

ANOTHER CHOICE VIRTUAL SCHOOL



Final Report
Programmatic Audit Site Visit
Conducted April 7-8, 2011



Idaho Charter School Network

Prepared by
Idaho Charter School Network
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ANOTHER CHOICE VIRTUAL SCHOOL



Address: 207 W. Georgia Ave.; Suite 160, Nampa, Idaho 83686

School Phone:
208-475-4255

School website:
www.anotherchoicecharter.org

Date School Opened: August 23, 2010

Authorized by: Idaho Public Charter School Commission

Administrator: Ms. Kelsey Williams

Programmatic Audit Site Visit Team:

Diane Demarest, Executive Director, Idaho Charter School Network, Visit coordinator

Kelly Weaver, teacher, Idaho Charter School Network Project Assistant

Tamara Baysinger, Program Manager of Idaho Public Charter School Commission

Melissa Hegg, Teacher at Sage International School

ADMINISTRATIVE SUMMARY

School Year represented by this data:	2010-2011	
Enrollment		
Range of grades offered:	K-12	
Students enrolled	162	
Student demographics		
Ethnicity:		
Caucasian	122	75%
Hispanic	33	21%
Black	2	1%
Asian/Pacific Islander	4	2%
Multi-racial	1	1%
Native American	0	0
Other	0	0
Total Number of Students enrolled:	162	
Wait list data:	None	
	Number	Percent
Free and reduced lunch	81	50%
Students with IEP	79	49%
English Language Learners	9	1%
Other special populations	9	1%
Staff Make Up:	Number	
Head of School/ Principal	1	
Asst. to the Principal	0.5	
Business Mgr	0	
Certified teachers	7.5	
Non-certified teachers/Education Assts.	1.14	
Office/Administrative staff	2	

INTRODUCTORY REMARKS

We submit this report to Another Choice Virtual School (ACVS) and the Idaho Charter School Network (ICSN) as a summary of our observations. We recognize that in our brief visit, covering two days, we were only able to see a cross-section of the school's full program. During this visit the team focused its attention on all four of the goals of the accountability plan. In all areas, the team endeavored to triangulate data from several sources to provide evidence of discrete performance indicators. The team focuses on validating the self-study conducted by the school and provide evidence of agreement or variance from the self-study.

We wish to express our gratitude to ACVS for extending hospitality and openness to us during our visit. They provided the team with an array of organized documents and artifacts as evidence of their progress in the areas identified in the Accountability Plan. We commend Principal, Kelsey Williams and her team for their attention to organization of all documents in preparation for this site visit. Additionally we would like to thank all members of the school community - students, parents and board members - who took an active role in the site visit by providing documentation, attending focus group discussions, inviting the team into their classrooms or providing interviews.

To validate the performance of ACVS in all areas of school administration and performance relevant to the Accountability Plan, the site team conducted interviews and observations and reviewed school documents and records. The ICSN Accountability Plan for Idaho Public Charter Schools has four goals related to quality indicators for the operation of a charter school. Another Choice Virtual School invited an outside team to the school to assess the school's performance on the first three goals of the Accountability Plan; namely,

- 1) Governance and Administrative Obligation
- 2) Quality academic program,
- 3) Stakeholder support, involvement and satisfaction

Our general impression is that ACVS successfully fulfills all governance and administrative obligations as provided in the state and federal law in fulfillment of their charter and in the execution of a mission driven charter school. The team worked to validate the self-study provided by ACVS and expresses the consensus of the team in the following documents. The stakeholders, including the board, parents, students and the school staff and leadership are very optimistic about the future of ACVS. We found that Stakeholder Satisfaction and Engagement - Goal 3 is the strongest area of performance for the school. This is a good indication that ACVS is meeting a critical need in the community and executing its mission very well. Our team is grateful for the opportunity to visit and we submit our report in a spirit of collegiality and in the quest for educational excellence.

Leadership Team at Another Choice Virtual School:

ACVS Director:

Kelsey Williams

ACVS Board of Directors:

Ross Jones, Chairman

Mona Jones, Secretary/Treasurer

John Kelleher, Board Member

Landon Schaffer, Board Member

Misty Puckett, Board Member

Another Choice Virtual School

VISIT CONDUCTED April 7-8, 2011

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EXECUTIVE SUMMARY

Another Choice Virtual School seeks to provide a safe, individualized educational experience for children with and without disabilities to enable them to meet their full potential both intellectually and socially. Through positive academic and social learning opportunities and an educational learning environment that meets the specific learning needs for all, Another Choice Virtual Charter School seeks to make a lasting change in their students by providing a higher quality of life, now and in the future.

It is clear to the site team that Another Choice Virtual School (ACVS) is a school both committed to and actualizing its vision of establishing a school philosophy, embraced by teachers, the administrator, students, and parents which focuses on academic achievement with the development of social competence. The charter expresses a commitment towards assisting individuals with learning differences to become full and active members of their school and community. All styles and rates of learning are taken into account, yet expectations for achievements are not compromised. There is low threat and content is highly challenging, accelerated learning will take place, and the results will be outstanding!

It was very evident to the site visit team that ACVS is working to live fully into its mission - "to provide *individualized educational experience for children with and without disabilities to enable them to meet their full potential both intellectually and socially*". We summarize for ACVS the following commendations:

The board and staff have accomplished a considerable feat in opening up a new school and nearly completing a successful first year. They have a robust enrollment and are considering plans for expansion of their model. The board and leadership exercise the mission of the school in their operations and decision making. The academic program using a collection of curricula is working well for students and teachers but is not without challenges as they seek to individualize instruction to each and every student. Curricula alignment with state standards is excellent and well documented. All stakeholders are very satisfied with the school and communication is very strong. Much of the success of the school can be attributed to the outstanding leadership of the principal, Kelsey Williams. The school also benefits from the continuity provided by two founders, Dr. Laura Sandige and Kim Hunter as they moved into important staff positions. Additionally, and the commitment of the board.

Based on observations and research conducted over two and days, the team had an opportunity to learn a great deal about the school; however, the group is also keenly aware that such a visit, while informative, offers a limited view of the school's characteristics. The collection of this data provides the basis for the recommendations to the board and educational leaders that are summarized below: .

ACVS has successfully completed its first year of operation. As they look to year two, the team recommends that they continue their focus on aligning curricula and consider the implementation of the Common Core standards. We encourage the school to reflect and assess their performance and student outcomes and strengthen all areas of operation before considering an expansion. Enhancing the structures for operating of the computer lab, directions and expectations for parents and

students will insure that difficulties are minimized. High turnover is common among virtual providers and the team encourages ACVS to track enrollment carefully and implement strategies to minimize the turnover. Complete evaluation at all levels, the board and the leadership of the school; identifying measurable goals and outcomes. Follow up on board self evaluation/strengths assessment and consider board training. A board development plan will have positive school-wide impact. The sustainability of the school and its governance will be supported by the availability of a board handbook and the commitment of procedures of the school to an operations manual. Additionally, the team recommends that the board and leadership outline a process for creating a strategic plan to guide future growth.

A team consisting of the principal, special education director, and board chairman completed the self-study for the school. The visit team gathered a variety of data to validate the school's self-study and offer the following commendations and recommendations. The team was unanimous in its optimism that ACVS is positioned to continue the important work of implementing its mission. There is evidence that school leaders and staff are constantly seeking more effective ways of implementing their school mission and realizing goals set forth in the school charter. Their vision, while an ambitious one, has strong support among their stakeholders. They have strong administrative and board leadership to realize this vision.

Goal One: The charter school will fulfill all governance and administrative obligations as provided in state and federal law and in the school's charter.

Purpose/Intent of Goal: Ensure that the charter is currently meeting all legal requirements including being aware of and abiding by current and relevant state and federal statutes, creating and maintaining an effective governance structure, filling required reports in a timely and accurate manner, maintaining a fiscally sound budget and practices, and providing strong administrative leadership for the school.

Six areas of governance were reviewed including: documents, relevant federal and state laws and procedures, governance structure, financials, administrative leadership and federal and state reporting and testing requirements. Overall ACVS can be described as meeting the standard; however, a rating is assigned for each of the six areas of governance and administrative obligation so that strengths and opportunities are more readily discerned.

OBJECTIVES	SELF STUDY SCORE	TEAM SCORE	COMMENT
a) School retains all legal documents pertaining to opening, operating, and reporting progress on the charter. These documents are accessible to or held by all people who would likely use them to perform their job duties.			
1. Access to legal documents	4	1	<i>No test data available as the school is in its first year, but system to store scores electronically was discussed</i>
2. Personnel files	3	3	<i>Files are stored securely but the school is still in the process of hiring so some files are incomplete.</i>
3. School filing system for student data	3	3	<i>PowerSchool is being utilized as the electronic system for storing student data and files.</i>

b) School is aware of and in compliance with current relevant state and federal laws.	<u>Self Study Score</u>	<u>Team Score</u>	<u>Comment</u>
1. Charter is knowledgeable about newly passed and existing legislation and state procedures	4	4	School recognizes this is an ongoing process.
2. Leadership has a reliable way to address legal obligations.	4	2	School adopted ISBA manual but does not have an ongoing relationship with an attorney in the event of any legal issue.

c) School maintains effective governance structure.	<u>Self Study Score</u>	<u>Team Score</u>	<u>Comment</u>
1. Charter has bylaws that include major obligations, procedures regarding governing structure, guidelines for elections, dismissals, and other changes in the governing structure	4	4	<i>School should have a system to review bylaws annually.</i>
2. School has a policy or procedure manual of their own or an adopted version from	3	2	<i>School needs to review and adjust ISBA policies and procedures so that they are</i>

another district with waivers if necessary			<i>aligned with the school's academic program and resources.</i>
3. Conflicts of interest policy in place.	4	4	<i>Be mindful of relationships between board and other employees that may lead to conflicts of interest.</i>
4. Charter has strategic goals that align with the mission or vision of the school.	N/A	N/A	<i>School has less than 3 years of operation</i>
5. Governing Board of directors are well trained for their responsibilities.	4	2	<i>Board needs more outside training for their responsibilities.</i>
6. Roles of the administrator and the Board	3	2	
7. Board conducts self-evaluations	NA	1	<i>The board is encouraged to implement a formal board evaluation.</i>
8. Board holds administrator accountable to its mission or vision.	4	2	<i>The board does not have a clear process for evaluation.</i>
9. Board positions are systematically filled.	4	1	<i>The Board will be moving from a founding board to operating status</i>

d) School is financially solvent and stable in the use of its resources	<u>Self Study Score</u>	<u>Team Score</u>	<u>Comment</u>
1. School budget is comprehensive, balanced and adequate to support the mission of the school.	4	4	<i>Attendance may be overestimated</i>
2. Enrollment is stable.	4	4	<i>School has experienced some attrition over time.</i>
3. Financial Obligations (loans)	4	4	
4. Facility Plan: The school leases or owns a facility that meets the needs of their student body and program and is within their means.	4	2	
5. Management and reporting of the budget	4	2	
6. Active Fundraising Plan supports school operations and sustainability.	N/A	1	<i>The school has organized a Student Council that is working on some Fundraising efforts.</i>
7. Staff benefits (health insurance, increasing salaries to retain teachers, less discipline problems than public schools, workman's compensation, flexible instructional design, life insurance, etc.)	4	4	<i>Teachers receive salary and benefit packages.</i>

e) School has strong administrative leadership	<u>Self Study Score</u>	<u>Team Score</u>	<u>Comment</u>
1. The administrator is aware of and actively engaged in implementing the mission or vision of the school	4	4	<i>Administrator engages with faculty and students in regards to their learning experiences and tracking progress through individual programs.</i>
2. Administrator adequately allocates resources (time, money, materials, etc.) to achieve mission and goals of school.	4	4	<i>Administrator is actively engaged with the faculty and students in terms of academic and social opportunities.</i>
3. Administrator is aware of areas that need improvement within the school and	N/A	1	<i>Administrator has ideas about the direction of the school and areas of</i>

reports these needs to the Board along with strategies on how to fulfill these needs			<i>improvement.</i>
4. Administrator engagement	4	4	<i>Administrator's engagement is high among staff and students.</i>
5. Administrator shows strong leadership skills that connect the Board to the school and its staff.	4	4	
6. Administrator effectively evaluates school personnel	4	4	<i>Evaluation format well aligned to Danielson framework. Teachers evaluated often given the online format.</i>

g) School files all required state and federal reports and completes required state tests in a timely and accurate manner	<u>Self Study Score</u>	<u>Team Score</u>	<u>Comment</u>
1. Compliance with Idaho State Department of Education reporting and testing dates	4	4	<i>School scheduled testing sites and coordinated with students to ensure participation within the window of testing.</i>
2. Compliance regarding grants received	4	4	
3. Accreditation High School	4	4	
4. Implementation of school improvement or strategic plan	N/A	N/A	
Total Points	100	85 29 Items Avg Score 2.9	Percent Agreement: 85%

The team found a 85% level of agreement between the self-study and the programmatic visit and an average score of 2.931 for the areas covered in Goal One. There are a number of recommendations by the team that may improve the performance of the school in the area of governance and board operations. Additionally, a more comprehensive self-evaluation by the entire board would be recommended in the next programmatic audit.

Goal One Commendations:

- ACVS has a strong board consisting of members with a variety of experiences; however, they are still developing school board skills.
- Minutes indicate they are following open meeting rule, posting etc.
- ISBA model policies are being reviewed and adopted.
- A good working relationship exists between board and administration
- There is a common vision about what they hope to accomplish and long term vision for the possibilities for the school.
- There are very nice, orderly files. There is also an impressive and comprehensive New Student intake sheet.
- Fiscally responsible but some information is not yet available.

- There is a good team overseeing budget planning.
- Highly skilled administration steering the school and leading the vision forward.
- Very empathetic staff and leader need to consider the priorities of the whole organization and balance needs of each student against overall picture.

Goal One Recommendations:

- Make the completion of policies & procedures a priority.
- Review all business relationship processes and consider RFPs for contracted services, I.e. Advocates 4 Inclusion or others.
- Annually evaluate the principal.
- Formalize your vision into a strategic plan that will guide future decisions regarding feasibility of expansion efforts.
- Investigate other virtual resources in the state and create networks that will be appropriate referrals as needed.
- Escalating process to address poor attendance when it occurs.
- Study enrollment, retention and attendance data to fully understand impact on current and future funding.
- Review building ADA compliance and safety of all students in a public access venue.
- Minutes should be signed and approved for every board meeting .
- Greater attention and/or documentation of fiscal oversight by board needs to occur as it is rarely mentioned in the minutes.
- Use data to inform decision-making and strategic plan.
- ISAT testing will have considerably impact on the routine operations of the lab. May need an alternative plan for next year as the facility is utilized throughout the day by various students.

Goal Two: The charter school will demonstrate a successful academic program. Goal 2 includes the areas of school culture, curriculum & instruction, and assessment and reporting.

INFRASTRUCTURE (School Culture): The intent of this portion of Goal 2 is to ensure that the charter has proper infrastructure to enable students and staff to achieve educational goals.

- a) School is faithful to its charter, its stated mission and is making progress toward stated academic goals.
- b) School has clearly stated measurable program-related goals that reflect high expectations for students and staff; the academic program aligns with the charter document. Charter staff demonstrates reflective teaching practices

Observations: Based on teacher, parent and student interviews, and classroom observation episodes, it is apparent that the teachers and leadership of the school are working hard to implement the intentions of the charter. Another Choice Virtual School has a robust program and highly engaged teaching staff.

<u>Objectives</u>	<u>Self Study Score</u>	<u>Team Score</u>	<u>Comment</u>
a) School is faithful to its charter, its stated mission and is making progress toward stated academic goals.			
1. Facility adequacy	4	2	<i>Facility has shared spaces (restrooms) with other businesses. Different times of the day have high volumes of students needing instruction and/or assistance which could interfere with learning, especially for students who are easily distracted. May quickly run out of room. Teacher/student ratios are not clearly articulated.</i>
2. Attendance requirements	4	2	<i>Guidelines are unclear in the handbook in terms of translating total hours into weekly expectations. Create clear policy for escalation system for non-compliance with completion of work and attendance.</i>
3. School-wide academic plan	4	3	<i>Academic plans are individualized to the student as stated in the mission. Teachers create their own lesson plans and align them so there are no gaps in terms of standards.</i>
4. Educational Goals	4	3	<i>Goals are clear for individual students but not at the classroom or grade level</i>
5. Assessment of Progress	4	4	<i>ACVS uses PowerSchool and Limelight databases for tracking or progress and communication. Difficult to track progress at grade level or classroom level.</i>
6. Methods of Evaluation and Communication of Progress	4	3	
7. Professional Development	4	4	<i>Great effort made to create PLCs this year but need a plan for professional development next year.</i>
8. School Safety	4	2	<i>There are some safety concerns in terms of students going off campus or sharing common spaces with other businesses. Staff have developed plans to address them through one-on-one care but this may not work in all situations.</i>
9. School Climate/Culture	4	3	<i>Principal and staff encourage social clubs and organize groups in attempts to create school culture.</i>
10. Research-based Instructional Strategies	4	4	<i>School creates individualized learning plans using assessments and research-based strategies and</i>

			<i>programs.</i>
11. School progress with Idaho State Achievement Standards	N/A	N/A	<i>School does not have data regarding ISAT scores at this time. Concerns for large percent of students not reaching proficiency in math.</i>

<u>Objectives</u>	<u>Self Study Score</u>	<u>Team Score</u>	<u>Comment</u>
b) Charter staff demonstrates reflective teaching practices			
1. Curriculum: : Reading, Writing, Math, Science, History, Geography AVCS employ Nova Net, Success Maker, Waterford Reading and Compass Learning systems.	4	3	<i>Teachers have greater flexibility in terms of curricular planning at the individual student level and curriculum specialist has helped teachers align instruction with standards but need to focus on implementing current tools to their full potential. Using several different curriculums and online databases: NovaNet, Blackboard, Compass, Waterford, etc. The team commends ACVS for excellent documentation articulating the alignment of curricula with state standards.</i>
2. Evaluation: Teachers	4	3	<i>Evaluations completed through online observations and use of Danielson framework. Administrator gives regular informal feedback to teachers but had not completed formal evaluations at the time of our visit. Incorporate new legislative directives for the inclusion of parent feedback on teacher and administrator evaluations and merit pay systems.</i>
3. Teacher Collaboration	4	3	<i>Teacher collaboration among full-time employees is regular; meet every Wednesday. Difficult to involve the large number of part-time teachers.</i>
Total Points	52	39 13 Items Avg Score 3.0	Percent Agreement 75%

GOAL 2 The team reached a 75% agreement with the school's self study. There is an average score of 3.0. The relatively low agreement suggests that the team did not find sufficient evidence to agree with the self evaluation of the school. The team feels the school needs to strengthen a number of areas of their academic program including professional development, facility accommodations and ability to use

data to inform student performance. However, the school is just completing their first year of operation and more time to develop the different curriculums and online databases being used will help solidify the program. The team offers the following commendations and recommendations to the school:

Goal 2 Commendations: The team would like to commend ACVS in the following areas:

- Diverse staff who are working well together and all support the vision.
- Strong knowledge of special education that is well integrated throughout the school.
- Parents are very pleased with teacher contact in proactive manner.
- Exciting that students are all included in field trips and community opportunities.
- Social activities are appreciated by students and families but may tax the staff over time.
- Strong curriculum staff and great documentation of alignment as well as support for teacher development of units. These are critical documents to guide individualized instruction.
- You are effectively creating an environment that supports students in your lab.
- Great work on alignment and awareness of differentiated instruction for all students.
- Working hard to meet the needs of a very diverse population.
- Have adapted very well to the student population that has enrolled, somewhat different than the charter anticipated. Exciting opportunities for ESL population.
- Assessment and education goals exist at the individual student level but it is too early to assess at school level.
- Strong sharing and mentoring among full time teachers but more difficult with so many part time.
- Lab provides great opportunity for tutoring and support of learning.

Recommendations: The team respectfully recommends to ACVS that:

- Establish clear routines and procedures for movement in the building – continue to evaluate safety and effectiveness of the learning environment.
- Create baseline data for monitoring academic and social/emotional progress.
- Continue to support the professional learning community with dedicated time for teacher collaboration.
- Clarify attendance requirements in handbook (weekly) and consequences of poor attendance/work completed.
- Strategic plan and policies for lab participation will help guide program and resolve overt problems.
- Discuss and articulate how the culture of the lab is established and supported.
- Platform seems a bit overwhelming; continue to gather data about how user friendly and accessible virtual programs are for parents and students.
- Create professional development plan for a growing staff and increase support for teachers in this model.
- Continue to explore Elluminate and Skype for synchronous instruction.
- Look for opportunities to support collaboration for part-time and full-time teachers collectively.
- Progress reports for non-English speaking parents may require additional opportunities for discussion of progress.

- Provide orientation of the program for parents who may have challenges with language and/or the use of computers.

Goal Three: The charter school will show and plan for strong stakeholder support, involvement and satisfaction

Purpose/Intent of this Goal: Ensure the charter has stakeholders who are supportive, well informed and involved in the charter school. Stakeholders: def. Board, administration, teachers, students, parents, PTA, community

	<u>Self Study Score</u>	<u>Team Score</u>	<u>Comment</u>
The charter school will show and plan for strong stakeholder support, involvement, and satisfaction			
1. Stakeholders participate and contribute to school mission	4	4	<i>Some surveys completed. Continue to look for social and club opportunities as well as opportunities to involve families such as Student Council, Parent Advisory Committees, Book Clubs, and so on.</i>
2. Communication with stakeholders	4	3	<i>Parents and some students need support in understanding how to communicate with teachers and get used to using the online data system, curriculum and passwords. Staff communicated that they are working on this and keep in touch with parents by phone and in the lab.</i>
3. Stakeholder satisfaction and engagement.	4	4	<i>Staff has made great efforts to engage its stakeholders and continues to look for more opportunities to do so.</i>
4. Plan for Improvement	N/A	N/A	<i>As a new school in its first year of operation, this plan has not been fully developed.</i>
Total Scores	12	11 3 Items Avg Score 3.67	Percent Agreement: 92%

Goal Three assesses stakeholder engagement and satisfaction. Overall we found that the stakeholders of ACVS are satisfied and engaged. The level of agreement between the self-study and the visit for Goal 3 was 92% with an average score of 3.67. Small focus groups of parents, teachers and students indicated high levels of satisfaction. A mid-year survey had been conducted reflecting high satisfaction. Parents reported that the website is useful; however, they struggle somewhat to understand how the online data systems work and depend on a great deal of personal contact with teachers and the

principal. They found the staff to be very open to all contact and very responsive. Examples of ACVS working hard to meet the extreme needs of some students, even those out of their area, are quite remarkable. While this is commendable, we encourage ACVS to know the online program resources statewide and refer when appropriate as they strengthen their program in Nampa before considering expanding to other locations.

Commendations: The team would like to commend ACVS in the following areas:

- ACVS is getting increasing number of students referred by district. Staff has active relationships with community members.
- Students are happy to participate in social activities and the staff is being very creative in developing social events.
- The staff is commended for offering leadership opportunities in creating a Student Council as well as responding to requests for social gatherings such as field trips, Prom, book clubs, and more.
- High attendance in lab seems to indicate that it is working well for many students.
- High commitment to personal service and assisting students with diverse needs.

Recommendations: The team respectfully recommends to ACVS that:

- Revisit parent instructions for getting on the website/Power School, quarterly, in handbook, website, etc.
- Continue to survey parents and students for satisfaction with the academic program as well as their ability to communicate and access information.
- Formalize opportunities for parent involvement (board, advisory committee, volunteer coordinator, parenting classes)
- Continue to work on your public image – schools and community understanding of what you offer.
- Broaden participation of all stakeholders and analyze feedback.
- Increase access to stakeholders in future focus groups.
- Clarify the rules and expectations of the lab. Seems that some families may take advantage of students being there all day without all the supports or staffing you may need to make this possible.

Goal Four: The charter school will plan for short and long term continuous improvement.

Purpose/Intent of this Goal: Ensure the charter clearly recognizes where growth is essential.

The charter school will plan for short and long term continuous school improvement	<u>Self Study Score</u>	<u>Team Score</u>	<u>Comment</u>
1. The school has a five-year <u>Strategic Plan</u> and actively uses it to direct its efforts and measure its progress. AA	N/A	N/A	
2. School leadership is reflective and uses data to drive improvement.	N/A	N/A	
3. Continuous Improvement is planned, monitored and accomplished.	N/A	N/A	
Total Scores	N/A	N/A	Percent Agreement: N/A

GOAL 4 refers to the school's efforts for continuous improvement. ACVS is a new school just completing year one of operation; for this reason, Goal 4 was not reviewed.

Goal	Score Level of Agreement	Commendations	Recommendations
<p>1. Governance: <i>The Charter School will fulfill all governance and administrative obligations as provided in state & federal law and in the school's charters.</i></p>	<p>85% Agreement</p> <p>Average Score 2.931</p> <p>Progressing to Functioning Evidence</p>	<ul style="list-style-type: none"> • ACVS has a strong board consisting of members with a variety of experiences; however, they are still developing school board skills. • Minutes indicate they are following open meeting rule, posting etc. • ISBA model policies are being reviewed and adopted. • A good working relationship exists between board and administration • There is a common vision about what they hope to accomplish and long term vision for the possibilities for the school. • There are very nice, orderly files. There is also an impressive and comprehensive New Student intake sheet. • Fiscally responsible but some information is not yet available. • There is a good team overseeing budget planning. • Highly skilled administration steering the school and leading the vision forward. • Very empathetic staff and leader need to consider the priorities of the whole organization and balance needs of each student against overall picture. 	<ul style="list-style-type: none"> • Make the completion of policies & procedures a priority. • Review all business relationship processes and consider RFPs for contracted services, I.e. Advocates 4 Inclusion or others. • Annually evaluate the principal. • Formalize your vision into a strategic plan that will guide future decisions regarding feasibility of expansion efforts. • Investigate other virtual resources in the state and create networks that will be appropriate referrals as needed. • Escalating process to address poor attendance when it occurs. • Study enrollment, retention and attendance data to fully understand impact on current and future funding. • Review building ADA compliance and safety of all students in a public access venue where school is located. • Minutes should be signed and approved for every board meeting . • Greater attention and/or documentation of fiscal oversight by board needs to occur as it is rarely mentioned in the minutes. • Use data to inform decision-making and strategic

			<p>plan.</p> <ul style="list-style-type: none"> ISAT testing will have considerably impact on the routine operations of the lab. May need an alternative plan for next year as the facility is utilized throughout the day by various students.
<p>2. Academic Program: <i>The charter school will demonstrate a successful academic program</i></p>	<p>75% Agreement</p> <p>Average Score 3.0</p> <p>Functioning Evidence</p>	<ul style="list-style-type: none"> Diverse staff who are working well together and all support the vision. Strong knowledge of special education that is well integrated throughout the school. Parents are very pleased with teacher contact in proactive manner. Exciting that students are all included in field trips and community opportunities. Social activities are appreciated by students and families but may tax the staff over time. Strong curriculum staff and great documentation of alignment as well as support for teacher development of units. You are effectively creating an environment that supports students in your lab. Great work on alignment and awareness of differentiated instruction for all students. Working hard to meet the needs of a very diverse population. Have adapted very well to the student population that has enrolled, somewhat different than the charter anticipated. Exciting opportunities for ESL population. Assessment and education goals exist at the individual student level but it is too early to assess at school level. Strong sharing and mentoring among full time teachers but more difficult with so many part time. Lab provides great opportunity for tutoring and support of learning. 	<ul style="list-style-type: none"> Establish clear routines and procedures for movement in the building – continue to evaluate safety and effectiveness of the learning environment. Create baseline data for monitoring academic and social/emotional progress. Continue to support the professional learning community with dedicated time for teacher collaboration. Clarify attendance requirements in handbook (weekly) and consequences of poor attendance/work completed. Strategic plan and policies for lab participation will help guide program and resolve potential problems. Discuss and articulate how the culture of the lab is established and supported. Platform seems a bit overwhelming; continue to gather data about how user friendly and accessible virtual programs are for parents and students. Create professional development plan for a growing staff and increase support for teachers in this model. Continue to explore Elluminate and Skype for synchronous instruction. Look for opportunities to support collaboration for part-time and full-time teachers collectively. Progress reports for non-English speaking parents may require additional opportunities for discussion of progress. Provide orientation of the program for parents who may have challenges with language and/or the use of computers.

<p>3. Stakeholder Support: <i>The charter school will show and plan for strong stakeholder support, involvement and satisfaction</i></p>	<p>92% Agreement</p> <p>Average Score 3.67</p> <p>Functioning Evidence</p>	<ul style="list-style-type: none"> • ACVS is getting increasing number of students referred by district. Staff has active relationships with community members. • Students are happy to participate in social activities and the staff is being very creative in developing social events. • The staff is commended for offering leadership opportunities in creating a Student Council as well as responding to requests for social gatherings such as field trips, Prom, book clubs, and more. • High attendance in lab seems to indicate that it is working well for many students. • High commitment to personal service and assisting students with diverse needs. 	<ul style="list-style-type: none"> • Revisit parent instructions for getting on the website/Power School, quarterly, in handbook, website, etc. • Continue to survey parents and students for satisfaction with the academic program as well as their ability to communicate and access information. • Formalize opportunities for parent involvement (board, advisory committee, volunteer coordinator, parenting classes) • Continue to work on your public image – schools and community understanding of what you offer. • Broaden participation of all stakeholders and analyze feedback. • Increase access to stakeholders in future focus groups. • Clarify the rules and expectations of the lab. Seems that some families may take advantage of students being there all day without all the supports or staffing you may need to make this possible.
<p>4. Continuous Improvement: <i>The charter school will plan for short and long term continuous improvement.</i></p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>