

KAPLAN ACADEMY OF IDAHO



Final Report
Programmatic Audit Site Visit
Conducted June 9-10, 2010



Prepared by
Idaho Charter School Network
PO Box 5735
Boise, ID 83705

KAPLAN ACADEMY OF IDAHO



Address:

11513 Fairview Avenue
Suite 103
Boise, Idaho 83714

School Phone:

208-287-3670

School website:

<http://www.kaplanacademy.com/Idaho/>

Date School Opened: August 31, 2009

Authorized by: State of Idaho Public Charter
School Commission

Administrator:

Vickie McCullough

ADMINISTRATIVE SUMMARY

School Year represented by this data:	2009-2010	
Enrollment	138	
Range of grades offered:	6-12	
Students newly enrolled		
Student who exited	70% returned mid semester 30% exited during the year	
Student demographics		
Ethnicity:		
Caucasian	125	90%
Hispanic	10	7%
Black	0	
Asian	0	
Multi-racial	0	
Native American	3	2%
Other	0	
Total Number of Students enrolled:	138	
Wait list data:		
	Number	Percent
Free and reduced lunch	34	25%
Students with IEP	10	7%
English Language Learners	0	
Other special populations	0	0
Staff Make Up:	Number	
Head of School/ Principal	1	
Asst. Principal	0	
Certified teachers	5.5 fte	
Non-certified teachers/Education Assts.	0	
Office/Administrative staff	1	

INTRODUCTORY REMARKS

We submit this report to Kaplan Academy of Idaho (KAID) 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 with the greatest concentration on goals 1 and 2 since KAID is such a young school. In all areas, the team endeavored to triangulate data from several sources to provide evidence of discrete performance indicators.

We wish to express our gratitude to Kaplan Academy of Idaho for extending hospitality and openness to us during our visit. They provided the team with thorough reflection on the Accountability Plan Critical Questions and an array of organized documents and artifacts as evidence of their progress in the areas identified in the Accountability Plan. We commend Principal, Vickie McCullough and her staff 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 who took an active role in the site visit by providing documentation, attending focus group discussions, inviting the team into their virtual classrooms or providing interviews.

To validate the performance of Kaplan Academy of Idaho 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. Kaplan Academy of Idaho is currently at the end of their first year of operation having opened in August of 2009. The leadership of the KAID invited an outside team to the school to assess the school's performance with a focus 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 Kaplan Academy of Idaho, a Public Virtual Charter School, 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 board and administration have been working on strengthening their program and addressing recommendations in the fall 2009 visit report. Our team is grateful for the opportunity to visit and witness the educational choice offered by Kaplan Academy of Idaho. The level of organization, commitment and focus observed by the team is especially encouraging to see in a new school. In spite of unpredictable enrollment trends, the board and leadership team is strategically focused on meeting the needs of their students in creative, innovative ways. We commend Kaplan Academy of Idaho for continuing to be reflective and to be committed to continuous improvement.

Programmatic Audit Site Visit Team:

Nancy Smith, ICSN Board Member, College of Idaho Instructor, former principal Thomas Jefferson Charter School

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

Kim Hunter, Start-Up Coordinator, Another Choice Virtual School, Nampa

Leadership Team at Kaplan Academy of Idaho:

KAID Principal:

Vickie McCullough

KAID Board of Directors:

David High, President

Brent Olmstead

Lance Fenton

Marilyn Labeau

Jeff Malmen

Kaplan Academy of Idaho

VISIT CONDUCTED June 9-10, 2010

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EXECUTIVE SUMMARY

Kaplan Academy of Idaho (KAID) has a strong focus on providing individualized and supportive quality education opportunities. The students come from all over the state of Idaho and a broad range of backgrounds and abilities. The Kaplan Academy of Idaho features an online educational program that is flexible, accessible and offers one to one support to students.

It was evident to the site visit team that Kaplan Academy of Idaho is working to live fully into its vision to gives access to a complete curriculum while offering scheduling flexibility allowing students to work at their own pace. After completing their first year of operation, KAID has learned a number of formative lessons and they are both reflective and investigative in imagining their future and revisiting their vision. We offer Kaplan Academy of Idaho the following commendations:

- A great deal of progress is noted since the last visit. In particular, many exciting plans for expansion in all areas of school operation.
- Board is very engaged and has clearly taken ownership of the mission of KAID.
- Increased board attention to training and self-evaluation.
- The board is examining all areas of school operations related to the long-term fiscal health of the school and reviewing all options to be sustainable and meet the needs of their students and reach the goals set out in their charter.
- Board is highly aware of open meeting law and board best practices.
- The board can clearly articulate differentiated responsibilities of the board and school leader and have a very good working relationship.
- The board is committed to the success of all students. Even though the target of accelerated students was not actualized in year one they continue to hold this vision.
- Documentation and record keeping is very strong.
- Providing individualized support and instruction for students who are struggling is outstanding.
- Teachers have the support of the principal to adapt curriculum as needed and to offer live instruction opportunities.
- Implementing Danielson-based teacher evaluation
- Highly enthusiastic, optimistic and dedicated staff, teachers and administration.
- Strong special education awareness and active exploration of how to make the platform work for students with special needs.
- Leadership is keenly aware of the value of survey data and will continue to seek feedback from their stakeholders.
- Implementation of state-wide iSAT testing was completed. Results not yet available.

Based on observations and research conducted over two 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 following recommendations to the board and educational leaders of Kaplan Academy of Idaho.

- Utilize the strengths of your current board structure to develop a board succession plan to bring additional stakeholders into active roles providing a natural stream of individuals ready to serve on the board
- Continue to evaluate satisfaction with all service providers to best meet the goals of the school.

- Evaluate your marketing plan going forward to see if that may yield the enrollment strata that you planned for.
- Continue to examine instruction delivery and EOC goals as well as teacher and student satisfaction.
- Consider opportunities for career advisement for high school students
- Examine the number of different classes offered and the corresponding teacher load.
- Continue to support parent engagement growing it among younger students may provide the opportunity to stay engaged for a longer time.
- Consider ways to increase participation in focus groups among parents and students for your next visit. Greater participation will tell your story much more fully.
- Reflect on what you are doing to support the health and wellbeing of the whole student: physical activity, social activities, etc.
- Parents are a very important aspect of any school and great generators of referrals. Continue to explore some innovative ways to engage them.
- Continue to build your image as an Idaho Charter School with a local identity and grow your community support among charter schools as well.

The team was impressed with the number of exciting ideas that KAID is considering as they end their first year of operation. The team is encouraged by the investment of the board, creativity and leadership of the principal and teachers and commitment of the entire team to continuous improvement. The commitment of their board, instructional leaders and other stakeholders will be critical to its ongoing success. There is evidence that school leaders and staff are focused on their vision and using the programmatic audit as a process for reflection and growth.

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 Kaplan Academy of Idaho 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.

DOCUMENTS

- Exceeds Standards
- Meets Standards
- Progressing Toward Standards
- In Need of Improvement
- Not Progressing Toward Standards

Observations: The visiting team observed the school has retained all legal documents pertaining to school opening, operating and reporting progress toward goals specified in the charter. The documents were provided to the entire team for the review process organized in clearly labeled files. Student and employee records are retained in fire-proof, locked file cabinets in the main office of the school. Additionally, Kaplan Academy of Idaho has electronic files for all students for safe keeping and strategic access. The business manager who was with KAID in the fall has left that position and a new administrative support person has been hired. This individual has a diverse set of duties related to office operations and tracking of student data.

Registration activities continue to be handled by the Kaplan headquarters in Florida but KAID is working closely to insure that all prospective students get direct contact from KAID here in Boise. Ms. McCullough works closely with staff there to insure that accurate information and quick turn-around is achieved.

Documentation Examined:

- Charter
- Bylaws
- Adopted Policy & Procedure Manual
- Articles of incorporation
- Parent - Student handbook, 2009-2010
- Fiscal audit, 2009
- Accreditation certificates Idaho State
- Job descriptions
- Advertising materials - this has been achieved using strictly online strategy. Board is rethinking this approach.
- Attendance reports

- Board minutes
- Employee files
- Student files

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

- The charter has retained legal documents for stakeholder/principal access. Documentation is well organized and complete particularly for a young school. The skills of the principal and support staff are evident in their thoroughness with regard to records.
- A review of randomly selected student files showed that files were in good order with appropriate transfer records, grades and test scores, immunization and birth records. Files were appropriately stored in a fire-proof, locked cabinet to protect confidentiality and integrity of information.
- Employee files were organized and secured in appropriate locked file. Teaching credentials, contracts and continuing education credits were consistently documented.

Recommendations: The team respectfully recommends that:

- Keep up the good work.

RELEVANT FEDERAL & STATE LAWS AND PROCEDURES:

- Exceeds Standards
- Meets Standards
- Progressing Toward Standards
- In Need of Improvement
- Not Progressing Toward Standards

Observations: The team collected data from a variety of sources including interviews with the principal, board members, staff, parents and students. The team feels that at this time the school is in compliance with state and federal laws including the Open Meetings Law, the Public Charter School Act, Idaho Education Code and appropriate Idaho Board of Education rulings. Principal Vickie McCullough as well as the board chair David High, clearly demonstrated thorough knowledge and compliance with relevant school law and procedures related to hiring, due process, reporting and governance.

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

- The board demonstrates a clear understanding of the laws under which charter schools operate.
- Kaplan Academy of Idaho engaged the Idaho Charter School Network and a team of 4 outside persons to provide substantive input while conducting a programmatic operations audit addressing: effectiveness of school governance; fiscal soundness as defined by Section 33-5209(2)(c), Idaho Code; effectiveness of the educational program with supporting evidence; stakeholder satisfaction; and strategic planning.

Recommendations: The team respectfully recommends to KAID that:

- A handbook for board orientation is developed so that all new board members are fully aware of relevant charter school law including Title 33, Chapter 52, Idaho Code, in addition to IDAPA 08.02.04, Rules Governing Public Charter Schools and IDAPA 08.03.01, Rules of the Public Charter School Commission.
- The school plans for regular programmatic audits with follow-up on recommendations identified in this report.

GOVERNANCE STRUCTURE:

- Exceeds Standards
- Meets Standards
- Progressing Toward Standards
- In Need of Improvement
- Not Progressing Toward Standards

Observations: The KAID Board is a 5-member board currently made up of five individuals with diverse backgrounds in community and professional work. Since they are still operating with a founding board, no election has taken place. KAID School Board Members are currently exploring training tools to help them in preparing a succession plan to bring on additional stakeholders into active roles on the IVEP Board. Having parent participation will be a key component of this succession plan.

The board embraces the mission of the school and the team recognized that the KAID board appears to have fully taken ownership of the school and working to ensure that student services and academic achievement are their first concern. During this visit, the board expressed their concerns about the fit of their current curriculum provider with the needs and sustainability of the school. They were asking very important questions and the team was impressed with their attention to both academic and fiscal long term health of the school.

The original vision of the school was to offer accelerated, AP curricula to students who could not access it in their local school. The board continues to have this vision but is equally committed to the students who enroll in KAID who do not fit this demographic. KAID continues to examine and track student populations, student needs, and student achievement and will continue to compare and study the data as it relates to the mission and vision of the school. They are examining their recruitment plan and partnerships to broaden their student body to include both. KAID entered conversations with Kaplan in March of 2010 as to ideas and strategies for increased marketing efforts as plans moving into the 2010/2011 school year. The team also recommends that the board closely monitor the implementation of the current curriculum to assess how well it fits and helps the 'at-risk' students succeed.

The Board has a set of bylaws that includes:

- Major obligations,
- Terms and powers of governing structure,
- Provisions for:
 - Selecting new board members,
 - Resignation and removal of board members,
 - Filling vacancies,
- Procedures and timelines for meetings,
- Officers and duties,

- Fiscal affairs,
- Notice of meetings,
- Dissolution, and
- Amendments.

Like many schools in their early years of operation, policies at KAID were adapted from the Idaho School Board Association’s model policy manual. They have created policies specific to their school and the team encourages KAID to develop clear procedures for review and adoption of new policies to reflect their mission and circumstance. The board should review and revisit the charter on an annual basis and plan for reviewing policy throughout the year, one section of the manual each month.

The school currently has a student/parent handbook that includes the policies from the school's policy and procedure manual that are pertinent to students and parents such as cyber bullying, virtual classroom behavior, attendance policy and code of conduct.

The Board minutes indicate regular and effective meetings. The board has not yet engaged a process of formally evaluating itself. We recommend a formal board self-evaluation at the end of this year.

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

- The board has a very clear understanding of their roles and responsibilities and those of the administrator.
- Passionate board that are clear about the mission, professionally diverse and mindful of future board growth.
- Knowledge of and adherence to public meeting law.
- Good working relationship between the board and the head of school.

Recommendations: The team respectfully recommends that KAID:

- Implement a practice of reviewing and adopting policies at board meetings.
- Plan for annual board training and orientation for new board members.
- Conduct annual board evaluation for the purposes of growth and improvement.
- Consider succession plan.

FINANCIAL:

- Exceeds Standards
- Meets Standards
- Progressing Toward Standards
- In Need of Improvement
- Not Progressing Toward Standards

Observations: The team observed that in the area of financial operations the leadership of the school exercises its mission. The board, principal and treasurer have been successful in insuring the fiscal health of the school. The continued fiscal health will be greatly impacted by enrollment. KAID is anticipating higher enrollment in 2010-2011 and is focusing on recruiting to achieve their enrollment goals. The board and principal made a decision this year to bring the business operations related to payroll and accounts payable into the central office to increase efficiency and decrease costs and multiple contractors. The

principal and treasurer create the budget and the office manager and local accountant assists with business operations..

The team reviewed current and projected budgets as well as pre-opening year audit. Because of the small size of the school in year one and the unpredictable nature of enrollment in virtual schools, it is difficult to provide a comprehensive judgment about the fiscal sustainability of the school. There are strong internal policies for handling and anticipating expenses. KAID used some of their start up grant to purchase a portable computer lab to facilitate iSAT testing.

Interviews were conducted with all members of the Board and principal. The fiscal audit indicated that the school follows generally accepted accounting practices and found no deficiencies or material weaknesses.

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

- Fiscal health of the school and attention of the board to forecasting enrollment.
- A board member who has a background in banking helps keep the business side of the school very accountable.
- Clear operating procedures in place with good checks and balances.
- Increased efficiencies by keeping some functions local.

Recommendations: The team respectfully recommends that KAID:

- Establish a Finance Committee.
- Review recruiting policies and practices for new board members.
- Develop a five-year operating budget that reflects accurately the relationship with Kaplan and projections for future enrollment.
- Continue to assess fit of service provider contract.

ADMINISTRATIVE LEADERSHIP:

- Exceeds Standards
- Meets Standards
- Progressing Toward Standards
- In Need of Improvement
- Not Progressing Toward Standards

Observations:

Kaplan Academy of Idaho has an administrator, Vickie McCullough, who is an employee of the board. The former business manager, Mark Johnson, was an employee of Kaplan but left the school for another position. This presented to the board an opportunity to restructure the business operations of the school. The board is very committed to transparency, results and running the school efficiently. The board has conducted discussions about the best arrangement between the school and the curriculum provider.

Students, parents and teachers are all pleased with the relationship and support of the principal. She has been very involved with the students and parents directly and has traveled to conduct ISAT testing and social activities.

It is the goal of the Principal and School Board that the teacher/student ratio will be kept low and that teachers will not have an excess of courses to teach thereby freeing up their time for student interaction and instruction. While Kaplan provides a quality curriculum for use within KAID the Principal has oversight of how/when synchronous and asynchronous instruction is delivered. The Principal has given permission and support to the KAID staff to modify and adapt as they see necessary. KAID teachers are on a yearlong contract with the school. Current plans are for using the summer months for professional development on lesson development and delivery. This will be done in conjunction with Kaplan as part of our teacher summer retreat.

Both the Board and the principal indicate that they have a very good working relationship. Board members report that there is an open and transparent relationship regarding all aspects of school operation. The KAID board appears supportive of the administrator's authority and has worked to clarify roles between KAID staff and Kaplan Teachers feel that administration is readily available and supportive, yet they also have sufficient independence. The board expressed high levels of confidence in their principal's implementation of the school mission and vision.

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

- The Board is to be commended for selecting a principal who appreciates the vision of the founders and the mission of the charter.
- The principal seems to have a clear understanding of her role and a good working relationship with the board.
- Teachers report that the principal is very supportive and accessible.

Recommendations: The team respectfully recommends to KAID that:

- The Board considers formal evaluation instruments to evaluate the principal and provide her with ongoing constructive assessment of her performance.
- The board continues to support the principal in her role as the school's instructional leader.
- Continue to carefully track student movement in and out of the school to be able to project enrollment as accurately as possible.

FEDERAL AND STATE REPORTS AND TESTING REQUIREMENTS:

- Exceeds Standards
- Meets Standards
- Progressing Toward Standards
- In Need of Improvement
- Not Progressing Toward Standards

Observations:

In March of 2010 a testing plan was designed and implemented within KAID. This plan included transcript analysis, notification within the school community, application for the Unique Student Identifier, hiring and training of a Testing Coordinator, student training modules, securing testing facilities within the state, and the purchase of a mobile testing lab. KAID also secured university testing locations throughout the state and students will come not only to test, but to take a college campus tour as well.

In January of 2010 KAID hired a part time Administrative Assistant working out of the Boise office. As part of her duties, ISAT Transcript analysis was placed at the forefront to ensure that we knew who had to be tested. Students who had not yet passed were notified via email and regular postal mail and then investigations into their transcripts and former schools were completed again if there was a discrepancy.

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

- The school is aware of SDE reporting and testing dates, and is working on strategies to maximize participation in testing this year.
- KAID is creating regional relationships to support testing needs throughout the state.
- Additional staff resources were added to insure that ISAT testing is comprehensive.

Recommendations: The team respectfully recommends to KAID that:

- The Principal, in her role as instructional leader, continues to support staff in exploring the opportunities to use data to inform practice.
- The Principal report regularly to the board on the school's progress on standardized testing.
- The school sets their goal at or above the state rate for testing participation (95%).

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.

- Exceeds Standards
- Meets Standards
- Progressing Toward Standards
- In Need of Improvement
- Not Progressing Toward Standards

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.

Observations: Based on teacher, parent and student interviews, and on line classroom observation episodes during the fall visit, it was apparent that the teachers and leadership of the school are working hard to implement the intentions of the charter. Kaplan Academy of Idaho has an online curriculum with

many subject area courses and the teachers feel it is very rigorous. The teachers have been well trained to use all of the technology tools that are available to them. One of the strengths of the curriculum is the number and type of classes and electives available to all students. At the same time, the sheer number of classes and sections requires teacher preps that may be unmanageable. The principal and teachers have looked seriously at this and have made some strategic decisions.

During the first semester of school, live session was encouraged but students did not receive any points for attending the live sessions. During the second semester, teachers are now offering weekly classes that carry point values along with them. Usually the live session attendance counts for one of the assignments that a student is scheduled to complete. If students do not wish to attend the session in lieu of the assignment, they can still go ahead and complete the required assignment as outlined.

KAID is currently planning and preparing their staffing model for the 2010/2011 school year. It is the goal of the Principal and School Board that the teacher/student ratio will be kept low and that teachers will not have an excess of courses to teach thereby freeing up their time for student interaction and instruction.

While Kaplan provides a quality curriculum for use within KAID the Principal has oversight of how/when synchronous and asynchronous instruction is delivered. The Principal has given permission and support to the KAID staff to modify and adapt as they see necessary. KAID teachers are on a yearlong contract with the school. Current plans are for using the summer months for professional development on lesson development and delivery. This will be done in conjunction with Kaplan as part of our teacher summer retreat.

KAID currently has a Parent/Student Handbook, has offered training sessions on how to support your children in a virtual model, provided virtual Open Houses, face to face Orientation meetings, offered focus groups for parents to share ideas and ask questions to the principal and school board, and sent home tutorials as to how to check attendance and grades for their children. KAID believes that we have clarified the expectations and roles but need to continue to seek ways to support parents in that role. Ideas in the planning and implementation stage are the development of a local website where recorded sessions on how to support your child can be accessed, continued virtual and face to face trainings and continued teacher and administrative response to parent needs.

Students were not interviewed during this audit since school was out of session. Annual satisfaction surveys are being implemented and will help describe the level of satisfaction. The return rate for students is strong.

CURRICULUM and INSTRUCTION (Academic goals, quality of instruction, student performance)

The intent of this portion of the goal 2 is to ensure that the school has curriculum that is aligned with educational goals and state standards; and proven instructional strategies that meet the needs of different student populations.

Observations: The team was able to participate in a demonstration of the online platform by the school's principal. The team reviewed a number of lessons in a variety of subject areas of the curriculum with a teacher and the principal.

Overall, the team found that the teachers and principal are working to engage the students, to add live sessions and to reward student participation by examining the grading/point system. As part of the weekly newsletter sent out each Monday to the KAID school community, opportunities for high school students

within the state are published for their information. Currently in the planning and implementation stage is a Senior Conference Day which includes face to face interaction with all graduating seniors to work through their needs and questions, as well as, career advisement offered to all students through our Academic Coach. During ISAT administration college campus visits are available. Sr. Projects are part of the English 12 course taught and with oversight by Clayton Trehal.

The team had some concerns about some KAID teachers facilitate over 18 sections of courses at a time, which raises questions about the depth and attention teachers are able to offer each subject and student. The teachers and principal are looking at this factor and it will be considered as we staff for the upcoming school year. KAID anticipates a greater number of full time teachers rather than staffing with as many adjunct faculty as they initially hired. This challenge has also been shared by KAID staff, board, and school community.

ASSESSMENT and REPORTING: The intent of this portion of the Goal: Ensure that charter has multiple methods for assessing progress of students and staff and methods for reporting progress to stakeholders.

Observations: Kaplan Academy of Idaho intends to participate in all of the state required assessments. They successfully implemented the spring ISAT and the results are not yet available. They built successful relationships with agencies and universities in various regions to support that effort.

Rapid growth and high student mobility can impact a school's ability to meet AYP. Among virtual schools, rapid growth, high mobility and large size are all typical conditions and can affect AYP. As KAID grows they may continue to engage students who have not previously been successful in passing ISAT and they will need to plan for effective implementation and support for those students. KAID should review the measurable student educational standards in the charter and consider whether/how the school will be able to meet these standards given the unexpected student demographic.

The relationship between KAID and their curriculum provider affords them many opportunities to be data informed. They are able to closely monitor student participation and progress. The integration of Scantron and LASSI support appropriate class placement and formative evaluation

KAID staff review frequent and detailed student data reports from Kaplan during their monthly meetings. The team cautions the KAID staff to monitor the use of academic points as "bait" to encourage desired behavior. While understandable, other rewards may be less accessible in the online classroom, the points could lead to skewed academic data.

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

- A strong spirit of collaboration continues to be evident among the teaching staff.
- Danielson framework has been integrated into teacher evaluations.
- KAID teachers work hard to insure high student participation in the program and have adapted their expectations appropriately for the student population.
- State-wide ISAT testing was successfully completed.

Recommendations: The team respectfully recommends to KAID that:

- Review ISAT results and develop a plan to continue improvement of outcomes.
- Match between the curriculum and the current student demographic should be examined and monitored closely to insure it supports student academic success.
- Evaluate teacher load and effectiveness.
- Monitor closely students with reading challenges and strategies for successful accommodation.
- Continue to support teachers in developing high quality live sessions and examine the instructional support available to them.

<p>Goal Three: The charter school will show and plan for strong stakeholder support, involvement and satisfaction</p>
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Purpose/Intent of this Goal: Ensure the charter has stakeholders who are supportive, well informed and involved in the charter school.

- Exceeds Standards
- Meets Standards
- Progressing Toward Standards
- In Need of Improvement
- Not Progressing Toward Standards

Observations: Kaplan Academy of Idaho is strongly supported by their board and as they grow they have also become increasingly active in the state charter community. KAID continues to find ways to bring a virtual world together to form a strong and solid community. KAID has established a Face book page for students to meet and interact with other students. Every other week, the Principal meets with students in a virtual classroom for the lunch hour. This is a great opportunity to share their pictures, favorite music, and contact information and for them to again connect with others in a non academic setting. We have offered virtual holiday parties where we play Idaho Bingo and School Jeopardy. KAID has offered math, art, newspaper, and student council clubs to students for their participation. Students still seek a face to face interaction with each other. Ideas in the planning and implementation stage are: face to face regional activities, face to face regional tutoring/teacher sessions each week within their location, a face to face graduation and spring prom.

KAID sends out a weekly newsletter to all students, parents, and staff each Monday to keep them informed and updated. This letter for the first semester was sent via electronic mail. For the second semester, a video message is sent out each Monday and it is garnering much more attention than the standard email. We are also currently designing our own internal website where a local calendar can be kept for the school community to check and find meetings and events that pertain to them. KAID is very committed to keeping parents informed.

The Principal and School Board are dedicated to hiring and retaining high quality teachers. Weekly staff meetings are conducted via the internet each Monday with one of those sessions a time for training. A face to face staff meeting is also offered once a month. Teachers are given the opportunity for input for

these trainings and agendas. Teachers, Principal and Board President have met for informal coffee and conversation to check the pulse of the teachers and interact in a more casual atmosphere.

KAID will continue the processes currently in place to address student needs within the school such as academic plans of support, Push to Pass Plans, and individual and group teacher assisted lessons. Ideas in the planning and implementation stage include Smart Thinking Tutoring for instant access to a tutor via the internet for students who have questions, study guides for each core course, and face to face tutoring in local regions for students who need additional support and assistance.

KAID is committed to the building of the school and the school community. Ideas in the planning and implementation stage as mentioned in other sections include face to face regional activities such as a KAID Bowling Night, graduation and prom. KAID is also currently seeking partnerships with local clubs and associations for inclusion of our students within their groups. They are anticipating building their own local website with access to school board members and meeting information, joining local organization such as the Idaho Association of School Business Officials and the Idaho Nonprofit Center, and participation in the Idaho School Network Annual Conference.

Parents and students are engaged from the time of enrollment by KAID. They offer training sessions on how to support your student in a virtual model, provided virtual Open Houses, face to face Orientation meetings, offered focus groups for parents to share ideas and ask questions to the principal and school board, and sent home tutorials as to how to check attendance and grades for their children. The formation of a Parent Teacher Organization is in process.

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

- Parents, students and teachers are satisfied with the culture and operation of the school but have good suggestions for what would increase their satisfaction.
- Kaplan Academy of Idaho is committed to the success of all students and is open to adapting to their needs.
- KAID values communication with all their stakeholders and is responsive to their ideas and needs.
- KAID has increased their involvement in the charter community and with stakeholders as they have become more established.

Recommendations: The team respectfully recommends to KAID that:

- Continue seeking ways to make board and local staff contact information more readily available to stakeholders and the general public.
- Engage parents in meaningful roles in the education of their students and in the governance and activities of the school.
- Increase participation of parents and students in future focus groups.

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.

- Exceeds Standards
- Meets Standards
- Progressing Toward Standards
- In Need of Improvement
- Not Progressing Toward Standards

Observations: During this school year, Kaplan Academy of Idaho was visited twice, once in the fall as they opened and once in the spring just after the conclusion of the school year. The team observed that the leadership of the school has been focused on continuous improvement and responsive disposition to the needs of the students and families they serve. The principal is very open to feedback and seeks active participation from the teachers in the quality and supports for the day to day operation of school. The board is involved in critical analysis of the overall operation of the school. They are investigating and exploring all possibilities to meet the challenges of the charter and stay focused on their mission.

Several important changes in the coming year will continue to add value to their continuous improvement plan. These include but are not limited to: increasing the number of full time teachers and decreasing the percent of adjunct faculty, analyzing data sets available through the curriculum provider and online platform, analysis of the marketing plan and examining both satisfaction surveys and ISAT results.

The principal has clearly outlined the goals and objectives for the school for the year (included in addenda). Many of the data sets are not yet available but will be critically important to review and analyze. The staff are planning a summer retreat and this will also provide ongoing and support for continual professional development.

KAID continues to find ways to bring a virtual world together to form a strong and solid community. KAID has established a Face book page for students to meet and interact with other students. Every other week, the Principal meets with students in a virtual classroom for the lunch hour. This is a great opportunity to share their pictures, favorite music, and contact information and for them to again connect with others in a non academic setting. Virtual holiday parties where students play Idaho Bingo and School Jeopardy have been offered. KAID has offered math, art, newspaper, and student council clubs to students for their participation. Students still seek a face to face interaction with each other. Ideas in the planning and implementation stage are: face to face regional activities, face to face regional tutoring/teacher sessions each week within their location, a face to face graduation and spring prom.

KAID is eager to grow their reputation and relationship with the broader community. Plans for the future include building a local website with access to school board members and meeting information, joining local organization such as the Idaho Association of School Business Officials and the Idaho Nonprofit Center, and participation in the Idaho School Network Annual Conference.

The team believes that board is strong and diverse in its skill sets. The board and principal are working closely to examine the big picture and plan for the future. The board is closely examining the students who are interested in their program and asking probing questions about their mission and vision as they move forward.

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

- Commitment of the board, the principal and staff to the success of their students with a focus on their mission will continue to drive improvements.
- Openness to outside feedback and assessment will validate the strengths of the school.

Recommendations: The team respectfully recommends that KAID:

- Continue to engage practices that will insure all stakeholders have an active role in the ongoing development of the school.
- Review and analyze ISAT test data in addition to other school specific indicators to reflect on success of education plan.
- Review student and parent satisfaction surveys.
- Review and plan strategically for marketing plan to increase enrollment.

TEAM BIOGRAPHIES AND CONTACT INFORMATION

Diane L. Demarest, site visit coordinator, is the Executive Principal of the Idaho Charter School Network. Diane has thirty years of experience as an educator of children and adults in hospital, school and community programs. She has provided instruction in child development and early special education at the college level. Diane is certified as a national quality standards consultant by the Parents as Teachers National Center and has conducted quality standards accountability visits nationwide. Diane directed a statewide research project of parent education for the University of Idaho and has published several curricula and research articles. Diane received her undergraduate degree from the University of Wisconsin and her graduate degree from the University of Idaho. (208) 866-1654
diane@idahocharterschoolnetwork.com

Nancy Smith began her career in charter schools as the director of academics at the Idaho Virtual Academy. She has been the principal of North Start Charter and most recently the interim principal of Thomas Jefferson Charter in Caldwell. She is currently an instructor at the College of Idaho.
nsmith1@cableone.net

Kim Hunter, Start-Up Coordinator and Community Relations Another Choice Virtual School,
Nampa. khunter@anotherchoicecharter.org

Goal	Rating	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>Meets Standard</p>	<ul style="list-style-type: none"> • The charter has retained legal documents for stakeholder/principal access. Documentation is well organized and complete particularly for a young school. The skills of the principal and support staff are evident in their thoroughness with regard to records. • A review of randomly selected student files showed that files were in good order with appropriate transfer records, grades and test scores, immunization and birth records. Files were appropriately stored in a fire-proof, locked cabinet to protect confidentiality and integrity of information. • Employee files were organized and secured in appropriate locked file. Teaching credentials, contracts and continuing education credits were consistently documented. • The board demonstrates a clear understanding of the laws under which charter schools operate. • Kaplan Academy of Idaho engaged the Idaho Charter School Network and a team of 4 outside persons to provide substantive input while conducting a programmatic operations audit addressing: effectiveness of school governance; fiscal soundness as defined by Section 33-5209(2)(c), Idaho Code; effectiveness of the educational program with supporting evidence; stakeholder satisfaction; and strategic planning. • The board has a very clear understanding of their roles and responsibilities and those of the 	<ul style="list-style-type: none"> • A handbook for board orientation is developed so that all new board members are fully aware of relevant charter school law including Title 33, Chapter 52, Idaho Code, in addition to IDAPA 08.02.04, Rules Governing Public Charter Schools and IDAPA 08.03.01, Rules of the Public Charter School Commission. • The school plans for regular programmatic audits with follow-up on recommendations identified in this report. • Implement a practice of reviewing and adopting policies at board meetings. • Plan for annual board training and orientation for new board members. • Conduct annual board evaluation for the purposes of growth and improvement. • Consider succession plan • Establish a Finance Committee. • Review recruiting policies and practices for new board members. • Develop a five-year operating budget that reflects accurately the relationship with Kaplan and projections for future enrollment. • Continue to assess fit of service provider contract. • The Board considers formal evaluation instruments to evaluate the principal and provide her with ongoing constructive assessment of her performance. • The board continues to support the principal in her role as the school's instructional leader. • Continue to carefully track student movement in and out of the school to be able to project enrollment as accurately as possible.

		<p>administrator.</p> <ul style="list-style-type: none"> • Passionate board that are clear about the mission, professionally diverse and mindful of future board growth. • Knowledge of and adherence to public meeting law. • Good working relationship between the board and the head of school. • Fiscal health of the school and attention of the board to forecasting enrollment. • A board member who has a background in banking helps keep the business side of the school very accountable. • Clear operating procedures in place with good checks and balances. • Increased efficiencies by keeping some functions local. • The Board is to be commended for selecting a principal who appreciates the vision of the founders and the mission of the charter. • The principal seems to have a clear understanding of her role and a good working relationship with the board. • Teachers report that the principal is very supportive and accessible. 	
<p>2. Academic Program: <i>The charter school will demonstrate a successful academic program</i></p>	<p>Progressing Toward Standard</p>	<ul style="list-style-type: none"> • A strong spirit of collaboration continues to be evident among the teaching staff. • Danielson framework has been integrated into teacher evaluations. • KAID teachers work hard to insure high student participation in the program and have adapted their expectations appropriately for the student population. • State-wide ISAT testing was successfully completed. 	<ul style="list-style-type: none"> • Review ISAT results and develop a plan to continue improvement of outcomes. • Match between the curriculum and the current student demographic should be examined and monitored closely to insure it supports student academic success. • Evaluate teacher load and effectiveness. • Monitor closely students with reading challenges and strategies for successful accommodation. • Continue to support teachers in developing high quality live sessions and examine the instructional support available to them.

<p>3. Stakeholder Support: <i>The charter school will show and plan for strong stakeholder support, involvement and satisfaction</i></p>	<p>Progressing Toward Standard</p>	<ul style="list-style-type: none"> • Parents, students and teachers are satisfied with the culture and operation of the school but have good suggestions for what would increase their satisfaction. • Kaplan Academy of Idaho is committed to the success of all students and is open to adapting to their needs. • KAID values communication with all their stakeholders and is responsive to their ideas and needs. • KAID has increased their involvement in the charter community and with stakeholders as they have become more established. 	<ul style="list-style-type: none"> • Continue seeking ways to make board and local staff contact information more readily available to stakeholders and the general public. • Engage parents in meaningful roles in the education of their students and in the governance and activities of the school. • Increase participation of parents and students in future focus groups.
<p>4. Continuous Improvement: <i>The charter school will plan for short and long term continuous improvement.</i></p>	<p>Meets Standard</p>	<ul style="list-style-type: none"> • Commitment of the board, the principal and staff to the success of their students with a focus on their mission will continue to drive improvements. • Openness to outside feedback and assessment will validate the strengths of the school. 	<ul style="list-style-type: none"> • Continue to engage practices that will insure all stakeholders have an active role in the ongoing development of the school. • Review and analyze ISAT test data in addition to other school specific indicators to reflect on success of education plan. • Review student and parent satisfaction surveys. • Review and plan strategically for marketing plan to increase enrollment.

KAPLAN ACADEMY OF IDAHO GOALS ATTAINMENT REPORT

STUDENT GOAL	MEASURABLE OUTCOME	ASSESSMENT TOOL	BASELINE DATA	RESULTS
Students will meet or exceed Idaho performance standards	Average English Language Arts and Math scores on the Idaho Standards Achievement Test will be equal or higher to the state average within three years	Annual ISAT scores in grades 3-8, 10	Published Idaho state average scores for the English and math subtests	Test results not available yet.
Students will demonstrate improved content area knowledge and mastery	75% of students will improve their ISAT scores after three years of enrollment in KAID.	Students' previous ISAT scores and results from the Scantron Performance Series assessment	Year 1 student test scores	Test results are not available yet.
Students will feel that they are an integral and contributing part of the KAID community	Students will demonstrate their satisfaction with the KAID learning experience by re-enrolling for subsequent years - target re-enrollment rate is 66% after two years.	Year over year student reenrollment and retention rates combined with qualitative survey results	Year 1 retention data and survey results	While Year 1 retention data is not yet available, 70% of the students enrolled in the first semester re-enrolled for the second semester.
Parents and guardians will be satisfied with their student's learning experience at KAID	85% of parents will respond that they are Satisfied or Very Satisfied on an annual parent survey	Parent survey	Year 1 data	Final year end survey data is not available yet. A survey ran in 12/2009 but did not garner enough parent participation for data. An additional survey is scheduled for May 2010.
Students will have increased learning options and opportunities	Year over year, an increasing percentage of students will enroll in honors, AP, or career elective courses	Course enrollment data	Year 1 data	Data not yet available.
Students will successfully	KAID average graduation	Graduation rates and senior student	Published Idaho	Data not yet available.

graduate from KAID with a defined post-secondary goal	rates will equal or exceed the state average within three years and students will take steps toward postsecondary plans	survey	graduation average	
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MEASURABLE SCHOOL STANDARDS:

SCHOOL GOAL	MEASURABLE OUTCOME	ASSESSMENT TOOL	BASELINE DATE	RESULTS
Students in all subgroups will demonstrate proficiency and improvement over prior years' performance	KAID will make Adequate Yearly Progress as defined by Idaho state requirements and No Child Left Behind	ISAT scores, subgroup performance, graduation rates	Year 1 data	Test results not yet available.
Students will demonstrate strong critical thinking and communication skills	KAID seniors will complete a required, independent project and 75% will score a 4 or 5 across all categories on the scoring rubric	Senior project rubric	Year 1 data	Senior project rubric data is not yet available.
KAID will monitor individual student progress in the virtual setting	A course on-pace rate of at least 75% (i.e., students not more than 3 weeks behind)	Individual student pacing charts	Year 1 data	Pacing data for Year 1 is not yet available.
KAID will support students and intervene appropriately to ensure courses are successfully completed	The average semester course completion rate will be at least 80% after two years	Course completion rates as tracked in the Learning Management System	Year 1 data	Course completion rates for Year 1 are not yet available. However, course completion rates for the first semester are
KAID faculty and staff will ensure that students are engaged in and satisfied with their learning experience	The average student retention rate will be between 75% and 85% within two years	Retention rates as tracked in the Student Management System	Year 1 data	Retention rates for Year 1 are not yet available, however 70% of the students from the first semester re-enrolled for

				the second semester.
Teachers will report satisfaction with their KAID experience	An increasing percentage of teachers will return to their positions each year (and report that they are Satisfied or Highly Satisfied with their roles) until the full-time teacher retention rate becomes stable at 70% or better	Teacher survey results and retention rates	Prior year data (beginning in year 2)	Data not yet available.
KAID will provide a highquality learning experience that meets accreditation standards	KAID will pursue regional accreditation in Year 1	Accreditation reports	N/A	Provisional accreditation was sought and granted in Year 1.