

IDAHO VIRTUAL ACADEMY CHARTER SCHOOL



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



Idaho Charter School Network

Prepared by
Idaho Charter School Network
PO Box 1166
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IDAHO VIRTUAL ACADEMY CHARTER SCHOOL



Address: 1965 S. Eagle Road, Meridian, Idaho 83642

School Phone:
208-322-3559

School website:
<http://idahova.org>

Date School Opened:

Authorized by: Idaho Public Charter School Commission

Administrator: Ms. Desi Laughlin

Programmatic Audit Site Visit Team:

Diane Demarest, Executive Director, Idaho Charter School Network, Visit coordinator
Kelly Weaver, teacher, Idaho Charter School Network Project Assistant
Laurie Wolfe, Director of Curriculum & Assessment, IDEA
Kelsey Williams, Principal, Another Choice Virtual Charter School

ADMINISTRATIVE SUMMARY

School Year represented by this data:	2009-2010	
Enrollment		
Range of grades offered:	K-12	
Students enrolled	2619	
Student demographics		
Ethnicity:		
Caucasian	2463	94%
Hispanic	56	2%
Black	29	1.11%
Asian/Pacific Islander	20	.75%
Multi-racial	20	.75%
Native American	25	.95%
Other	6	.23%
Total Number of Students enrolled:		
Wait list data:		
	Number	Percent
Free and reduced lunch	1501	57%
Students with IEP	261	10%
English Language Learners	1	.04%
Other special populations	21	.8%
Staff Make Up:	Number	
Director	1	
Principals	3	
Certified teachers	75	
Non-certified teachers/Education Assts.	3	
Office/Administrative staff	11	

INTRODUCTORY REMARKS

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

We wish to express our gratitude to Idaho Virtual Academy 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 Director, Desi Laughlin and her team for their attention to organization of all documents in preparation for this site visit. Additionally we would like to thank all members of the school community - students, parents and board members - who took an active role in the site visit by providing documentation, attending focus group discussions, inviting the team into their virtual classrooms and computer labs, or providing interviews.

To validate the performance of Idaho Virtual Academy 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. Idaho Virtual Academy 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 IDVA 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 21st Century educational program. The team worked to validate the self-study provided by IDVA 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 IDVA. We found that Academic Program is the strongest area of performance for the school with impressive gains in student performance. 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 IDVA Charter School:

IDVA Director:

Desiree Laughlin

Kelly Edginton, Dir. Academic
Services

Heidi Curtis, HS Principal

Kari Granier, K-8 Principal

Tara Ball, Sped Mgr.

Allen Wenger, Bus Mgr

Michael Groshong, HR Mgr.

IDVA Board of Directors:

David Malnes, Chair

Don M. Lynn, V.Chair

Reed N. Brimhall, Treasurer

Kerry L. Heninger

Dr. Monica Robinson-Eckert

IDVA Charter School

VISIT CONDUCTED February 22-23, 2011

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EXECUTIVE SUMMARY

As stated in their charter, the Idaho Virtual Academy *"aims to empower students throughout Idaho with an innovative and effective educational program. The school seeks to develop those qualities of mind and character that will help students become active, thoughtful, and responsible citizens. Furthermore, it aims to help students meet high expectations by offering an individualized, rigorous, self-paced, and mastery-based instructional program that incorporates significant parental involvement."*

IDVA was originally authorized by the Butte County School District in 2002 and reauthorized by the Idaho Charter School Commission in 2004. The most recent update to their charter was approved in 2010. It is clear to the site team that IDVA is a school both committed to and actualizing its vision of implementing a *' research-based curriculum developed by k12 Inc. in order to prepare Idaho students to meet the educational goals of the school. The self-paced nature of the program means that gifted students can dig deeply into the rich curriculum, while students having difficulty can spend more time attaining mastery.* The development this year of a hybrid model with a 'brick & mortar' computer lab furthers their mission and addresses retention and remediation for students who are struggling or need additional hands-on assistance.

It was very evident to the site visit team that Idaho Virtual Academy is working to live fully into its mission - and is *connecting students, parents, and teachers in a 21st century learning community. Empowering students, teacher and parents today with the tools of tomorrow.* We summarize for IDVA the following commendations:

The board is very engaged and committed to the mission of the school. The relationship between K-12, Inc. and Idaho Virtual Academy is a positive one. Leadership team at the school are K12 employees. The curriculum and online tools are very strong. The students are showing continuous improvement and the school has all the tools needed to track student performance. The school leader is very data informed and uses data to support professional development and school improvement. Teachers are very adept at using Eluminate to develop and deliver face-to-face instruction. The school is commended for developing a hybrid program to support struggling students. They move forward methodically and analyze as they go.

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

The staff at IDVA appear very committed to continuous improvement. They are focused on student retention and academic growth. Students continue to show growth on the ISAT with only a few subgroups struggling. The team encourages IDVA to carefully and thorough assess the impact the hybrid program has on retention, academic gains and satisfaction before expanding that initiative. We encourage IDVA to expand their surveying to reach additional parents and students. The

sustainability of the school and its governance will be supported by the availability of a board handbook and the commitment of procedures of the school to an operations manual. Additionally, the team recommends that the board and leadership outline a process for creating a strategic plan to guide future growth.

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

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

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

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

OBJECTIVES	SELF STUDY SCORE	TEAM SCORE	COMMENT
a) School retains all legal documents pertaining to opening, operating, and reporting progress on the charter. These documents are accessible to or held by all people who would likely use them to perform their job duties.			
1. Access to legal documents	4	4	<i>All documents were well organized and readily available to the team.</i>
2. Personnel files	4	4	<i>The team appreciated the attention to detail that the school demonstrated in their preparation for the visit and providing copies of all essential documents electronically for the team. All staff and student files are appropriately secured and labeled.</i>
3. School filing system for student data	3	3	<i>IDVA is creating electronic files for all student records. These continue to be in process.</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. Board and administration are knowledgeable about newly passed and existing legislation and state procedures	3.5	4	<i>Utilize ISBA and Superintendent Assoc to keep abreast of all SDE and legislative changes.</i>
2. Leadership has a reliable way to address legal obligations.	3.5	3.5	<i>IDVA uses a highly qualified attorney for reviewing policies and responding to any legal obligations.</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	3	3	<i>A comprehensive board manual is not currently available and would inform the boards discussions and decisions with ready access for consistent implementation of policies.</i>
2. School has a policy or procedure manual of their own or an adopted version from another district with waivers if necessary	4	4	<i>Student handbooks reflect current policies. Board reviews and sets policy.</i>
3. Conflicts of interest policy in place.	3	3	<i>Policy outlines their responsibilities and possible conflict of interest. May want to include in board handbook and consider having new board members sign one.</i> <i>The team also recommends that the board evaluate the relationship with K-12, Inc on an annual basis.</i>
4. Charter has strategic goals that align with the mission or vision of the school.	3.5	2	<i>The leadership of the school has many strategic initiatives that were discusses with the board; however, a written plan with timelines, goals and indicators was not in evidence.</i>
5. Governing Board of directors are well trained for their responsibilities.	3.5	2	<i>The board chairs have participated in some limited training. A plan for ongoing training and induction of new board members would be advisable. Develop a comprehensive board manual to support decision making and continuity.</i>
6. Roles of the administrator and the Board	3	3	<i>These appear to be clear. The board has a very high level of confidence in the director. An annual evaluation of the director and other administrative staff members is advised. The board should also review the evaluations of the principals and teachers conducted by the administration.</i>
7. Board conducts self-evaluations	2	2	<i>The board is encouraged to consider a formal board evaluation.</i>

8. Board holds administrator accountable to its mission or vision.	3.25	3	<i>The board seems to be clear about their expectations of the relationship with K12 Inc and the leadership staff. The director reports regularly to the board; however, no formal evaluation of the director or the relationship between the school and K12 has been conducted.</i>
9. Board positions are systematically filled.	3.5	3.5	<i>Small board but they have a process in place to fill vacancies.</i>

d) School is financially solvent and stable in the use of its resources	<u>Self Study Score</u>	<u>Team Score</u>	<u>Comment</u>
1. School budget is comprehensive, balanced and adequate to support the mission of the school.	4	4	<i>The budget supports the mission of the school. The overall operations of the school are offset by K12. Difficult to assess what would change if that relationship were not in place or changes significantly. Unqualified fiscal audit for 3 years.</i>
2. Enrollment is stable.	4	2	<i>While IDVA maintains a high enrollment (2900), there is also a high level of attrition from year to year. The staff is actively working to increase retention.</i>
3. Financial Obligations	4	4	<i>Challenged by the budget cuts but they made good decisions about trimming travel and taking several furlough days. The impact of the computer lab costs are still developing.</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	4	<i>Increasing space in Boise location to accommodate a computer lab and hybrid model. They are discussing how this might be implemented in other regions. Need to do additional feasibility and outcome work.</i>
5. Management and reporting of the budget	4	4	<i>Board gets financial reports regularly. They received an unqualified opinion on their fiscal audit last year.</i>
6. Active Fundraising Plan supports school operations and sustainability.	NA	NA	.

7. Staff benefits (health insurance, increasing salaries to retain teachers, less discipline problems than public schools, workman's compensation, flexible instructional design, life insurance, etc.)	4	4	<i>No complaints or concerns were voiced by staff regarding benefits. IDVA utilizes long-term sub list to recruit new hires from.</i>
e) School has strong administrative leadership			
	<u>Self Study Score</u>	<u>Team Score</u>	<u>Comment</u>
1. The administrator is aware of and actively engaged in implementing the mission or vision of the school	4	4	<i>Desi has a remarkable focus on student learning and shared leadership.</i>
2. Administrator adequately allocates resources (time, money, materials, etc.) to achieve mission and goals of school.	4	4	
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	4	<i>Desi is very data literate and models data informed decision making.</i>
4. Administrator is actively engaged in school-community relations that benefit the school	4	4	<i>Administrator actively participates in all SDE and leadership opportunities for self-growth and to be well informed.</i>
5. Administrator shows strong leadership skills that connect the Board to the school and its staff.	4	4	
6. Administrator effectively evaluates school personnel	4	4	<i>Evaluation format well aligned to Danielson framework. Recorded sessions makes ongoing feedback to teachers practical and evidence-based.</i>

g) School files all required state and federal reports and completes required state tests in a timely and accurate manner	<u>Self Study Score</u>	<u>Team Score</u>	<u>Comment</u>
1. Compliance with Idaho State Department of Education reporting and testing dates	4	4	
2. Compliance regarding grants received	4	4	<i>No grants at this time.</i>
3. Accreditation	4	4	<i>IDVA participated in a Northwest Assoc of Accredited Schools visit.</i>
4. Implementation of school improvement or strategic plan	4	4	<i>The school is engaged in continual improvement.</i>

Total Points	110.75	106 Avg Score 3.4	Percent Agreement: 96%

The team found a 96% level of agreement between the self-study and the programmatic visit and an average score of 3.16 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. Additionally, a more comprehensive self-evaluation by the entire board would be recommended in the next programmatic audit.

Goal One Commendations:

- Board works well together have clear understanding of their roles.
- The board is clear about the mission and committed to the success of the students.
- Board has a process in place to review new policies .
- Supportive and effective working relationship between the board and K12, Inc.
- Positive financial audit and regular review by the board.
- Strong administrative team and infrastructure for operations.
- Utilize legal consultation as needed.
- Process for making budget adjustments last year was open to all stakeholders. Efficiencies were identified in travel and other operations.
- Outstanding document prep for visit. Thank you.

Goal One Recommendations:

- Annual board self evaluation and reflection is highly recommended.
- Process for new board member orientation and training and the development of a board handbook is recommended.
- Encourage the board to continue to evaluate the financial sustainability of the school without significant deficit credit from K12. Also, an evaluation of the relationship with clear indicators would 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. Idaho Virtual Academy has a robust program and highly engaged teaching staff.

<u>Objectives</u>	<u>Self Study Score</u>	<u>Team Score</u>	<u>Comment</u>
a) School is faithful to its charter, its stated mission and is making progress toward stated academic goals.			
1. Facility adequacy	4	4	<i>Addition of the hybrid computer lab to support the most challenged students.</i>
2. Attendance requirements	4	4	<i>Clear policy in place and internal monitoring via platform to assess time spent and work completed.</i>
3. School-wide academic plan	4	4	<i>Strong research-based curriculum and progress monitoring.</i>
4. Educational Goals	4	4	<i>Goals are clearly established in the charter but school continues to miss AYP. While this is only one indicator, it continues to be an important one for the state. Attrition may continue to influence progress in this area.</i>
5. Assessment of Progress	4	4	<i>IDVA uses Scantron to test students in the fall and spring along with all state mandated tests</i>
6. Methods of Evaluation and Communication of Progress	4	4	<i>IDVA uses Scantron to test students in the fall and spring along with all state mandated tests. Scores are mailed via an intranet K-mail. Regular assessments are embedded in the online curriculum.</i>
7. Professional Development	3.75	3	<i>Encouraged to take Praxis. Elem. – Families in Poverty, Middle Marzano's Classroom Instruction</i>

			<i>that Works. Can get credit through NNU, meetings</i>
8. School Safety	3.25	2	<i>The addition of the hybrid classroom program necessitates closely looking at safety and monitoring for students. Mixed ages, sign in and out, open campus and behavioral expectations should be outlines for all participants and parents. Fire drills, evacuation and other emergency procedures should also be outlined, posted and training implemented.</i>
9. School Climate/Culture	3.75	3	<i>Culture in the lab is very positive. Parents control climate for learning at home but the school does promote positive values and behaviors, support parents' efforts and promote online culture that is responsive and respectful.</i>
10. Research-based Instructional Strategies	4	4	<i>Very strong in this area. Would love to see the leadership conduct some evaluation of the hybrid model as this is currently a highly recommended strategy. I observed an online early literacy intervention class with 11 students. Joan Baille was the instructor. She did an outstanding job incorporating a wide variety of research based strategies to keep students involved and engaged in the lesson</i>
11. School progress with Idaho State Achievement Standards	3.5	3.5	<i>Steady improvement and focused intervention for students who do not pass ISAT. All curriculum aligned to Idaho Standards. They use an online program called Study Island for intervention, Lots of discussion about Tier 2 interventions however it wasn't clear what % of students are receiving services.</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	4	<i>The team observed a number of lessons presented by teachers on Elluminate for different subject areas and grade levels. Engagement was h high and teacher command of the technology was exceptional.</i>
2. Evaluation: Teachers	4	4	<i>Teachers are evaluated on the Danielson framework and both live and taped lessons are assessed. Monitoring of timely feedback to students and communications also monitored.</i>
3. Teacher Collaboration	4	4	<i>Teachers use both face to face and virtual meetings for collaboration. The curriculum development happens mostly at the K-12 level but teachers continue to develop Elluminate sessions to support robust learning. The teachers in the focus group all expressed positive attitudes about the school and expressed that they feel well supported.</i>
Total Points	54.25	54.25 Avg Score 3.875	Percent Agreement 100%

GOAL 2 represents the strongest area for IDVA in the programmatic audit. The team reached a 100% agreement with the school's self study and a average score of 3.875 (Functioning Evidence) for this goal. Evidence of a strong academic program and highly effective teachers who demonstrate exceptional command of online teacher environment. Development of the hybrid program to reach struggling students is commendable and innovative. The team offers the following commendations to the school:

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

- Hybrid program meeting the needs of some of the most challenged students.
- OLS Platform supports student organization and participation.
- Collaborative relationships between parents, teachers and students.
- Data indicates students are making progress.

- Students indicate they are making significant progress in writing.
- Highly engaged teachers observed on Elluminate using multiple strategies
- Students feel very connected with their teachers.
- Danielson framework is deployed for teacher evaluation aligned to school model.
- Even young students were impressively adept at the Elluminate tools and teachers used them effectively.

Recommendations: The team respectfully recommends to IDVA that:

- Continue to explore the need of the hybrid students if they are spending the whole days, may have array of unmet needs.
- Hybrid program as outlined in brochure is still developing but students are very positive about learning lab atmosphere. Identify indicators for meeting outcomes and track closely.
- Continue implementing the high school professional development plan.
- Explore use of webcams for increased feedback on student understanding and engagement.

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

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

	<u>Self Study Score</u>	<u>Team Score</u>	<u>Comment</u>
The charter school will show and plan for strong stakeholder support, involvement, and satisfaction			
1. Stakeholders participate and contribute to school mission	4	4	<i>Parents are engaged in coops that are not run by the school but do provide peer support for the coaching role they play as well as bringing additional educational experiences to the family. They are supporters of the school.</i>
2. Communication with stakeholders	3.8	2	<i>Parent focus group of 7 parents is a small sample for this size school; however, parents felt that registration was difficult and their ability to monitor their students' progress and review assignments</i>

			<i>was limited with warning about altering their child's work. Some parents felt communication was very good while others felt it could be improved.</i>
3. Stakeholder satisfaction and engagement.	4	2	<i>Parents are engaged in the program by design. Satisfaction seems generally high especially among K-8 parents. Parent engagement on the board is plus.</i>
4. Plan for Improvement	4	4	<i>IDVA is clearly focused on continuous improvement and effectively reaching all students. In the area of parent engagement we need more information and may suggest some additional strategies.</i>
Total Scores	15.8	12 Avg Score 3.00	Percent Agreement: 76%

Goal Three assesses stakeholder engagement and satisfaction. Overall we found that the stakeholders of IDVA are satisfied. This was reflected in the focus group, though a small sample (7), and the written surveys. The school conducted satisfaction surveys with elementary, middle and high school parents in spring 2009. A total of 482 surveys were completed, roughly 20% of the enrollment. Satisfaction with all aspects of the school was highest among parents of elementary students, followed by middle school and the least satisfied were at the high school level. Parents at all levels reported choosing IDVA most often for the flexibility in scheduling of the school day. Overall they were very satisfied with the curriculum and content of the program. At the high school level, 92% of parents reported their role in their child's education was very important; yet, the areas of concern or lower satisfaction at the high school level could indicate a lack of connection to the student's program or may be an indicator that alternative approaches to parent engagement should be explored. A number of satisfaction indicators for teachers (quality and frequency of contact, relationship and support) were all below 50% satisfied or very satisfied. Only 67% felt that one faculty member knew their student well. The team did not visit with any parent of a child enrolled in the hybrid program so there was no opportunity to explore parental thoughts about that new program.

The team would encourage IDVA to work to increase survey participation. Consider abbreviating the very long survey and focusing on specific areas of needed feedback. Consider phone interviews as well as online surveys.

The level of agreement between the self-study and the visit for Goal 3 was 76% with an average score of 3.00. The school has done some very good data gathering; however, for the size of school, these may not provide an accurate depiction of the overall satisfaction. The team views this as a relative weakness for IDVA, and sees some opportunity for expanding the involvement of stakeholders . Parents reported in the focus group that attention to orientation, registration and parent access to student performance and work would increase their engagement.

Small group of students in focus group indicated that they highly prefer the flexibility and control of their school schedules. Those in the hybrid program find it a positive option for them to get their work done and get additional support. Several indicated that working independently at home wasn't going well for them but the lab is going well. Students also feel they benefit from the absence of 'drama' and stereotyping that they experienced in traditional settings.

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

- Generally high positive parent satisfaction surveys.
- Parent engagement is high among parents who participated in focus group; opportunities for parent coops and booster club to engage families.
- Parents make up most of the board and are key decision makers.
- Hybrid students very pleased with the opportunity for support and positive work environment.

Recommendations: The team respectfully recommends to IDVA that:

- Consider ways to increase return rate on surveys and focus groups. Difficult to generalize stakeholder satisfaction.
- Review the process of enrollment so that parents are satisfied throughout that process.
- High school students indicate that they would like more opportunities for connecting.
- Parents unclear about what services were available at the central offices.
- Continue annual surveys for stakeholder feedback and consider exploring some issues more deeply. Might consider utilizing outside resource to get a different perspective on stakeholder surveys. Explore additional ways to increase return rate of survey.
- Consider surveying high school students and compare with parents of high school students.

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.	3	2	
2. School leadership is reflective and uses data to drive improvement.	4	4	
3. Continuous Improvement is planned, monitored and accomplished.	4	3	<i>Though IDVA has not made AYP they have evidence that students are making progress, especially those who remain continuously enrolled.</i>
Total Scores	11.0	9 Avg Score 3.0	Percent Agreement: 82%

GOAL 4 refers to the school's efforts for continuous improvement. The leadership and staff of IDVA embrace continuous improvement as demonstrated by their recent development and implementation of the hybrid model to support struggling students.

IDVA does not currently have a five-year strategic plan though they seem to be very responsive to the needs of their customers, active problem solvers and quick to innovate to meet needs. They are systematic in their growth and evaluation. Their decisions are data informed. The team encourages the leadership to create a strategic plan so that they are gathering the data they need and setting goals that are both attainable and strategic for their school. Strategies to improve AYP, increase retention and overall success will all be important to the long term sustainability of the school.

Goal 4: Commendations: The team would like to commend IDVA on the following:

- Gathering a good deal of survey data from all stakeholders and evidence that this guides improvement efforts.
- Very responsive to expressed needs.
- Creative teachers and leaders who are quick to innovate.

Recommendations: The team respectfully recommends that IDVA :

- 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.
- Engage in evaluation at all levels – board, director and teachers.
- Continue to survey parents and students. Consider ways to increase participation.