those we have would engage them more in our work and let us benefit from them more.

What's working?

- We have done more curriculum development and vertical alignment recently; we expect to see scores go up.

- The benchmark assessments were difficult to adjust to, but we see the benefit now – they are helping teachers identify students who need more support.
- Individualized learning – we help kids who struggled in other environments.
- Students are happy at school.
- Student-led conferences with their parents are really effective.
- We don't have fancy equipment but we think outside of the box and are creative to get kids involved and learning.
- Arts integration – students love it and it has improved over the years.
- There is mutual respect between teachers and students; the school is a community.

Documents Review

Finances

The finances through the 2011-2012 year and 2012-2013 through October 31, 2012, were reviewed. Questions were answered by Michelle Roth. The financial situation at DaVinci is very tenuous. Based on the year-end financial statement provided to the PCSC staff member at the time of the visit, in FY12, the school's expenditures exceeded revenue in the general fund by approximately \$140,000. Based on the school's financial statement for FY13 year-to-date (through October), DaVinci began the FY13 year with a carryover of \$46,000. In reviewing the FY12 approved budget and FY13 budget, the PCSC staff member found that the state support revenue was increased from \$506,211 in FY12 to \$553,747 in FY13, confirming that the school overestimated their support units during the budgeting process. After the site visit, the PCSC staff member conducted a more thorough review of the school's financial audit. The review of this document supported staff's concerns regarding DaVinci's financial situation. Additionally, it was noted that the auditors found a "significant deficiency" in the area of segregation of duties over financial reporting, which could prevent timely identification and correction of errors. Overall, it is clear from the discussion with staff and the review of the school's financial documentation that the financial situation at DaVinci is critical.

Special Education Files

Three (3) special education files were selected at random by the PCSC staff member for review. All IEPs were up-to-date and included accommodations and LRE documentation. Additionally, the files included documentation that demonstrated at least some communication with parents and other agencies / providers. Two of the three files included eligibility documentation that was appropriately up-to-date. The third file had an initial eligibility document from a traditional district, but since the documentation was from 2006, the file should have included additional documentation, since the triennial evaluations were due in both 2009 and 2012. The PCSC staff member spoke briefly with the Special Education Director about this issue, and while she stated that the school has the documentation, she was unable to locate it at the time of the visit.

The PCSC staff member was able to observe special education pull out services briefly and had no significant concerns about the interactions that were observed. It may be beneficial for DaVinci to do an internal audit of special education files and services to ensure that strong services are being provided and documentation is up-to-date and accurate.

Classroom Observations

The PCSC staff member visited seven (7) classes. Quality of teaching, classroom management, and student engagement appeared generally strong, though there was variance among the

classes. Quality teaching and high levels of student engagement were apparent in five of the seven classes that were visited; the remaining two classes included students who were not participating in learning activities and were not re-directed during the observation time. Closer observation of individual students during activities seem to reflect that a) some students struggling with presented material may not be receiving adequate support, since their disengagement appeared to be because they were unable to do the activity, and 2) some students who are excelling academically had already completed their work and had not been given additional activities. Behavioral issues were only an issue in one of the classes, and were not severe. Several classes were engaged in hands-on learning activities, while others included discussion that utilized inquiry-based teaching methods. Overall, the classroom observations revealed that while many of the teachers are doing well at engaging students and managing their classrooms, some may benefit from additional professional development and/or mentoring.

Summary

Strengths

- The board and administration both stated that they have a strong relationship.
- Classroom observations revealed strong teaching and engaged students in the majority of classrooms.
- Teachers feel that curricular improvements and new benchmark tests are helping them individualize instruction, and they believe scores will go up.
- Teachers, administration, and board feel that the school is a positive environment for students who have struggled elsewhere.

Challenges or Areas for Improvement

- Finances are very concerning and enrollment is lower than necessary to regain stability.
- Academics could be improved, as reflected in the school's 2 Star Rating.
- Board training could be improved.
- One of the special education files reviewed contained incomplete documentation.
- MSES could use updating to align with the Star Rating system.

Concerns

- The school's finances are extremely tight and cash flow is likely to become a problem.

Possible Charter Violations

- The school is not financially stable.
- No other charter violations were noted at this time, though MSES results will need to be reviewed prior to the school's annual update

Possible Charter Amendments

- The school may want to consider amending the charter to update / include MSES that are aligned with the Idaho Star Rating System (identified by PCSC staff, not the DaVinci staff or board).

Recommendations

- PCSC staff recommends that the administrators, business manager, and board all remain diligent in monitoring their finances to give them the best possible chance of ending the year balanced.
- PCSC staff recommends that the school continue to implement plans to improve academic outcomes.
- PCSC staff recommends that the school consider doing an internal audit of their Special Education files and services.
- PCSC staff recommends that the charter be amended to update MSES to align with the ID Five-Star Rating System.

Materials or Follow-up Requested of the School

Cash flow projections and additional information about cash on hand and payroll were requested from the school.

February 14, 2013

CHARTER SCHOOL DASHBOARD

Date: 1/7/13

School Name: DaVinci Charter School

School Address: 5655 N. Glenwood St., Boise, ID 83714

School Phone: 377-0011

Current School Year: 2012-13

School Mission: DaVinci Charter School facilitates a dynamic, learner-based education fostering responsibility, respect, responsiveness, resourcefulness and resiliency among all learners.

CHARTER SCHOOL BOARD

Board Member Name	Office and Term	Skill Set(s)	Email	Phone
Darin Vickery	President 2012-15	entrepreneur, insurance, mediation	darin.vickery@gmail.com	(208) 602-5628
Matthew Shapiro	Secretary 2012-15	Educational Philosophy, entrepreneur	mshapiro21@gmail.com	(208) 246-0025
Andrea Dearden Holmes	Parent Rep/Treasurer 2011-2014	Public Relations & Communications	andreadearden@gmail.com	(208) 870-7837
John Davidson	Parent Rep 2012-2015	Entrepreneur, property management	john@alohapros.com	(208) 473-0238

ENROLLMENT

Grade Level	Current Enrollment	Current ADA	Current Waiting List	Previous Year's Enrollment	Previous Year's ADA
K	20	19.78	3	22	20.58
1	19			19	
2	13			17	
3	15	95.75		20	95.04
4	16			19	
5	16			17	
6	14		1	9	
7	10	13.04	2	8	13.43
8	7			6	
9					
10					
11					

February 14, 2013

12					
TOTAL	130			137	

Student Attrition Rate: 8%

Is your school planning to increase or decrease enrollment opportunities for the upcoming school year? increase

If yes, briefly describe planned enrollment changes, including numbers and grades affected: We want to meet our charter's caps in each grade level: K=20 (or 40 if AM & PM class), 1st=25, 2nd=25, 3rd=30, 4th=30, 5th=30, 6th=30, 7th=30, 8th=30. Our maximum total at this point would be 225.

STUDENT DEMOGRAPHICS

School Year	Hispanic (# and %)	Asian (# and %)	White (# and %)	Black (# and %)	American Indian (# and %)	LEP (# and %)	FRL (# and %)	Special Education (# and %)
Current	13 10%	2 2%	109 84%	1 1%	1 1%		68 52%	18 14%
Previous	5 - 4%	2 - 1%	122 - 89%	4 - 3%	2 - 1%	2 - 1%	73 - 53%	24 - 18%

FACULTY AND STAFF

Administrator Name(s): Cindy Hoovel

Administrator's Hire Date: June 2007

Administrator Email(s): cindy.hoovel@davincicharterschools.org

Current Classified Staff (# FTE): 2 full time, 2 .5FTE

Classified Attrition Rate: 33% (we hired one of the aides as a teacher)

Current Faculty (# FTE): 9

Faculty Attrition Rate: 33% (this represents 3 teachers leaving: 1) to go into administration, 2) health and family reasons, 3) career change

EDUCATIONAL PROGRAM

Did your school make AYP during the last school year? Yes in language, no in reading & math

If no, please specify indicator and status: math, reading (1% away from proficient)

If no, please describe plan for addressing need: DaVinci Charter School Improvement and Professional Development January 2012 – May 2013

(also see prior school improvement in our IPCSC Updates and WISE Tool)

January 2012

NOTE: We applied and were accepted to be part of the BSU School for Improvement and Policy Studies Idaho Leads Project which would include a DaVinci team of teachers, admin, and a board member and parent to participate in four sessions throughout the next year to network and train with other grant recipient districts. All costs covered with great potential for various school philosophies refinement and improvement potential.

1/4/12: Staff attended a "Developmental Reading Assessment" Training presented by Wren Nicks (our new instructional coach) to prepare them for our /9/9/12-1/20/12 reading assessment period to identify areas needed for specific interventions for each child.

1/11/12: "DaVinci Data Analysis" and "The Response to Intervention (RTI) Process versus Special Education Referral Process" by Cindy for teaching staff. We reviewed all-school and grade-level IRI and ISAT results and discussed the School Improvement Teams newly developed process for working in each Tier and what it would take to refer a child to Special Education versus general ed.

1/17/12: Michele attended state technology meetings

February 14, 2013

1/18/12: SDE & Pesky Center Training on “Tier 2 Reading Interventions”: attended by School Improvement Team (Pat subbed for Brenda) Cindy - AM at Reading Intervention training and PM of SDE’s Danielson Teacher Evaluation Trainings (these had to be postponed due to weather)

1/18-19/12: Cindy attended Superintendent’s Network in Boise

- All certified teachers evaluations (including commendations, recommendations and plans for improvement) have been completed and placed into my working files for staff. Final summative evaluations will be done in April and placed in their personnel files.

February 2012

2/2/12: Artifact Sharing - staff brought favorite “great ideas” to share with all staff members

2/3/12: English as a Second Language Conference - Special Services Coordinator Angela attended

2/6-7/12: Technology State Conference, Michele Roth attended

2/8/12: Danielson Frameworks for Evaluation Series Training - Cindy and Ben attended

2/10/12: Idaho Leads Project,— DaVinci is one of the schools chosen via an application process as the first cohort for this state-wide school improvement project sponsored by an Albertson Foundation grant and facilitated by BSU’s School for Innovation and Policy Studies. It is for 18 months. The team representing us had to fill very specific roles at the school. The following is our team: Supt/Principal- Cindy Hoovel, teacher – Wren Nicks, board member/parent – Andrea Dearden Holmes, students – Paris Waronick and Gloria Baker, Special Services – Angela Banning. There were whole group speakers and interactions in addition to networking activities just with others in the same positions. A highlight was each person receiving their own Kindle Fire which will be used to download books to study and communicate information via the tech’s internet!

2/15/12: Staff Meeting— brainstorming ideas to incorporate into our school improvement process. Staff is preparing individual student data to identify growth which will be put into visual graphic formats at the upcoming 3/1 staff training to identify progress and area of need.

2/17/12: Strategic Planning Retreat, All staff and board

2/22/12: Special Learning Disabilities/Tier II Reading Interventions, Nampa. attended by Angela, Pat (1-2), Elizabeth (K), Wren (3-4) and our part-time reading specialist, Linda Selby.

2/12/12: Response to Intervention (RTI) Training Module 3: attended by School Improvement Team: Cindy, Angela, Elizabeth, Brenda and Wren

March 2012

3/20/12: Angela at SDE for SpEd trainings and file reviews

3/21/12: Staff training on test taking strategies for students. Reading Specialist, Linda, presented reading intervention ideas and 1-2 teacher, Pat, shared ideas the SLD (special learning disabilities) conference team learned at their March trainings for reading interventions.

3/24/12: Teen Health Conference - Brenda 7/8 attended

March 2012

NOTE: All parents were asked to complete the Parent Satisfaction Survey (from the Center for Educational Effectiveness) We had 89% returns on these with a complete report available from the CEEs report feedback. This survey judges the Nine Characteristics of High Performing Schools and is available upon request.

3/1/12: All Staff Data training to graph assessments to create visual data to identify academic growth

3/5/12: School Improvement Team met to plan out next steps for professional development and Response to Intervention for remainder of school year

3/8/12: Cindy & Ben attended Part 2 of the Danielson Teacher Evaluation Training

3/14-15: Cindy attended Supt. Network trainings – school improvement topics

3/15-16: Michele attended Id Assn of Business Officials (Ed) conference

3/20/12: Angela at SDE for SpEd trainings and file reviews

3/21/12: Staff training on test taking strategies for students. Reading Specialist, Linda, presented reading intervention ideas and 1-2 teacher, Pat, shared ideas the SLD (special learning disabilities) conference team learned at their March trainings for reading interventions.

February 14, 2013

April 2012

- 4/3/12: Angela at peer file review as per request of SDE for special education coordinators working with SLD (special learning disabilities).
- 4/3/12: Michele trained staff how to proctor ISAT tests in preparation for the required 4/9 – 5/10 testing times.
- 4/11/12: Staff meeting. Cindy explained new ed laws, Idaho's NCLB waiver plans for school ratings and pay-for-performance and budgeting for the 2012-13 school year. The meeting was open to ask questions and discuss ideas.
- 4/16/12: Cindy will be attending the Face Book training – as per board's request for more information about school's using social networking.
- 4/18: Cindy at Superintendent's Network
- 4/19: Ben at Danielson Teacher Evaluation Training
- 4/27: 6+1 Traits of Writing Training presented to staff by Wren
- 4/30 – 5/1: Cindy attended Ed Idaho Law Institute in Boise

May 2012

- 5/8: Marti, Elizabeth, Brenda and Cindy attended the Special Learning Disability training with Lee Pesky Center on Math Interventions (sponsored by SDE)
- 5/15: Idaho Leads Team (Andrea, Wren, Cindy, Angela, Paris, Gloria – and Brenda has been added) attended all-day trainings on the National Common Core Standards, 21st Learning Expectations, and Highest Order Thinking
- 5/16: Staff shared lessons (artifacts) they taught their students using information learned at the recent 6 + 1 Traits of Writing professional development

May 2012: Exciting news.....all ISAT and IRI testing showed growth as of the May results! The overall school ISATs showed growth as follows: reading- 14.77% math- 17.85% language- 10.15% Our state & commission school improvement and teacher incentive plan had a goal of 5% growth, so these certainly met that and more! We are not out of AYP (Average Yearly Progress) School Improvement, but with only one more point, we would have been in reading! This is HUGE and impressive progress! We will continue to hard work with our academics to balance our school philosophy and required state testing expectations.

5/30/12 Visited by the Idaho LEADS team to visit the school to see the good things we're doing. We should be on their website sometime in June.

June 2012

- 6/14 & 15/12: Financial auditors visit school to start our 2011-12 audit. This will be completed in September.
- 6/14/12: Monitoring visit by Special Education Finances director, Lester Wyer as part of new site required visits to see how SpEd funds are being spent. Review of actual receipts and documentation completed.

August 2012

- 8/27/12: All-Staff Team Building Day
- 8/28/12: All-Staff trainings in Adlerian Psychology and how to use it with our students – presented by internationally known Adlerian counselor, Wes Wingett
- 8/29/12: Teaching staff/Academics Day: 1) Cindy reviewed our RTI (Response to intervention) plan and laid out the year's assessments to be used and time schedule, 2) Elizabeth presented easycbm.com website training for assessments and graphing, 3) Marti presented music integration ideas and 4) Brenda had the group involved in an Arts Task activity to help them create art integration lesson activities 5) discussed use of Common Core Standards followed by team collaboration

September 2012

- 9/6/12: PERSI training & updates – Michele attended
- 9/7/12: SDE Federal Compliance Training Webinar – Cindy & Michele participated
- 9/14/12: School Improvement Conference - Angela & Cindy attended

February 14, 2013

9/21/12: Idaho LEADS Team: attended another state conference. Topic was how to deal with change and the information was very useable for all ages and jobs. Our two student reps were involved in the student interview video that all the superintendents, teachers, parents, board members and others got to watch and learn regarding their opinions on technology in the classroom. Each school team was given a special camera to add to their technology options.

9/27/12: Special Education Team: participated in training with a special education coordinator from Robin Carter, BSU/SDE and the SpED dispute resolution coordinator, Paul Epperson as part of the CAP requirements. Our SpEd Team is Angela, Marti and Cindy.

October 2012

NOTE: applied to Idaho Capacity Builders project again. Hope to join for another three years.

10/1/12: hired math interventionist to work with 3-7 grade students with iep, in tier 3 or Title I.

10/4-5/12: Idaho Art Ed Assn Conference All classroom teachers and Jeanna attended this conference. Brenda was elected president-elect during the conference. Teachers will share and implement their arts integration ideas from the conference with staff and students.

10/4-5/12: Idaho Math & Science Conference: Due to transportation difficulties which prevented her from getting to the Counselors Conference in Sun Valley, Student Services Coordinator, Angela Banning, attended this conference. She will be sharing some excellent math resources with staff.

10/10/12: as a result of plans developed at Idaho LEADS, the team discussed and shared examples of making students' learning relative to their lives.

10/11/12: Adlerian Psychology & Classroom Management internationally-known Adlerian Counselor, Wes Wingett, observed each classroom throughout the day and gave teachers feedback. He also met with teachers for a workshop after school covering topics as requested by teachers: classroom meetings, working with children with behavior challenges and classroom environments.

10/11/12: "Why is my child behaving this way & what can I do about it?" Evening parent education class held by Adlerian Counselor, Wes Wingett.

10/16/12: School Improvement Team meeting – agenda included listing and prioritizing school improvement needs for the school year. The team planned the upcoming Professional Development Day to include: RtI)Response to Intervention training, Rubrics to determine RtI Tiers, Tools for Progress Monitoring and work time to complete RtI tiering and plans for family conferences.

10/17/12: Staff Meeting – relevancy ideas shared, SpEd and Tier 3 intervention referral process reviewed by Student Services

10/17-18/12: Cindy attended Idaho Superintendents Network. Agenda included school improvement through creating and encouraging "Aha Moments".

10/24: Staff meeting/training – relevancy continued, portfolios to share student learning, training to identify homeless, discussion on achievement reports and best way to describe our grading system to create school consistency and parent understanding.

10/30/12: participated in the SDE Priority & Focus Schools webinar for schools with Star Rating of 3 or less.

JANUARY 2013

NOTE: We are partnering with the Garden City Library to write a grant to receive the Khan Academy math resources program.

1/9/13: Staff training on documentation cameras to integrate into teaching

1/11/13: PECIAL Education team training from SDE on Manifestation Determination/SpEd Discipline

1/18/13: Professional Development Day - planned to be dedicated to math intervention training by BSU instructor

FUTURE SCHOOL IMPROVEMENT PLANS for 2012-2013

1. Our School Improvement (SI) team is working with the WISE Tool to keep it updated and add new ideas to help us improve academically as well as continue the areas that are already excellent.

February 14, 2013

2. We hope to become part of the Idaho Building Capacity project again which allows us to have an experienced mentor through the BSU School for Innovation and Policy Studies for three years. This project gives us \$32,000 of training and additional resources.
3. Applied for and received a grant through the Idaho Superintendent's Network to allow us \$3000 to have a part-time instructional coach.
4. Received \$5000 grant from the Idaho LEADS project to use towards more technology in the classroom.
5. Since we had such large growth in our students' ISAT scores this last year, we will continue what we have been developing to use data gathered from well-researched assessments to determine effective interventions. (Growth: reading- 14.77%, math- 17.85%, language- 10.15%)
6. Our state ISAT report showed our language scores are now out of AYP and our reading scores were out in most areas, with the exception of one population. Math continues to rise, but is still our main area of focus to improve.
7. Staff will be watching the Math Thinking Initiative webinars archived on the SDE website as part of their weekly staff meetings Professional Development agenda.
8. We are researching other math curriculum to incorporate into our current math program. Funds had to be cut to buy this last year, but are researching to be able to complete this during the current school year.
9. Use Title II and Title IA funds to gain additional professional development opportunities based on our prioritized needs.
10. Watch all SDE webinars to help us in areas of needs.
11. Continue to attend – especially if there is no cost! – SDE and BSU trainings.
12. A teacher with 27 years experience was hired this year. She is now on our SI Team and able to share many ideas that helped her get her former students to 100% proficient+ on state tests.

PRIORITY & FOCUS SCHOOLS for schools with Star Rating of 3 or less

With input from Leadership (School Improvement/SI) Team:

- 1) SMART goals – develop and send to SDE by 12/15/12. Our SI Team has already started this and are prioritizing the list to finalize documentation for SDE.
- 2) Alignment of Evaluation & State Funding Plan – due to SDE 3/1/13 (This is completed on an on-going basis throughout the year.)
- 3) Three Specific Actions – documented and due to SDE by 12/14/12
Includes:
 - a. complete analysis of the 2011-2012 school year's growth and performance data. Start at least one substantive improvement in school instructional practices. (COMPLETED)
 - b. Complete first formal teacher observation and conversation. We always have these completed by early December.
 - c. Decide parent input method and start collecting data. We have used the state accepted method by the Center for Educational Effectiveness for the past four years. This is done in March during Student Led Conferences.
- 4) Professional Development Plan for 2012-2013 – new one due to SDE in WISE Tool by 3/1/13. We have used the WISE Tool for the past four years.
- 5) Plan Extended Learning Time and Enrollment Options (to start in 2013-2014) (We already do this every year.)

Was your school selected to participate in NAEP this year? no

REPORTING

Date of last programmatic operations audit? April 4, 2012

Date submitted to authorizer? June 2012

Who performed your most recent programmatic audit? Idaho Charter School Network c/o Diane Demarest

Date of most recent fiscal audit? October 2012

Date submitted to authorizer? November 2012

COMMENTS

Please describe any significant changes experienced by your school in the past year:

February 14, 2013

Growth in ISAT scores.

Please describe the greatest successes experienced by your school in the past year:

- 1) We saw great improvement in our academics - especially growth on ISAT scores
Improved Response to Intervention implementation
- 2) Increased use of well-researched assessments to gather data to determine student interventions needed - all school K-8 is now vertically aligned with all assessments done at same time (once each trimester) to develop consistent data
- 3) Commendations for our Special Education program for the third consecutive year.
- 4) Improvements in consistent, well researched assessments to gather data to determine individualized student interevention needs.

Please describe any challenges you anticipate during the upcoming year:

Keeping our budget balanced and continuing to strive towards the development of a reserve fund.

Please add any additional information of which you would like to make your authorizer aware :

DaVinci is in the process of reorganization - specifically in the area of finance. This process will not change our charter petition, but does need to include input from all stakeholders so it is not ready to share yet. Therefore, we will plan to report on this process during our presentation in February.

REQUIRED ATTACHMENTS

- Most recent ISAT, IRI, DWA, and DMA results (as applicable)
- Chart comparing ISAT, IRI, DWA, and DMA scores over the past four years of operation (as applicable)
- Goals attainment report comparing the measurable student educational standards in your charter to actual results.
- Written response to recommendations from most recent programmatic operations audit.
- Most recent parent/stakeholder satisfaction survey results
- Budget actuals for most recent month-end
- Budget estimates for remainder of current year, and fiscal outlook for next year

GOALS ATTAINMENT REPORT
DaVinci Charter School – from Spring 2012 results

1. Measurable Educational Standards

The measurable educational standards of DaVinci Charter School are defined in terms of the demonstration of working knowledge or deep understanding in classroom-level performances. These performances will be designed to meet Idaho Standards objectives and any additional standards developed within school. Correlation to Idaho Standards will be explicitly demonstrated. Teachers will also use a variety of other formal and informal assessments, such as self-assessment, peer assessment, quizzes, tests, and work sampling, to gauge student progress.

Among the other measurable educational standards we will employ are performance benchmarks on standardized assessments employed by the State of Idaho. These benchmarks are targets that exceed current achievement levels of schools that serve DaVinci students.

Idaho Reading Indicator

65% of Kindergarten, Grade 1, Grade 2, and Grade 3 equivalent students will be at benchmark on the Idaho Reading Indicator or show at least 5% growth from their Fall IRI scores to their Spring scores. As data continues to show growth we will increase this goal as necessary.

2012 IRI test results: (see additional graphs attached to report)

- K- 90.48% fall to 95% spring
- 1- 47.37% fall to 33% spring
- 2- 44.44% fall to 45% spring
- 3- 36.84% fall to 50% spring

Idaho Standards Achievement Test

65% of Grade 3, 4, 5, 6, 7, and 8 equivalent students will achieve a Proficient or Advanced score on the Reading, Language, and Math Spring ISATs or show a minimum of a 5% growth from the previous year's Spring ISAT tests. As data continues to show growth, we will increase these goals as necessary.

Spring 2011 to Spring 2012 test results: (see graphs and charts attached to this report to show visual details)

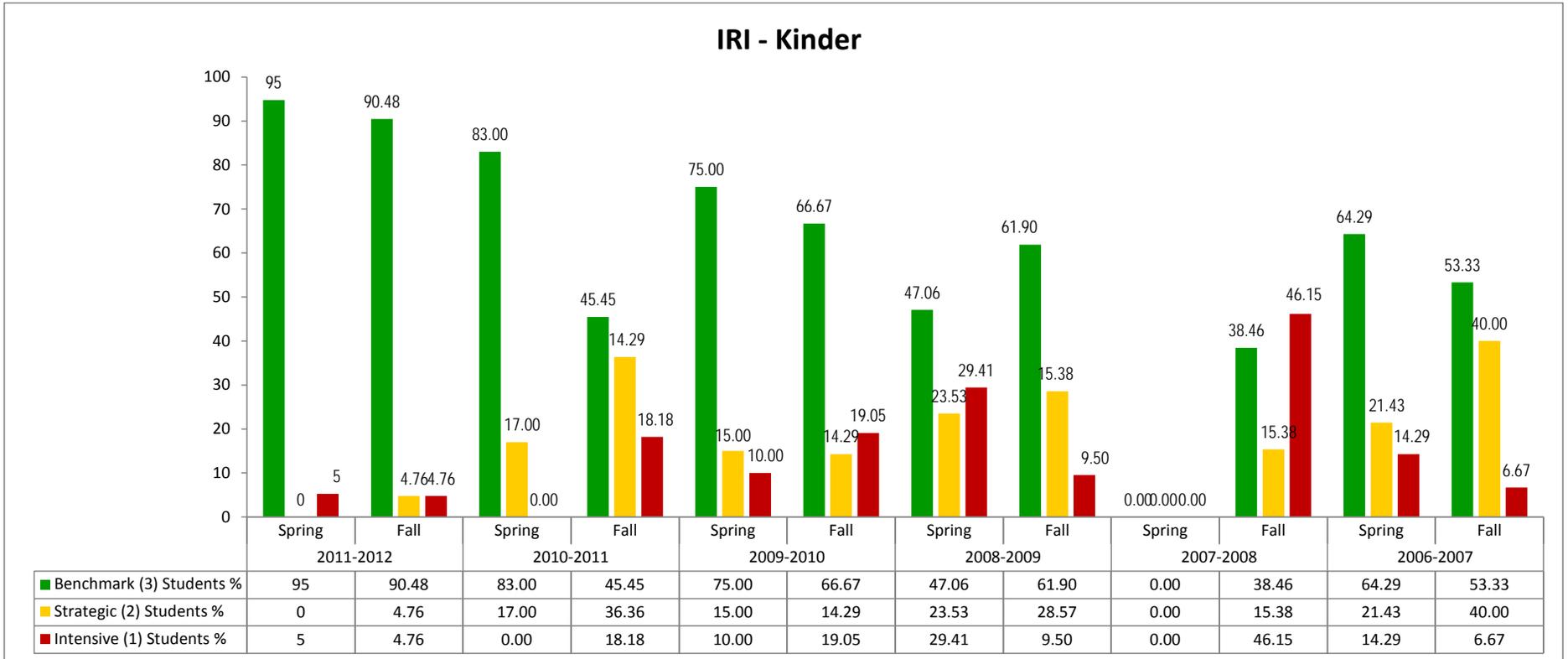
	<u>READING</u>	<u>MATH</u>	<u>LANGUAGE</u>
All-School (Spring '11 to Spring '12)	69.23% to 84% (+14.77% growth)	46.15% to 64% (+17.85% growth)	53.85% - 64% (+10.15% growth)
3-	74% (14/19)	73.3%(14.5/19)	47.4%(9/19)
4-	91.2% (15.5/17)	76.5% (13/17)	79.4%(13.5/17)
5-	82.4%(14/17)	53%(9/17)	68%(11.5/17)
6-	83.3%(7.5/9)	56%(5/9)	67%(6/9)
7-	83.3%(7.5/9)	56%(5/9)	61.1%(5.5/9)
8-	100%(6/6)	42%(2.5/6)	67%(4/6)

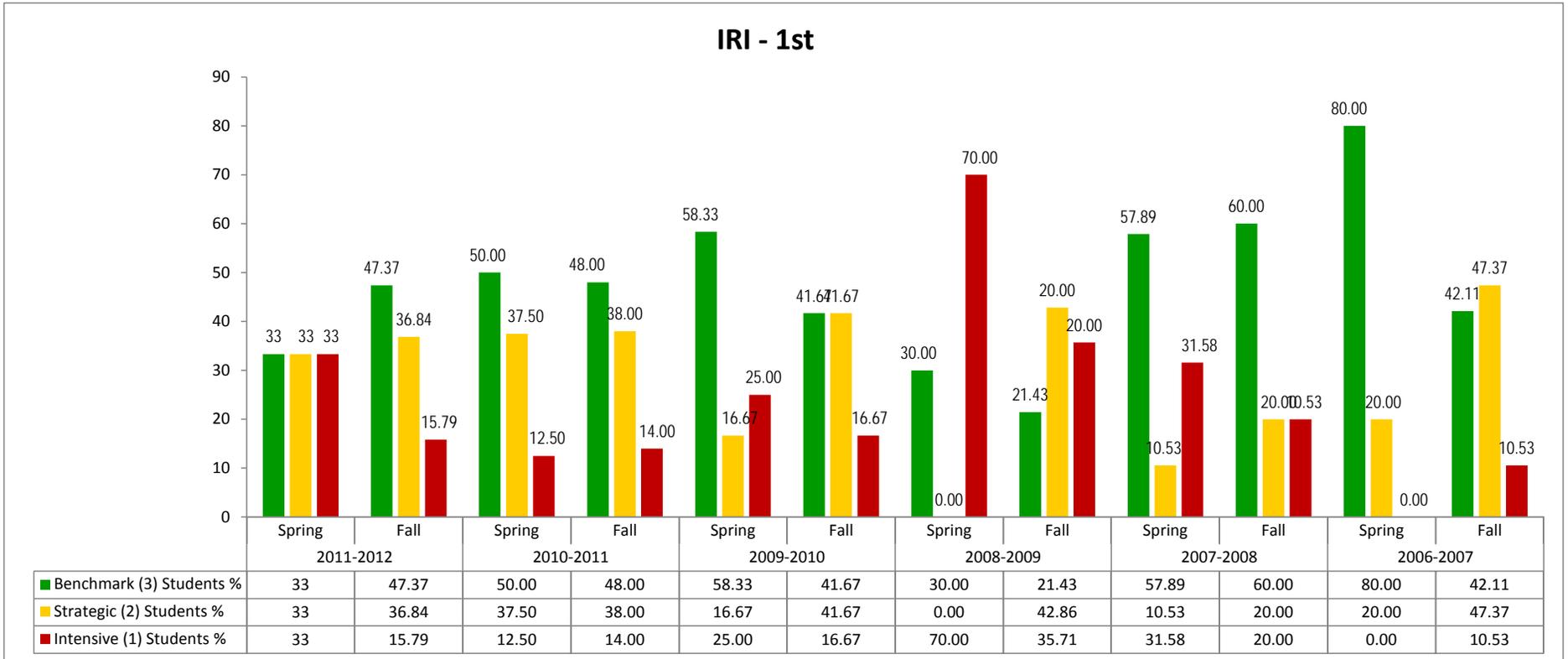
NOTE: Students involved with the Idaho English Language Assessment (IELA) students will be expected to show growth on their assessments, including IRI or ISAT tests, each year in math, reading and language as determined through goals set in the same manner as above – or through any goals set with the schools IELA program or IEP if required. The ultimate goal is to bring them to at least proficient/benchmark levels so goals will be raised as deemed necessary.

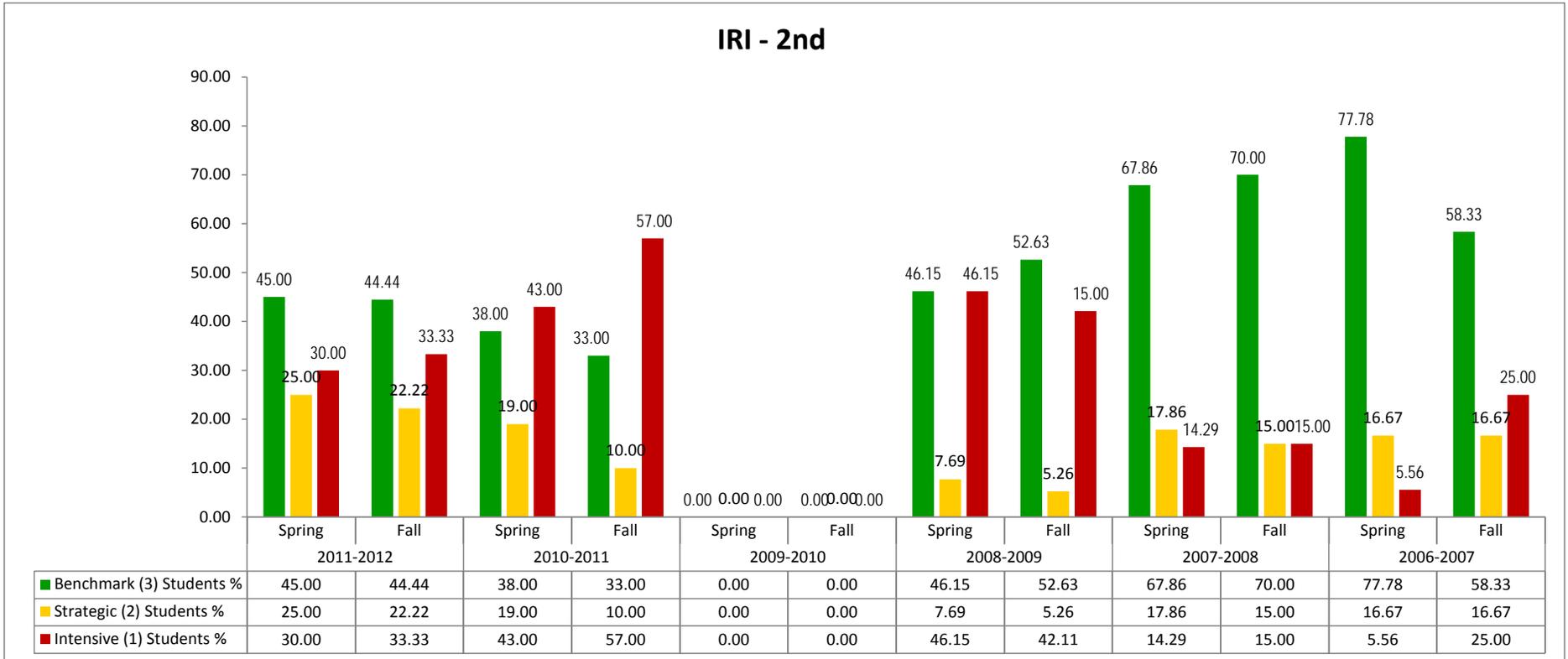
If any of these goals are not met, DaVinci will re-examine its instructional practices and make appropriate improvements.

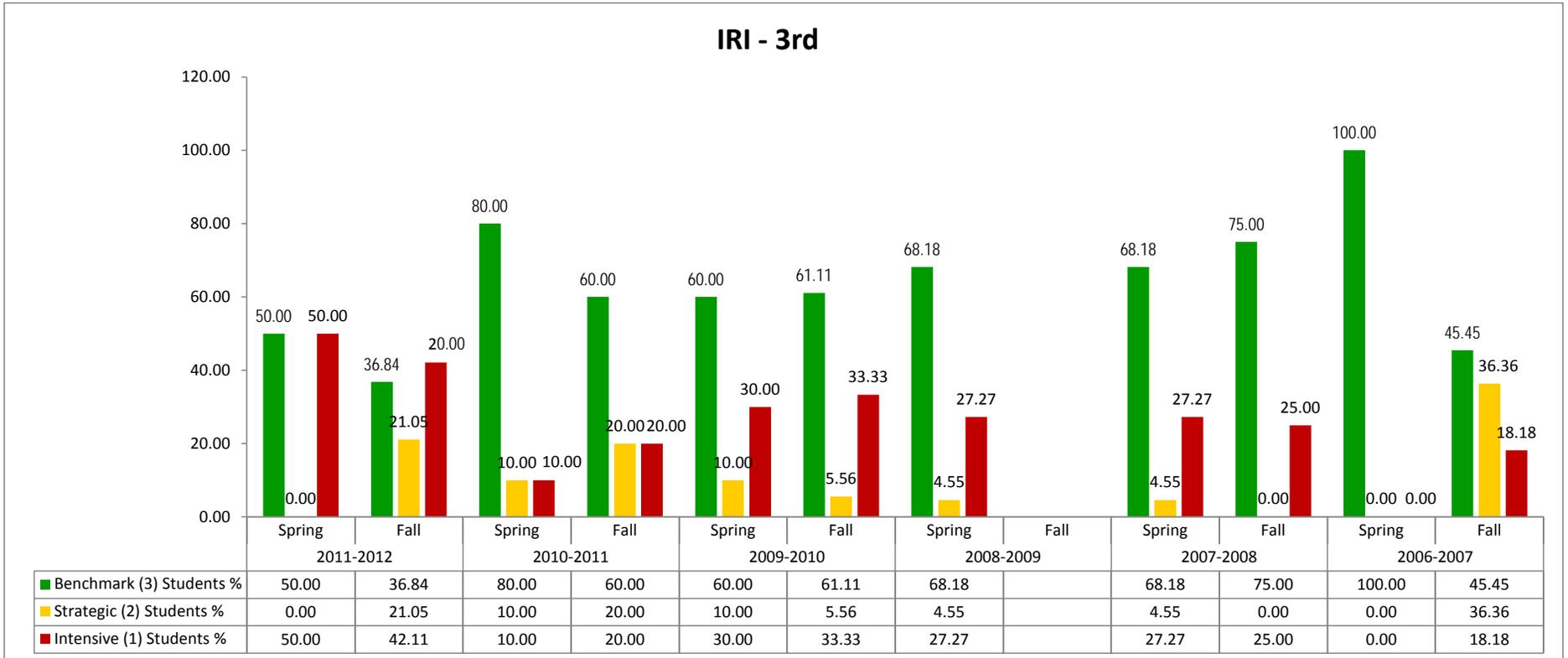
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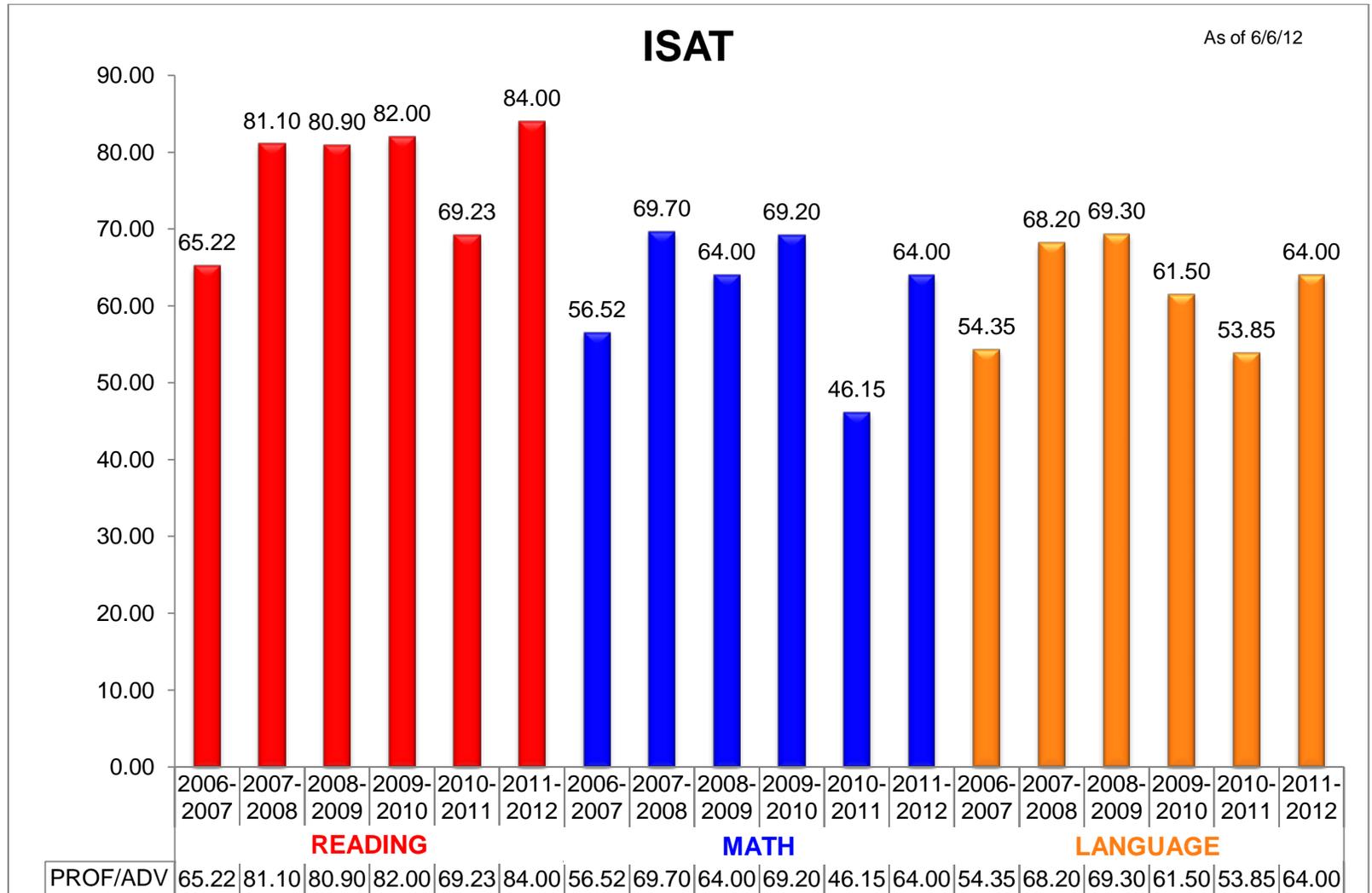
IRI								
Grade	Year	Semester	Benchmark (3)		Strategic (2)		Intensive (1)	
			Students		Students		Students	
			#	%	#	%	#	%
Kinder	2011-2012	Spring	18	95	0	0	1	5
		Fall	19	90.48	1	4.76	1	4.76
	2010-2011	Spring	15	83.00	3	17.00	0	0.00
		Fall	10	45.45	8	36.36	4	18.18
	2009-2010	Spring	15	75.00	3	15.00	2	10.00
		Fall	14	66.67	3	14.29	4	19.05
	2008-2009	Spring	8	47.06	4	23.53	5	29.41
		Fall	13	61.90	6	28.57	2	9.50
	2007-2008	Spring	N/A	N/A	N/A	N/A	N/A	N/A
		Fall	5	38.46	2	15.38	6	46.15
	2006-2007	Spring	9	64.29	3	21.43	2	14.29
		Fall	8	53.33	6	40.00	1	6.67
1st	2011-2012	Spring	6	33	6	33	6	33
		Fall	9	47.37	7	36.84	3	15.79
	2010-2011	Spring	8	50.00	6	37.50	2	12.50
		Fall	10	48.00	8	38.00	4	14.00
	2009-2010	Spring	7	58.33	2	16.67	3	25.00
		Fall	5	41.67	5	41.67	2	16.67
	2008-2009	Spring	3	30.00	0	0.00	7	70.00
		Fall	3	21.43	6	42.86	5	35.71
	2007-2008	Spring	11	57.89	2	10.53	6	31.58
		Fall	9	60.00	3	20.00	3	20.00
	2006-2007	Spring	12	80.00	3	20.00	0	0.00
		Fall	8	42.11	9	47.37	2	10.53
2nd	2011-2012	Spring	9	45.00	5	25.00	6	30.00
		Fall	8	44.44	4	22.22	6	33.33
	2010-2011	Spring	8	38.00	4	19.00	9	43.00
		Fall	7	33.00	2	10.00	12	57.00
	2009-2010	Spring	N/A	N/A	N/A	N/A	N/A	N/A
		Fall	N/A	N/A	N/A	N/A	N/A	N/A
	2008-2009	Spring	12	46.15	2	7.69	12	46.15
		Fall	10	52.63	1	5.26	8	42.11
	2007-2008	Spring	19	67.86	5	17.86	4	14.29
		Fall	14	70.00	3	15.00	3	15.00
	2006-2007	Spring	14	77.78	3	16.67	1	5.56
		Fall	7	58.33	2	16.67	3	25.00
3rd	2011-2012	Spring	8	50.00	0	0.00	8	50.00
		Fall	7	36.84	4	21.05	8	42.11
	2010-2011	Spring	8	80.00	1	10.00	1	10.00
		Fall	6	60.00	2	20.00	2	20.00
	2009-2010	Spring	12	60.00	2	10.00	6	30.00
		Fall	11	61.11	1	5.56	6	33.33
	2008-2009	Spring	15	68.18	1	4.55	6	27.27
		Fall						
	2007-2008	Spring	15	68.18	1	4.55	6	27.27
		Fall	15	75.00	0	0.00	5	25.00
	2006-2007	Spring	11	100.00	0	0.00	0	0.00
		Fall	5	45.45	4	36.36	2	18.18



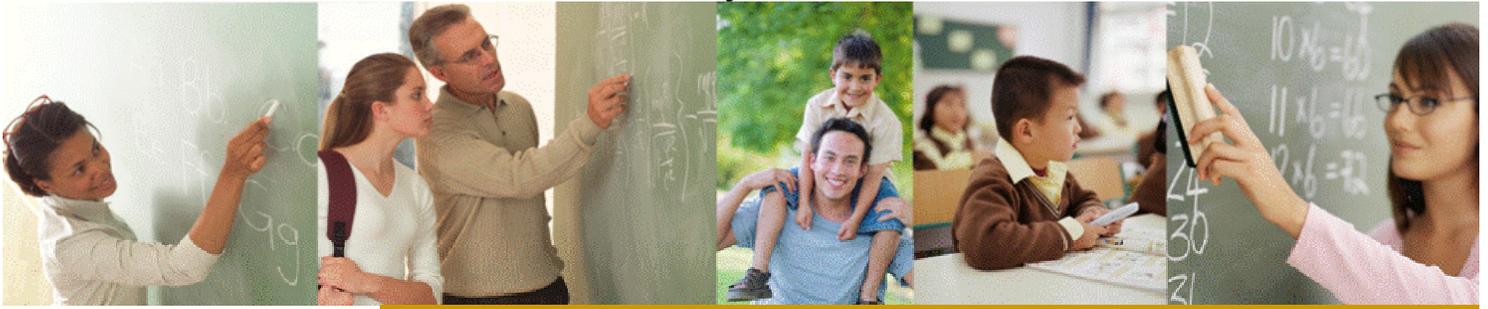








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EDUCATIONAL EFFECTIVENESS SURVEY™

Parent Edition V2.1

DaVinci Charter School

3/23/2012

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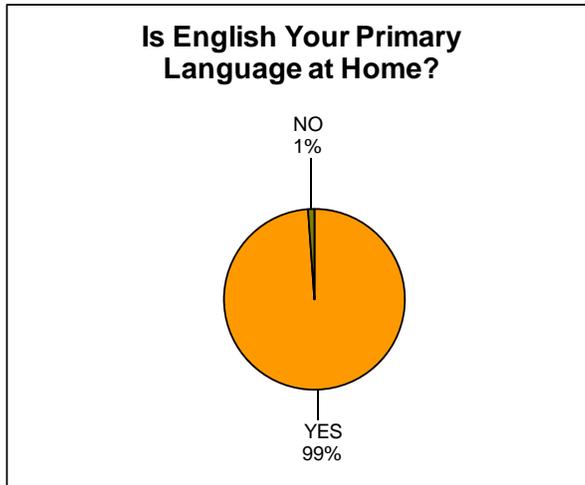
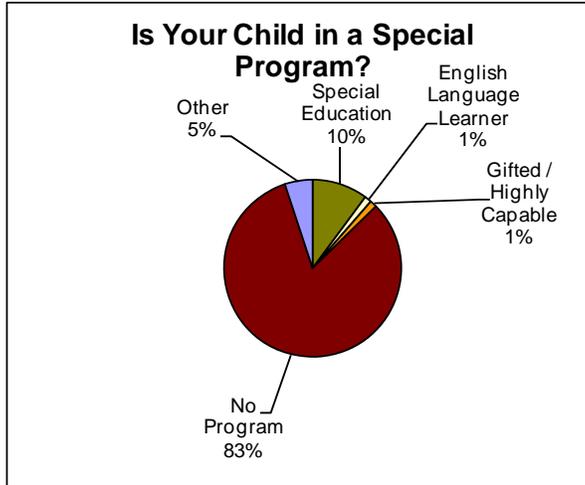
The Center for Educational Effectiveness

Characteristic Definitions

To help schools identify and leverage these drivers and focus on what makes a school successful, the EES quantifies these characteristics. This results report contains a summary of the information your parent community provided on the EES survey form.

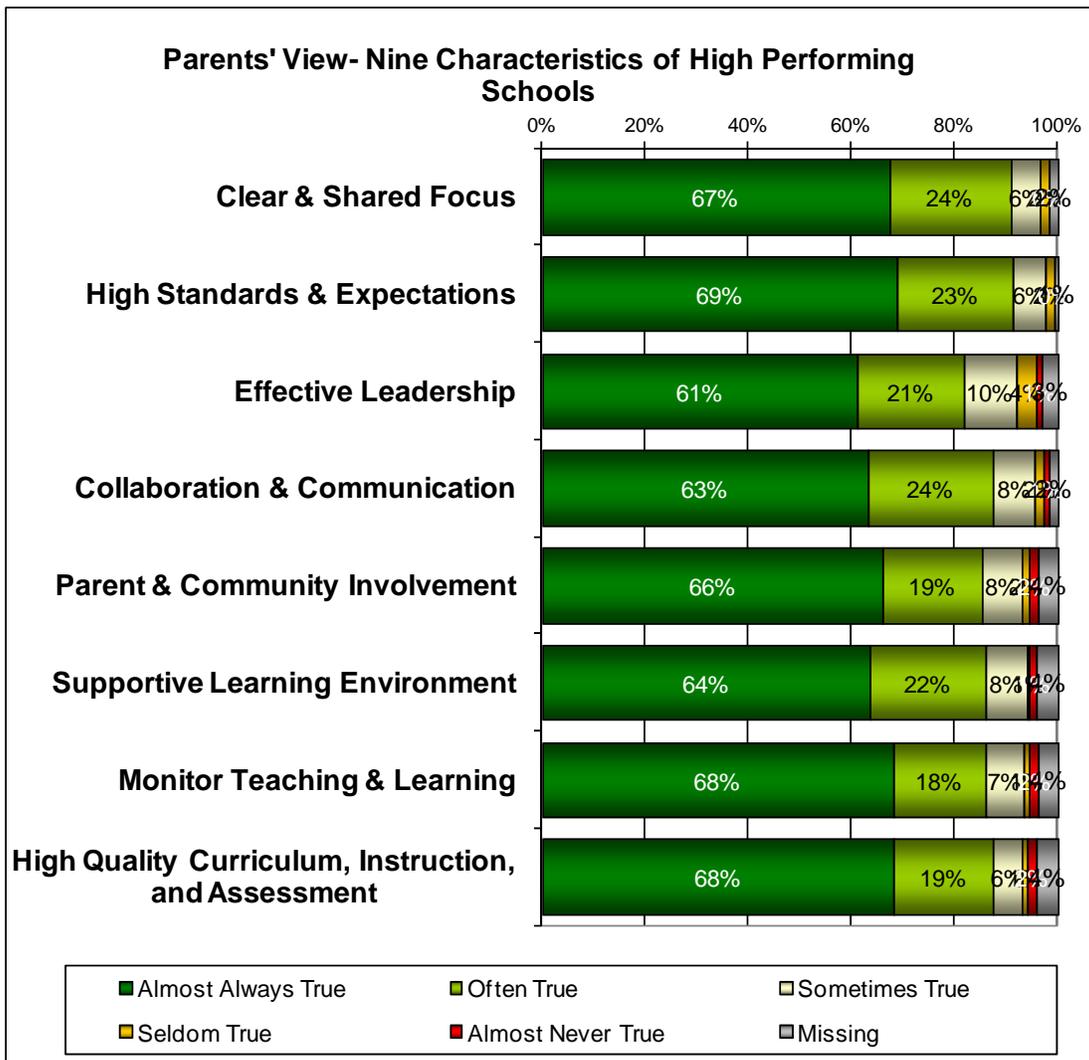
- **Clear & Shared Mission/Vision:** Everybody knows where they are going and why. The vision is shared, everybody is involved and all understand their roles in achieving the vision. The vision is developed from common beliefs and values, creating a consistent focus.
- **High Standards and Expectations:** Teachers and staff believe all students can learn and that they can teach all students. There is a recognition of barriers for some students to overcome, but the barriers are not insurmountable. Students become engaged in an ambitious and rigorous course of study.
- **Effective School Leadership:** Effective leadership is required to implement change processes within the school. This leadership takes many forms. Principals often play this role, but so do teachers and other staff, including those in the district office. Effective leaders advocate, nurture, and sustain a school culture and instructional program conducive to student learning and staff professional growth.
- **High Levels of Collaboration and Communication:** There is constant collaboration and communication between and among teachers of all grades. Everybody is involved and connected, including parents and members of the community, to solve problems and create solutions.
- **High Levels of Parent and Community Involvement:** There is a sense that all educational stakeholders have a responsibility to educate students, not just the teachers and staff in schools. Parents, as well as businesses, social service agencies, and community colleges/universities all play a vital role in this effort. It is essential that parents be informed and involved in decision-making to support their student's educational experience.
- **Supportive Learning Environment:** The school has a safe, civil, healthy and intellectually stimulating learning environment. Staff feel supported, respected and valued and students feel respected and connected with the staff, and are engaged in learning. Instruction is personalized and small learning environments increase student contact with teachers.
- **Monitoring of Teaching and Learning:** Teaching and learning are continually adjusted based on frequent monitoring of student progress and needs. A variety of assessment procedures are used. The results of the assessment are used to improve student performances and also improve the instructional program.
- **Curriculum, Instruction and Assessment Aligned with Standards:** Curriculum is aligned with the state standards for learning. Research-based materials and teaching and learning strategies are implemented. There is a clear understanding of the assessment system, what is measured in various assessments and how it is measured.

Demographic Charts



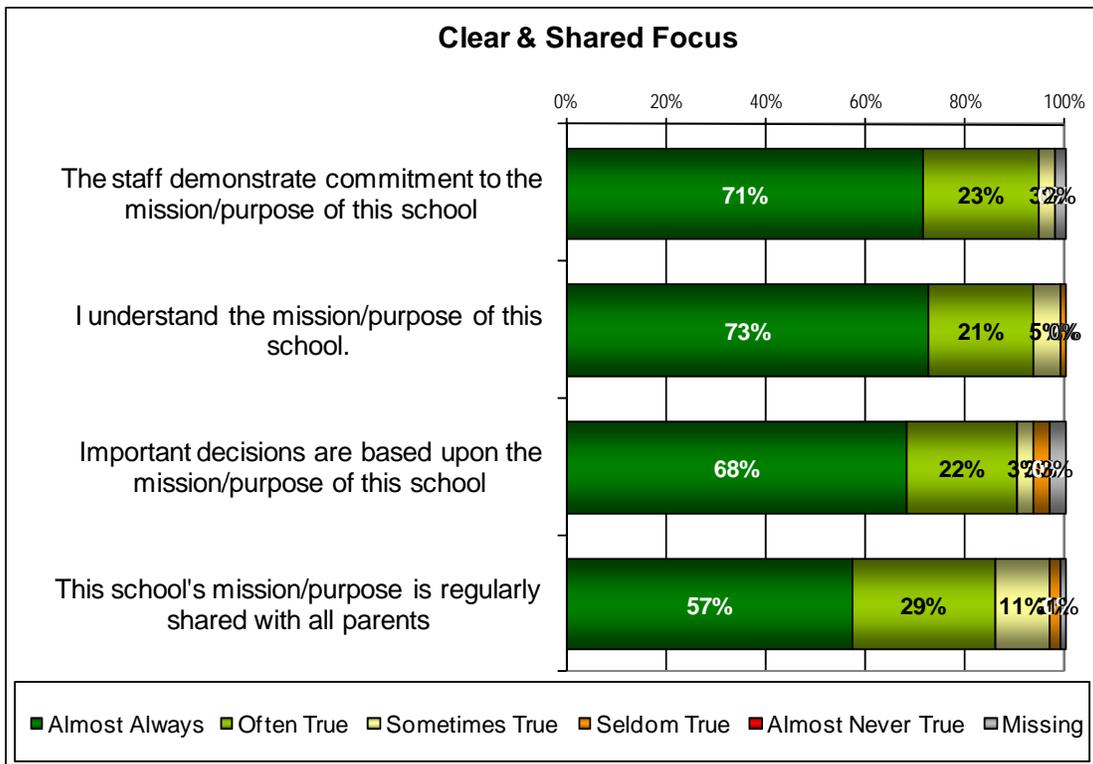
Summary Chart: Overall

This page summarizes your results on the Nine Characteristics of High-Performing Schools. As you look at these categories do you see one or two that indicate real strength as represented in significant green? Do you see one or two that lean more toward the negative values of orange and red? To further understand the meaning of this data you will need to review the breakdown of the individual items which comprise each of these categories. Those pages follow.



Clear and Shared Focus

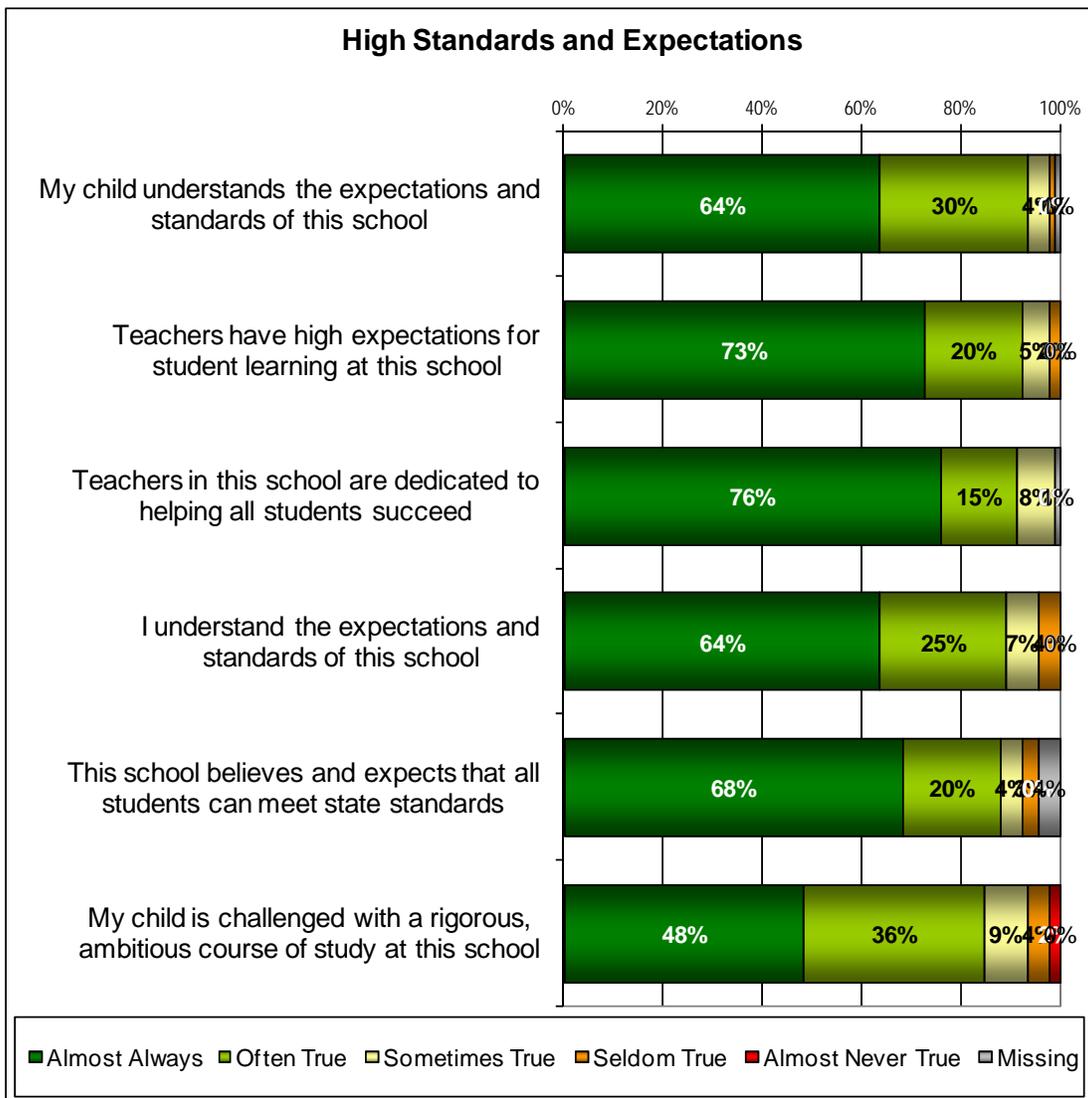
Effective schools are comprised of committed people (adults and students) who passionately embrace the vision and mission of education. They have a commitment to making a difference in the lives of their students and the communities from which they come. These schools are staffed with people whose purpose for working is for those they serve.



High Standards and Expectations

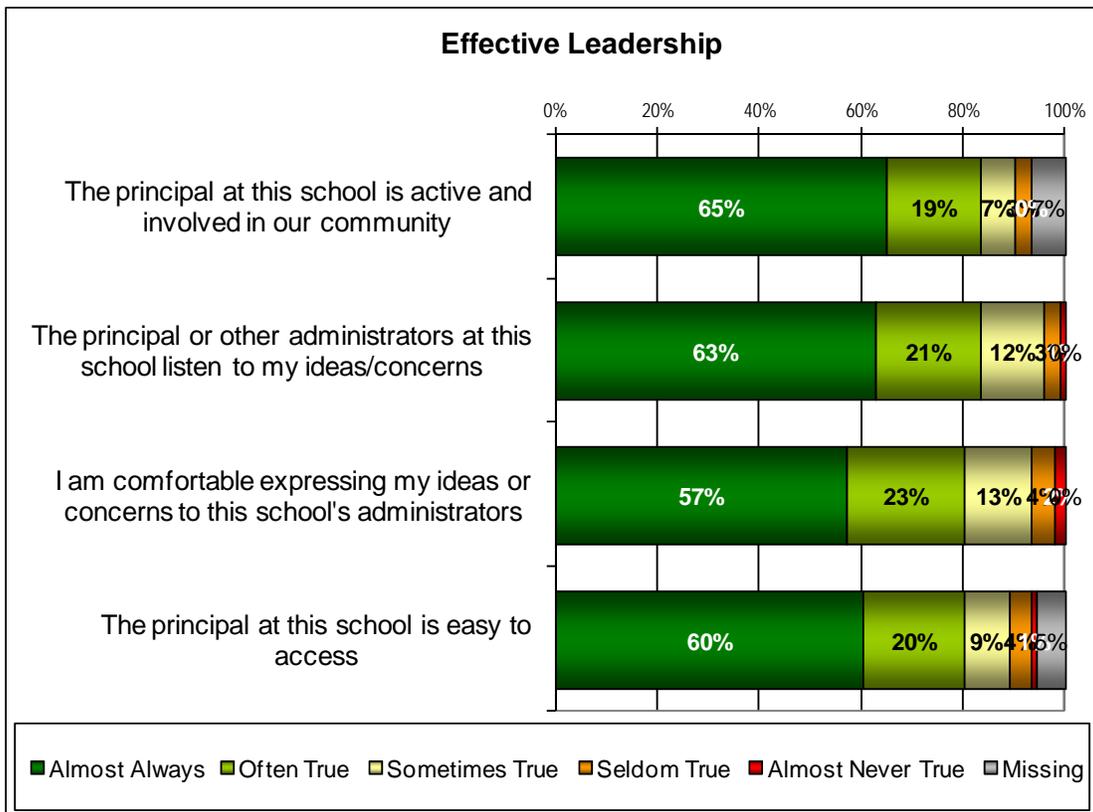
“Excellence” is a reflection of the personal discipline that staff members bring to their work. Schools that place a high emphasis on performance development and have a clear understanding of the distinction between experience and expertise are more likely to experience a commitment from staff to achieving performance excellence.

Teachers and staff believe all students can learn and that they have the skills and systems in place to teach all students. They hold one another accountable for student learning.



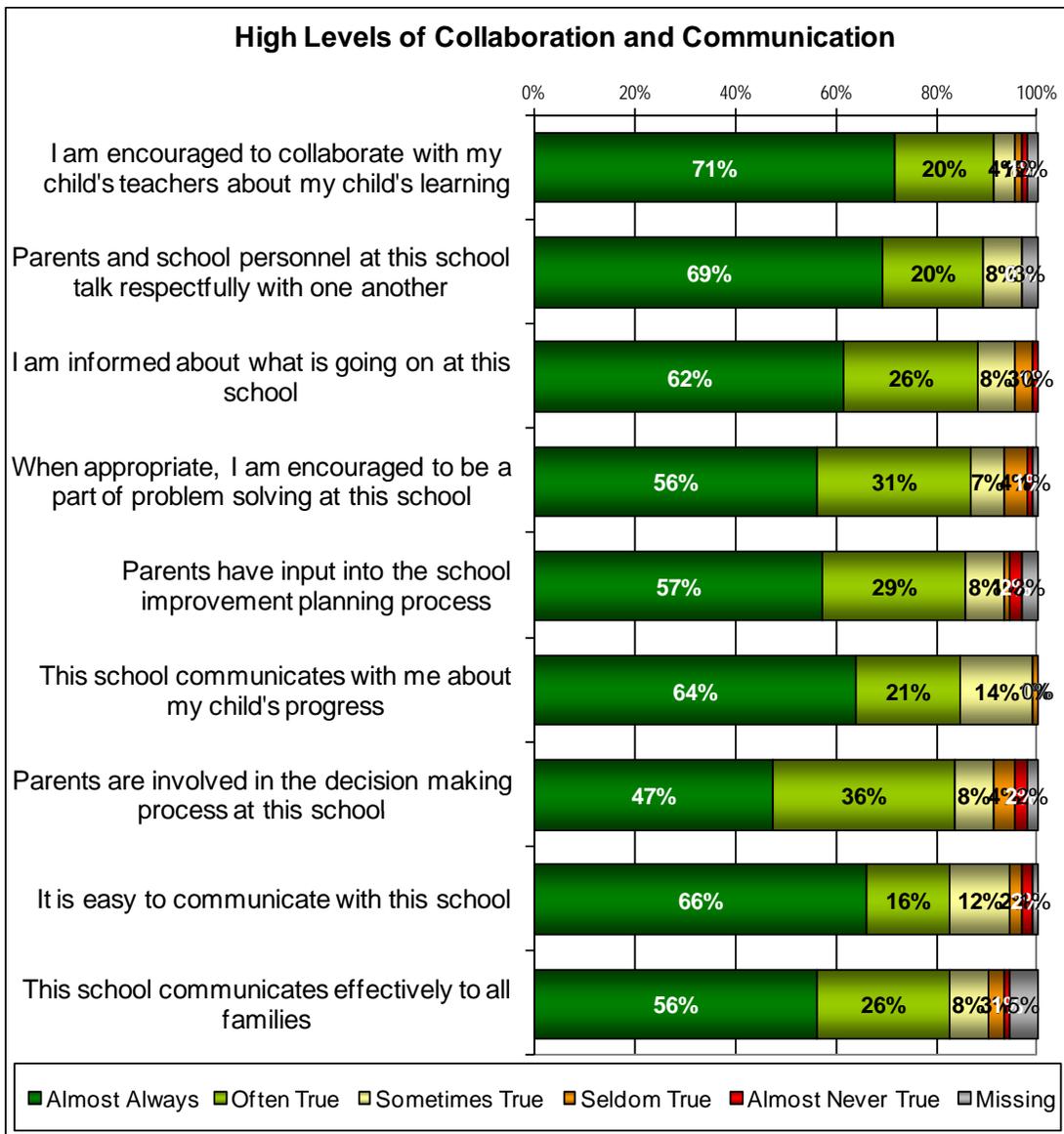
Effective Leadership

Effective leaders are committed to the core values of the school and district, and provide feedback and encouragement to achieve performance excellence. Effective leaders bring maturity, good judgment, strategic and critical thinking to the process of creating within the organization they lead, the increased capacity for success.



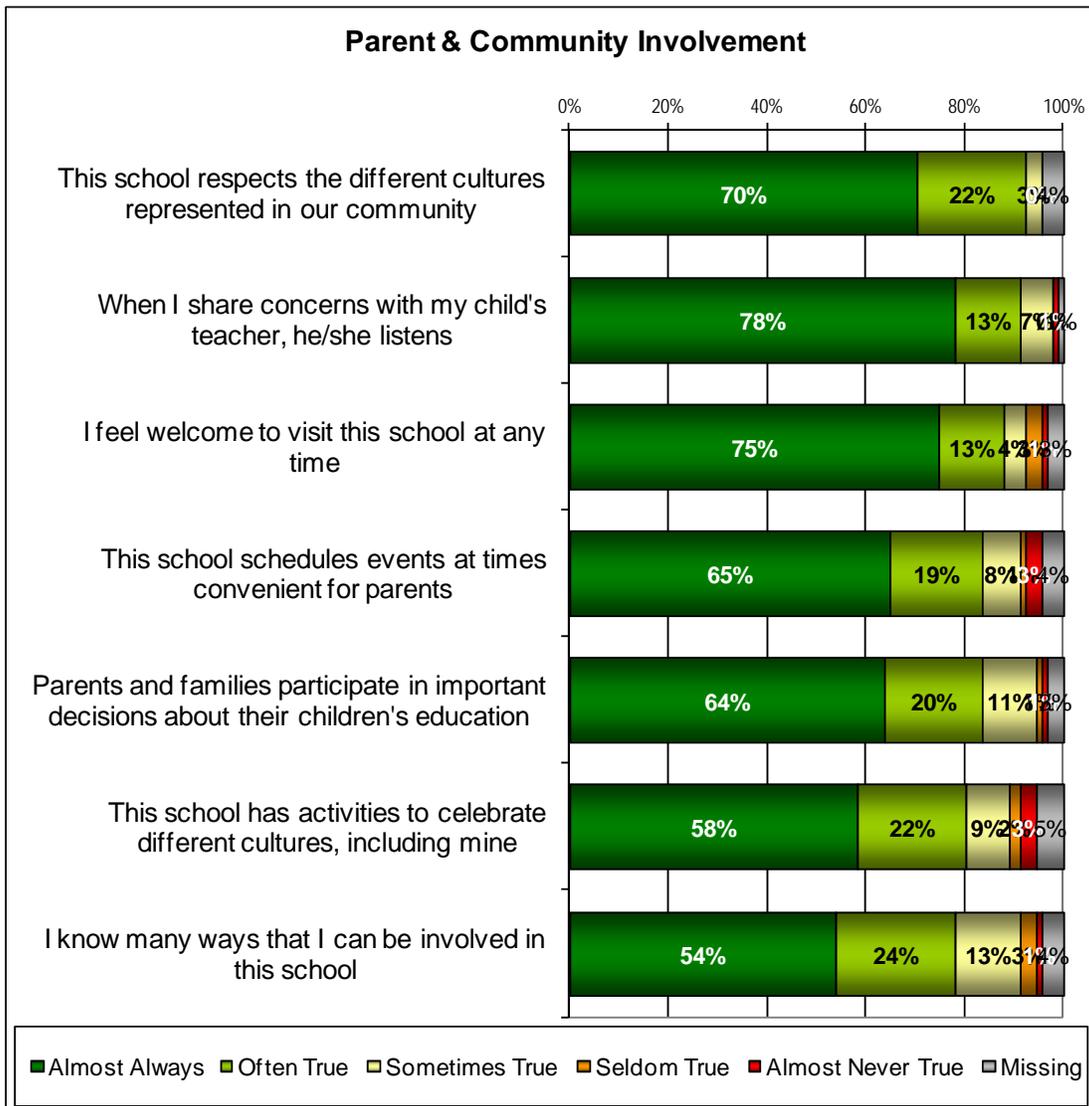
High Levels of Collaboration and Communication

Effective schools intentionally foster teamwork to create an environment that celebrates individual differences and contributions to organizational outcomes. Effective organizations and teams are a reflection of equal participation, substantive conversations, clear expectations, accountability, and continual feedback. There is constant collaboration and communication between and among teachers of all grades, students, and parents, families, or guardians. Everybody is involved and connected, including students, parents and members of the community, to solve problems and create solutions.



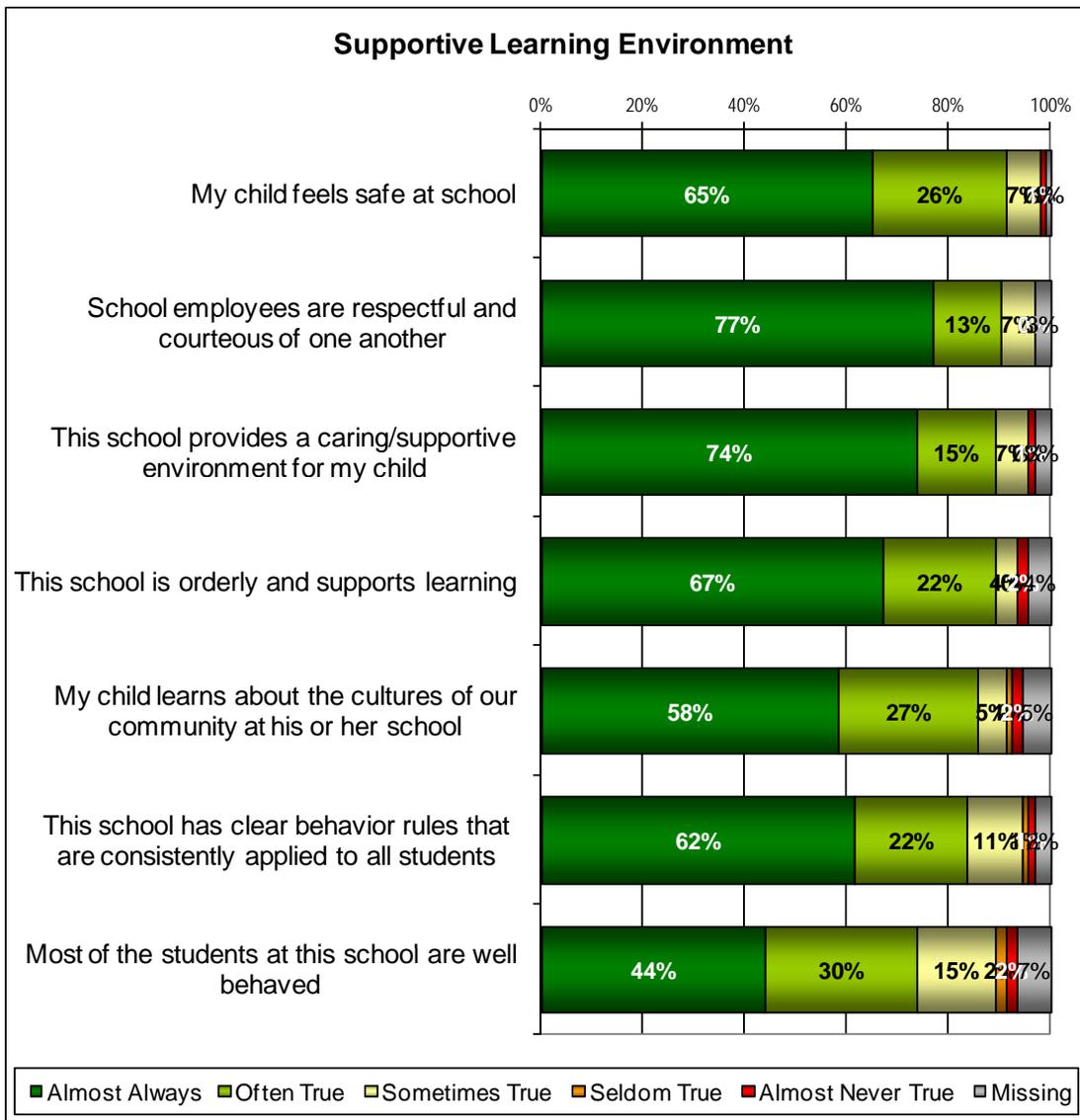
Parent and Community Involvement

Effective schools create and sustain high levels of parent and community involvement. There is a sense that all educational stakeholders have a responsibility to educate students, not just the teachers and staff in schools. Parents, as well as businesses, social service agencies, and community colleges/universities all play a vital role in this effort. It is essential that parents be informed and involved in decision-making to support their student's educational experience.



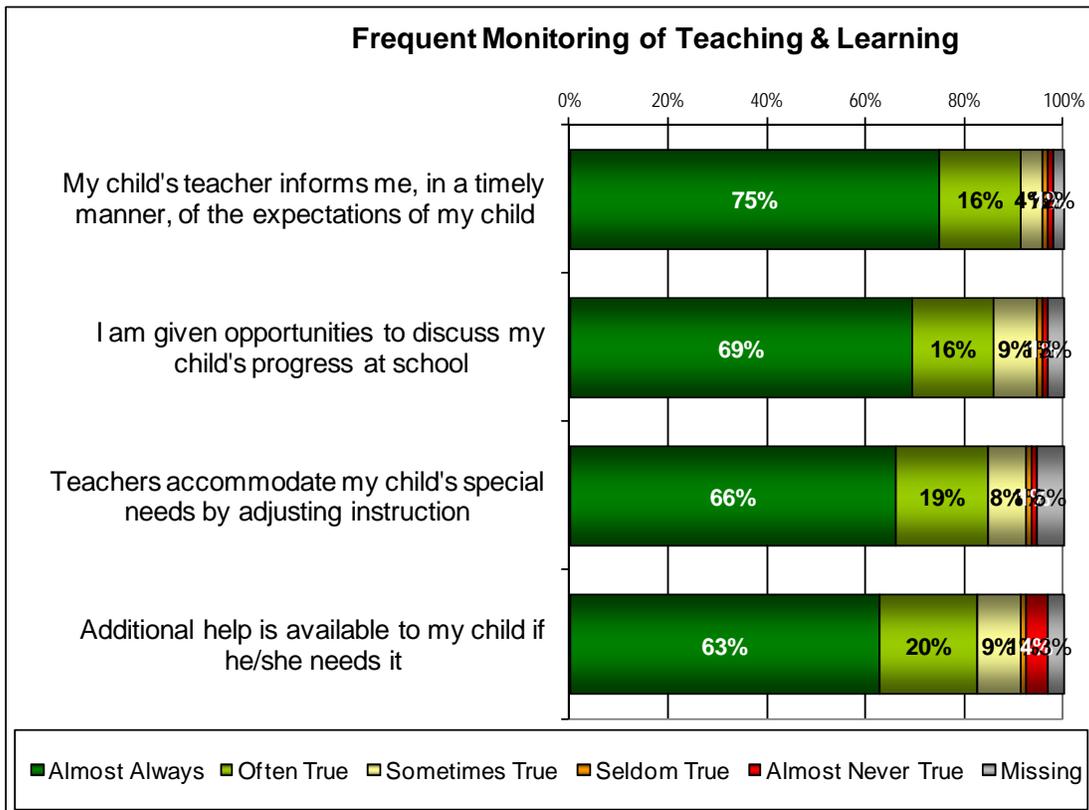
Supportive Learning Environment

The environment in which a staff works and students learn has a significant impact on the quality of educational work. Equality, safety, and a sense of fairness go a long way toward encouraging staff members to strive for excellence. A sense of community as distinct from being a team is another avenue to achieving organizational success, the pride and support of all staff members.



Frequent Monitoring of Teaching and Learning

Effective schools engage in constant, thorough, and rigorous monitoring of teaching and learning. Teaching and learning are continually adjusted based on frequent monitoring of student progress and needs. A variety of assessment procedures are used– both for monitoring adult work and student work. The results of the assessments are used to improve student performances and also improve the instructional program.



High Quality Curriculum, Instruction, and Assessment

Effective schools implement, with fidelity and rigor, high quality curriculum, instruction and assessment. Curriculum is aligned with the state standards for learning. Research-based materials and teaching and learning strategies are implemented. There is a clear understanding of the assessment system, what is measured in various assessments and how it is measured.

