

BLACKFOOT CHARTER COMMUNITY LEARNING CENTER

Final Report

Programmatic Audit Site Visit

2010-2011 School Year

Conducted November 14, 2011



Idaho Charter School Network

Prepared by
Idaho Charter School Network
PO Box 1166
Boise, ID 83701

BLACKFOOT CHARTER COMMUNITY LEARNING CENTER

Address:

2801 Hunters Loop
Blackfoot, Idaho 83221

School Phone:

208-782-0744

School website:

<http://www.bcclc.com>

Date School Opened: September 2000

Authorized by: Idaho Public Charter School Commission

Administrator: Dr. Fred Ball, Principal

Programmatic Audit Site Visit Team:

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

Charlotte Shearer, former principal White Pine Charter School, Idaho Falls

Steve Andrews, teacher, Idaho Science & Technology, Blackfoot, Idaho

Jared Emfield, Principal, Taylor's Crossing Charter, Idaho Falls, Idaho

ADMINISTRATIVE SUMMARY

School Year represented by this data:	2010-2011*		2011-2012	
Enrollment				
Range of grades offered:	K-6		K-6	
Students enrolled	168		220	
Student demographics				
Ethnicity:				
Caucasian	139	83%	188	85%
Hispanic	18	11%	16	7%
Black	2	1%	2	1%
Asian/Pacific Islander	5	3%	9	4%
Multi-racial	0	0%	1	.5%
Native American	4	2%	4	2%
Other	0		0	
Total Number of Students enrolled:	168			220
Wait list data:	153		123	
	Number	Percent	Number	Percent
Free and reduced lunch	86	51%	101	46%
Students with IEP	22	13%	26	12%
English Language Learners	1	.5%	1	.5%
Other special populations				
Staff Make Up:	Number		Number	
Head of School/ Principal	1		1	
Asst. Director	0		0	
Certified teachers	9		10	
Non-certified teachers/Education Assts.	8		9	
Office/Administrative staff	1		1	

*Data for the 2010-2011 school year is indicated in the shaded column above. Since the visit took place in the early months of the 2011-2012 school year, data for this year is also included.

INTRODUCTORY REMARKS

We submit this report to Blackfoot Charter Community Learning Center (BCCLC) and the Idaho Charter School Network (ICSN) as a summary of our observations. We recognize that in our brief visit, which took place on November 14, 2011, 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 and the current conditions and practices in the school. Data for enrollment and test results are included for the previous school year as well as the current enrollment and staffing data for 2011-2012. 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 Blackfoot Charter Community Learning Center 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, Fred Ball and his 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 Blackfoot Charter Community Learning Center 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. Blackfoot Charter Community Learning Center invited an outside team to the school to assess the school's performance on the four goals of the Accountability Plan; namely,

- 1) Governance and Administrative Obligation
- 2) Quality academic program,
- 3) Stakeholder support, involvement and satisfaction, and
- 4) Continuous school improvement.

Our general impression is that BCCLC 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 learner-centered educational program. The team worked to validate the self-study provided by BCCLC 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 BCCLC. 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 Blackfoot Charter Community Learning Center:

BCCLC Director:

Dr. Fred Ball

BCCLC Board of Directors:

John Heintzelman, Chairman

Stacey Lilya, Vice Chair

Emilie Hansen, Secretary

Elzo White, Treasurer

Kendall Murdock

Blackfoot Charter Community Learning Center

VISIT CONDUCTED November 14, 2011

TABLE OF CONTENTS

Administrative Summary	3
Introductory Remarks	4
Executive Summary	7
Goal 1: Governance & Administration	9
Goal 2: Academic Program	12
Goal 3: Stakeholder Satisfaction	16
Goal 4: Continuous School Improvement	18
Summary Commendations & Opportunities	20

EXECUTIVE SUMMARY

Blackfoot Charter Community Learning Center has a strong focus on providing individualized and supportive quality education in multi-grade classroom settings. The Blackfoot Charter Community Learning Center strives to maintain a close-knit community of critical thinkers who practice virtuous citizenship and show enthusiasm for knowledge. The Intercept program was included in the development of the school and continues to be offered to all kindergarten and first grade students and to older students as needed.

It was very evident to the site visit team that Blackfoot Charter Community Learning Center is working to live fully into its mission - *"To pursue academic excellence in multi-grade classroom settings meeting individual learning needs"*. We offer BCCLC the following commendations:

- Board demonstrates high commitment to the school's mission and vision. New member was added to the board this year to replace retiring board member.
- Supportive and effective working relationship between the director and the board.
- Outstanding financial report – evidenced by receiving unqualified opinion on the financial report.
- Principal evaluation process has been implemented.
- We found that all stakeholders feel well informed and connected.
- Professional development of staff is well integrated on Friday work days and creates a robust professional learning community.
- Intercept program (Physio-Neuro Therapy) remediation is provided by well trained aides to all kindergarten students and as needed based on screening to all other grades. Among the benefits; teachers report that they observe student improvements as a result, parents report difference noted in learning, strategies are integrated for all students in the classroom, and the status of education aids is enhanced and supports retention of these classified individuals.
- Students move seamlessly in and out of small groups. Daily schedule allows for great deal of physical movement which is accomplished even with the addition of the portable classrooms. Classroom observations at each grade level showed students who were highly engaged and on task.
- Parents are very satisfied. They feel well informed about their child's progress and activities happening in the school
- Five year vision addresses large waiting list and demand from the community for choice. Growth during this year has been well accommodated.

Based on observations and research conducted during this visit, 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 commendations and recommendations in this report.

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 Blackfoot Charter Community Learning Center 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	3.8	3.0	<i>Preparation for audit was very good with all documents well organized and available to team.</i>
2. Personnel files	4.0	3.5	<i>Personnel files are mostly complete, but a few items are missing or outdated.</i>
3. School filing system for student data	3.8	4.0	<i>Student files are very complete</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	3.6	3.0	<i>Dr. Ball is fully aware and keeps well informed.</i>
2. Leadership has a reliable way to address legal obligations.	3.2	2.0	<i>The school has access to a trusted legal consultant but has not engaged him to review policies or documents.</i>

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	4.0	4.0	
2. School has a policy or procedure manual of their own or an adopted version from another district with waivers if necessary	3.5	2.0	<i>The board has officially adopted the ISBA model policy manual but needs to get a fully updated copy and review all policies for applicability to BCCLC. Updated charter also contains updated policies for any number of items that can be transferred to P&P manual.</i>
3. Conflicts of interest	3.6	3.0	<i>Board is very aware of conflicts of interest but they do not have a written policy or board letter of commitment.</i>
4. Charter has strategic goals that align with the mission or vision of the school.	4.0	2.0	<i>The charter was rewritten in 2010 when BCCLC changed their authorizer from the District to the Commission. Revisions were made at that time. The leadership has some clear goals for the future but has not committed a plan to writing.</i>
5. Governance structure officials have received training for their responsibilities.	3.6	2.0	<i>Making effort to include some training in meetings. Team suggests that they create a board position to be responsible for ongoing board development.</i>
6. Roles of the administrator and the Board	4.0	3.0	<i>Roles of the administrator are well understood. Roles of the board could be better articulated to achieve higher engagement.</i>
7. Board conducts self-evaluations	1.8	1.0	<i>No evidence of self-evaluation.</i>
8. Board holds administrator accountable to its mission or vision.	4.0	3.0	<i>Good communication between board and head of school. The board approved a format for evaluation and has conducted an annual review of the administrator in the spring.</i>
9. Board positions are systematically filled.	4.0	3.0	<i>Struggle to identify possible board members in small community. Did add one new member.</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.	3.2	4.0	<i>Administrator and board have been very effective in maximizing their resource and constructed a five-year budget projection.</i>
2. Enrollment is stable.	4.0	4.0	<i>Added additional students this year and still have a waiting list.</i>
3. Financial Obligations (loans)	3.8	4.0	<i>BCCLC runs a very fiscally conservative operation and continually identifies cost savings.</i>
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.	4.0	3.5	<i>Addition of the portables has accommodated the growth but the cafeteria and large group space, as well as parking is limited. .</i>
5. Management and reporting of the budget	3.8	3.0	<i>Financial audit offers an unqualified opinion. Segregation of duties remains a material weakness. Should respond to auditor with plan</i>
6. Active Fundraising Plan supports school operations and sustainability.	4.0	2.0	<i>No evidence of fundraising plan at this time. PAC does some limited fundraising for student activities.</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.)	4.0	4.0	<i>Staff seem very satisfied with current coverage.</i>

e) School has appropriate controls and procedures for the management of financial resources	<u>Self Study Score</u>	<u>Team Score</u>	<u>Comment</u>
1. School and authorizer relationship	4.0	3.0	<i>New relationship with Commission. The school is eager to demonstrate to the Commission the strengths of their school.</i>
2. Long-range budget	4.0	4.0	
3. Schedule of past and future audits	4.0	4.0	<i>Financial audits have been completed annually.</i>
4. Financial impact on academic achievement	4.0	4.0	<i>School has identified efficiencies</i>

			<i>that keep greater support on instruction and academic program. I.e. purchasing rather than leasing portables.</i>
--	--	--	--

f) 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	4.0	4.0	<i>Dr. Ball is very knowledgeable and supportive of the overall program and supports the professional learning community of teachers.</i>
2. Administrator adequately allocates resources (time, money, materials, etc.) to achieve mission and goals of school.	4.0	4.0	<i>School has identified efficiencies that keep greater support on instruction and academic program. I.e. purchasing rather than leasing portables.</i>
3. Administrator is aware of areas that need improvement within the school and reports these needs to the Board along with strategies on how to fulfill these needs	4.0	3.0	<i>The team would like to see increased attention to data informed decision making at school level.</i>
4. Administrator is actively engaged in school-community relations that benefit the school	4.0	4.0	
5. Administrator shows strong leadership skills that connect the Board to the school and its staff.	4.0	4.0	<i>Communication and support among leadership and teachers is very open and collaborative. Administrator supports teacher leadership as well.</i>
6. Administrator effectively evaluates school personnel	4.0	4.0	<i>Danielson framework is used to evaluate teaching staff.</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	4.0	4.0	<i>Commendable participation in math pilot assessment tool.</i>
2. Compliance regarding grants received	3.0	3.0	
3. Accreditation	NA	NA	

Total Points	124.7	108 33 Items Avg Score 3.27	Percent Agreement: 86%
---------------------	-------	--------------------------------------	-------------------------------

The team found an 86% level of agreement between the self-study and the programmatic visit and an average score of 3.27 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. The self study was completed by the administrator, board chair, and two teachers.

Goal One Commendations:

- The board is clear about the mission and vision of the school.
- Board is committed to the five year vision to grow their school and address the waiting list.
- Strong financial audit report – evidenced by receiving unqualified opinion on the financial report.
- Principal evaluation process has been implemented.
- The board and administrator have a shared vision for the future of BCCLC.
- The school has added some administrative support in the form of a contracted grant writer.
- The board has taken some steps to increase documentation of policies and procedures.
- Increases participation of the board and staff in conducting the self-study for this review was noted and appreciated.

Goal One Recommendations:

- Create a process for new board member orientation and training.
- Develop a personnel manual for your growing staff. It will help the school avoid challenges that may arise with a larger staff.
- Increasing administrative support for the business manager should be a priority for future budgeting. Financial procedures that are well established should be committed to a procedure manual for future use and operational sustainability.
- Board training and self-evaluation continue to be recommended.

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. BCCLS 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	3.0	3.0	<i>Addition of several portable classrooms has made accommodation for more students but teachers and parents note limited space in cafeteria, bathrooms and parking.</i>
2. Attendance requirements	4.0	4.0	<i>With four day week in place, attendance is very important and the school finds attendance is high.</i>
3. School-wide academic plan	3.8	4.0	<i>RTI in place, MTI training completed. Strong collaboration supports integration and alignment.</i>
4. Educational Goals	3.8	3.0	
5. Assessment of Progress	4.0	4.0	<i>Teachers closely monitor student progress of individuals . Aimsweb and Lexia track progress.</i>

6. Methods of Evaluation and Communication of Progress	4.0	3.0	<i>Flexible grade level placement is sensitive to student progress. Teachers use Aimsweb to track progress. Parents feel very well informed about student progress.</i>
7. Professional Development	4.0	4.0	<i>Teachers make very good use of their half day on Friday to support a robust professional development community. Mentor new teachers in most supportive way.</i>
8. School Safety	4.0	4.0	<i>Staff know all the children in the school. School has internal monitoring cameras and high level of attention to safety.</i>
9. School Climate/Culture	3.5	3.0	<i>Overall positive culture. Might consider more overt discussion with students about expectations.</i>
10. Research-based Instructional Strategies	3.0	3.0	<i>Very good using MTI for math. Monitoring how the full-day kindergarten students are advancing. Investing in students with brain-based training early and hope to see higher scores in subsequent grades.</i>
11. School progress with Idaho State Achievement Standards	3.8	4.0	<i>Made AYP this year</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	4.0	4.0	<i>Teachers have done some excellent work on Idaho Content Standards K-6 Vertical Alignment beginning with reading and writing. They have completed some science and plan to proceed with other subject areas. Already discussing Common Core and how those will impact program.</i>
2. Evaluation: Teachers	4.0	4.0	<i>Fully implementing Danielson-based evaluation.</i>

3. Teacher Collaboration	4.0	4.0	<i>Very high expectations and practices related to collaboration.</i>
Total Points	52.9	51.0 14 Items Avg Score 3.6	Percent Agreement 96%

GOAL 2 represents the strongest area for BCCLC in the programmatic audit. The team reached a 96% agreement with the school's self study and an average score of 3.6. Evidence of a strong academic program is underscored by meeting AYP, documentation of curricular alignment and strong observations in classrooms. Students are very engaged and teachers actively providing instruction and facilitation. RTI team in place. Teachers are engaged in the mission and vision for the school. They are providing insights and recommendations as the school grows. Very collaborative and supportive staff. The team offers the following commendations to the school:

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

- Great use of all the space in the facility. The integration of several portable classrooms has enabled the school to increase the number of students. Expansion in space has added to facility for a computer room and freeing up library for use throughout the day.
- Students use computers to enhance individualized instruction daily using Lexia for Language Arts and math programs.
- Technology in rooms is integrated into instruction and used by teachers and students.
- The staff continue to maximize the opportunities to meet on Fridays resulting in a robust professional learning community.
- We commend BCCLC for participating in the pilot program for the Math Assessment development and for using this data to inform their practices.
- Classroom observations at each grade level showed students who were highly engaged and on task. High degree of differentiated instruction and students move in and out of small groups without any down time.
- Effective team teaching and mentoring of new and less experienced teachers. Teacher presented their best practices, integrating Smart Boards into instruction, at the charter conference in 2010.
- Parents are extremely satisfied with the academic and cultural environment and the opportunity for student success. They feel that the school is very responsive to the needs of their students.
- Teachers use a variety of method to assess learning including quizzes, daily observations and work samples as well as tracking on Aimsweb.

- Teachers have adapted very well to growing student body and support one another as they change some teaching assignments.

Recommendations: The team respectfully recommends to BCCLC that:

- Continue to seek opportunities for data informed decision making and progress monitoring; especially as ISEE is more available and timely data can be accessed.
- Continue to work on vertical alignment and incorporate Common Core.
- Take advantage of some of the Common Core training for teachers.
- Documentation of the critical attributes of the school program will help insure that BCCLC retains its identity and success as growth occurs and new staff are added or student teachers are incorporated.

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

The charter school will show and plan for strong stakeholder support, involvement, and satisfaction	<u>Self Study Score</u>	<u>Team Score</u>	<u>Comment</u>
1. Stakeholders participate and contribute to school mission	4.0	4.0	<i>Culture of listening and addressing needs of students is commendable. Strong understanding of small, caring community is of greatest importance to stakeholders.</i>
2. Communication with stakeholders	4.0	4.0	<i>Communication among the whole school community seems to meet the needs quite adequately. Website and newsletters share new with parents. Many parents in the building very often.</i>
3. Stakeholder satisfaction and engagement.	4.0	4.0	<i>Parents, teachers and students very satisfied as indicated by surveys and focus groups.</i>

4. Plan for Improvement	4.0	3.0	<i>Parents sharing some concerns about the space and growing number of students; no plan to address this concern.</i>
Total Scores	16.0	15 4 Items Avg Score 3.75	Percent Agreement: 94%

Goal Three assesses stakeholder engagement and satisfaction. Overall we found that the stakeholders of BCCLC are very satisfied and very engaged. Parents and grandparents volunteer in the school and classrooms often. Parents feel that teachers and administrator are very responsive to their questions or concerns. Annual surveys are very positive. Parents especially like the small community feeling of the school. They also report that positive behavioral changes among their students have been significant.

Teachers are also very happy at the school. They feel they have what they need to teach effectively as well as the support of their administrator. The only area of concern seems to be the facility as the population grows. Neither parents or teachers feel that they have lost the small community feel of the school even though they have added a considerable number of new students. The limited cafeteria and large group space is a concern as well as restrooms and storage.

Focus groups of parents, teachers and students as well as review of surveys showed all stakeholders to be highly satisfied and well informed of the vision and mission of the school. Parents reported that the website and newsletters were useful; however, they had a great deal of personal contact with teachers and the principal. They found the staff to be very helpful and focused on the individual strengths and needs of students as they assigned them to classes.

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

- Parent focus group very positive. Parents really like the four day school week. They all felt that students get lots of support and one to one attention.
- Parents feel that communication is good and the principal is very accessible.
- Teachers feel supported by principal. Happy teachers, high moral.
- Parents feel well informed about their child’s progress and activities happening in the school.
- Parents, students and teachers are highly satisfied with the culture and operation of the school.

Recommendations: The team respectfully recommends to BCCLC that:

- Continue annual surveys for stakeholder feedback and consider exploring some issues more deeply.

- Review parent handbook and update it. Consider offering more information about rationale for how school is done. I.e. 4 day week, mixed age group, etc.
- Continue to engage parents about facility so that these don't become larger concerns. I.e. Parking lot and playground safety, adequacy of common space and restrooms.

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 Strategic Plan and actively uses it to direct its efforts and measure its progress.	4.0	2.0	<i>Written plan not in evidence. There is a long range vision for the growth of the whole school program but written plan with specific goals and targets would be helpful.</i>
2. School leadership is reflective and uses data to drive improvement.	4.0	3.0	<i>Very insightful, observant staff but data could be more in evidence. Leadership is very attentive to fiscal data.</i>
3. Continuous Improvement is planned, monitored and accomplished.	4.0	3.0	<i>Commendable job expanding enrollment and program. Attention to making sure that facility is adequate for classrooms and technology support.</i>
Total Scores	12.0	8.0 3 Items Avg Score 2.7	Percent Agreement: 75%

The staff and leadership are in a mode of constant improvement at the classroom level and assessing the overall flow of the school day and program. There is opportunity to use data to provide additional perspective on quality improvements. Increase availability of ISEE data will enhance the school's ability to monitor progress. The team encourages the school to develop a five-year strategic plan to guide all aspects of school operation.

Goal 4:

Commendations: The team would like to commend BCCLC on the following:

- Exciting vision for future growth of the school
- Implemented the current plan for growth successfully.
- Adding portable classrooms and adequate space for small group instruction and one to one instruction.

Recommendations: The team respectfully recommends that BCCLC:

- Continue opportunities for reflection and feedback as well as data informed decision making.
- Begin to develop a document that outlines your strategic plan and seeks the input of all stakeholders.
- Track data to support decision making and monitor progress.

Goal	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>86% Avg Score 3.27 Functioning Evidence</p>	<ul style="list-style-type: none"> • The board is clear about the mission and vision of the school. • Board is committed to the five year vision to grow their school and address the waiting list. • Strong financial audit report – evidenced by receiving unqualified opinion on the financial report. • Principal evaluation process has been implemented. • The board and administrator have a shared vision for the future of BCCLC. • The school has added some administrative support in the form of a contracted grant writer. • The board has taken some steps to increase documentation of policies and procedures. • Increases participation of the board and staff in conducting the self-study for this review was noted and appreciated. 	<ul style="list-style-type: none"> • Create a process for new board member orientation and training. • Develop a personnel manual for your growing staff. It will help the school avoid challenges that may arise with a larger staff. • Increasing administrative support for the business manager should be a priority for future budgeting. Financial procedures that are well established should be committed to a procedure manual for future use and operational sustainability. • Board training and self-evaluation continue to be recommended.

<p>2. Academic Program: <i>The charter school will demonstrate a successful academic program</i></p>	<p>96%</p> <p>Avg Score</p> <p>3.6</p> <p>Functioning Evidence</p>	<ul style="list-style-type: none"> • Great use of all the space in the facility. The integration of several portable classrooms has enabled the school to increase the number of students. Expansion in space has added to facility for a computer room and freeing up library for use throughout the day. • Students use computers to enhance individualized instruction daily using Lexia for Language Arts and math programs. • The staff continue to maximize the opportunities to meet on Fridays resulting in a robust professional learning community. • We commend BCCLC for participating in the pilot program for the Math Assessment development and for using this data to inform their practices. • Classroom observations at each grade level showed students who were highly engaged and on task. High degree of differentiated instruction and students move in and out of small groups without any down time. • Effective team teaching and mentoring of new and less experienced teachers. Teacher presented their best practices, integrating Smart Boards into instruction, at the charter conference in 2010. • Parents are extremely satisfied with the academic and cultural environment and the opportunity for student success. They feel that the school is very responsive to the needs of their students. 	<ul style="list-style-type: none"> • Continue to seek opportunities for data informed decision making and progress monitoring; especially as ISEE is more available and timely data can be accessed. • Continue to work on vertical alignment and incorporate Common Core. • Take advantage of some of the Common Core training for teachers. • Documentation of the critical attributes of the school program will help insure that BCCLS retains its identity and success as growth occurs and new staff are added or student teachers are incorporated.
---	--	--	--

		<ul style="list-style-type: none"> Teachers use a variety of method to assess learning including quizzes, daily observations and work samples as well as tracking on Aimsweb. Teachers have adapted very well to growing student body and support one another as they change some teaching assignments. 	
<p>3. Stakeholder Support: <i>The charter school will show and plan for strong stakeholder support, involvement and satisfaction</i></p>	<p>94%</p> <p>Avg Score 3.75</p> <p>Functioning Evidence</p>	<ul style="list-style-type: none"> Parent focus group very positive. Parents really like the four day school week. They all felt that students get lots of support and one to one attention. Parents feel that communication is good and the principal is very accessible. Teachers feel supported by principal. Happy teachers, high moral. Parents feel well informed about their child's progress and activities happening in the school. Parents, students and teachers are highly satisfied with the culture and operation of the school. 	<ul style="list-style-type: none"> Continue annual surveys for stakeholder feedback and consider exploring some issues more deeply. Review parent handbook and update it. Consider offering more information about rationale for how school is done. I.e. 4 day week, mixed age group, etc. Continue to engage parents about facility so that these don't become larger concerns. I.e. Parking lot and playground safety, adequacy of common space and restrooms.
<p>4. Continuous Improvement: <i>The charter school will plan for short and long term continuous improvement.</i></p>	<p>75%</p> <p>Avg Score 2.7</p> <p>Progressing evidence</p>	<ul style="list-style-type: none"> Exciting vision for future growth of the school Implemented the current plan for growth successfully. Adding portable classrooms and adequate space for small group instruction and one to one instruction. 	<ul style="list-style-type: none"> Continue opportunities for reflection and feedback as well as data informed decision making. Begin to develop a document that outlines your strategic plan and seeks the input of all stakeholders. Track data to support decision making and monitor progress.

