

# **RICHARD MCKENNA CHARTER HIGH SCHOOL**



Final Report  
Programmatic Audit Site Visit  
Conducted February 28 - March 1, 2011



Idaho Charter School Network

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

# RICHARD MCKENNA CHARTER HIGH SCHOOL



**Address:** 675 South Haskett Street, Mountain Home, Idaho 83647

**School Phone:**  
208-580-2449

**School website:**  
<http://www.rmckenna.org>

**Date School Opened:** January 17, 2002

**Authorized by:** Idaho Public Charter School Commission

**Administrator:** Larry Slade

**Programmatic Audit Site Visit Team:**

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

Kelly Weaver, teacher, Idaho Charter School Network Project Assistant

Laura Sandidge, Special Education Director, Another Choice Virtual School

Vickie McCullough, Principal, Kaplan Academy of Idaho

# ADMINISTRATIVE SUMMARY

School Year represented by this data:	2009-2010	
<b>Enrollment</b>		
Range of grades offered:	9-12	
Students enrolled	667	
<b>Student demographics</b>		
Ethnicity:		
Caucasian	549	82%
Hispanic	76	11%
Black	2	0%
Asian/Pacific Islander	3	0%
Multi-racial	0	0%
Native American	2	0%
Other	35	5%
<b>Total Number of Students enrolled:</b>	<b>667</b>	
<b>Wait list data:</b>	0	
	<b>Number</b>	<b>Percent</b>
Free and reduced lunch	217	33%
Students with IEP	40	6%
English Language Learners	25	4%
Other special populations	0	0
<b>Staff Make Up:</b>	<b>Number</b>	
Head of School/ Principal	1	
Asst. to the Principal	0	
Business Mgr	1	
Certified teachers	28	
Non-certified teachers/Education Assts.	0	
Office/Administrative staff	4	

# INTRODUCTORY REMARKS

We submit this report to Richard McKenna Charter High School (Richard McKenna) 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 Richard McKenna 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 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 Richard McKenna 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. Richard McKenna 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 Richard McKenna 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 Richard McKenna 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 Richard McKenna. We found that Academic Program is the strongest area of performance for the school with a very impressive culture of continuous improvement. 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 Richard McKenna Charter High School:**

**Richard McKenna**

**Director:**

Larry Slade

**Richard McKenna Board of Directors:**

Meg Warren, Chair

Don Dow, Vice Chair

Melanie Landis, Director

Doug Mayne, Treasurer

# Richard McKenna Charter High School

VISIT CONDUCTED February 28-March 1, 2011

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## EXECUTIVE SUMMARY

*The mission of Richard McKenna Charter High School is to help students prepare for productive citizenship by developing a disciplined work ethic, as well as basic and advanced academic and professional technical skills in an environment conducive to learning.*

It is clear to the site team that Richard McKenna Charter High School is a school both committed to and actualizing its vision of 'creating a small 'Brick-and-Click' school where at-risk and regular students enjoy the benefits of a small school setting with access to a large school curriculum through rigorous onsite and online courses taught by highly qualified teachers.

It was very evident to the site visit team that Richard McKenna Charter High School is working to live fully into its mission. The philosophy of "Less-is-More" is evident in many aspects of the school. For instance, students are not provided with computers, they are expected to provide one or work with the school to obtain one. The philosophy of high school students being able to "write clearly, read thoughtfully, calculate accurately, observe carefully, research thoroughly, work cooperatively and create uniquely" are all expectations that are expressed by the teachers and understood by the students. The program lends itself to in-depth study of each subject area and the development of strong work habits. We summarize for RICHARD MCKENNA the following commendations:

*The board and leadership has accomplished a considerable feat in the construction and purchase of their building. The academic program at the onsite school is complex and echoes the mission and vision of the school. The online curriculum is comprehensive and engaging and the support from counselors is personalized and committed. The school is attracting a broader spectrum of students that in the earlier years of operation and the leadership has exciting ideas to continue to innovate. Stakeholders are very satisfied with the school and communication is very strong. Much of the success of the school can be attributed to the outstanding leadership of the Director, Larry Slade and the dedication of the teachers who help to found the school.*

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: .

*Following the spirit of the mission of the school the team recommends that a guiding document be created to help articulate the next steps, the integration of the two programs and measures for success and progress. We encourage the board to grow and to become more intimately involved in the schools' governance, particularly in measuring its success. We encourage the school to engage in the process of evaluation at all levels, the board, the leadership and the teachers. We recommend that the board create a plan for board training and implementation. A board development plan will have positive school-wide impact. The sustainability of the school and its governance will be supported by the availability of a board handbook and the commitment of procedures of the school to an operations manual.*

A team of the school completed the self-study for Richard McKenna. 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 RICHARD MCKENNA 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.

**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 Richard McKenna Charter School 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
<b>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.</b>			
1. Access to legal documents	4	4	<i>All documents were readily accessible and well organized.</i>
2. Personnel files	4	4	
3. School filing system for student data	4	4	

<b>b) School is aware of and in compliance with current relevant state and federal laws.</b>	<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	3	<i>Board is small and some members call in from a distance. They rely on the head of school to keep them informed.</i>
2. Leadership has a reliable way to address legal obligations.	3	3	

<b>c) School maintains effective governance structure.</b>	<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	2	<i>Need to fill 5th board position as minimum of 5 is noted in by-laws.</i>
2. School has a policy or procedure manual of their own or an adopted version from another district with waivers if necessary	3	2	<i>The school operates two different programs under one school and each requires policies and procedures specific to their student body and locations.</i>
3. Conflicts of interest policy in place.	3	2	<i>There is no evidence of difficulties in this area but a clear policy is not in evidence.</i>
4. Charter has strategic goals that align with	4		<i>The leadership has many exciting ideas</i>

the mission or vision of the school.			<i>and a vision for the future; however, a document for strategic planning was not shared. We would encourage the board and leadership to create a strategic plan with specific measurable outcomes.</i>
5. Governing Board of directors are well trained for their responsibilities.	1	1	<i>Board meets infrequently (3x/year) with little opportunity for training. We encourage the board to participate in some training to increase their capacity to govern.</i>
6. Roles of the administrator and the Board	3	3	<i>The head of school carries a great deal of the leadership in sustaining and growing the programs of the school.</i>
7. Board conducts self-evaluations	1	1	<i>We recommend that the board engages in self-evaluation.</i>
8. Board holds administrator accountable to its mission or vision.	4	4	<i>It appears that the board fully holds the head of school accountable for the performance of the school; however, formal evaluation was not in place.</i>
9. Board positions are systematically filled.	3	2	<i>Filling 5th position should be a priority. We would recommend that they go to 6 so that they don't drop below the minimum.</i>

<b>d) School is financially solvent and stable in the use of its resources</b>	<b><u>Self Study Score</u></b>	<b><u>Team Score</u></b>	<b><u>Comment</u></b>
1. School budget is comprehensive, balanced and adequate to support the mission of the school.	4	4	<i>RMCHS is to be commended for their fiscal sustainability. Fiscal audits are positive. Consider additional provisions for segregation of duties to address material weakness.</i>
2. Enrollment is stable.	4	4	<i>The rolling open enrollment has served as a very good model for their school.</i>
3. Financial Obligations (loans)	4	4	
4. Facility Plan: The school leases or owns a facility that meets the needs of their student body and program and is within their means.	4	4	<i>They have paid for their building and have a facility that meets the needs of their students. They added a teacher this year and all classrooms are well equipped. Increasing their use of technology to enhance online program.</i>
5. Management and reporting of the budget	4	4	<i>The staff take care of the business mgt of the school. Board minutes do not detail fiscal oversight as much as would be advisable.</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	4	2	<i>Benefits and contracts are well in line for onsite, full time teachers. They use a large number of part</i>

compensation, flexible instructional design, life insurance, etc.)			<i>time, non-contracted teachers in the on line program and the team advises that the school look over this practice and get additional legal opinion on this practice.</i>
<b>e) School has strong administrative leadership</b>			
	<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>Larry provides visionary leadership and supported a robust professional learning community among onsite staff. Virtual teachers are less connected to the overall mission of the school.</i>
2. Administrator adequately allocates resources (time, money, materials, etc.) to achieve mission and goals of school.	4	4	<i>Appears to be working well; however; there seems to be quite a discrepancy between the two programs.</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	4	<i>Larry is very aware of continuous improvement and sets goals for the programs and students.</i>
4. Administrator is actively engaged in school-community relations that benefit the school	4	4	
5. Administrator shows strong leadership skills that connect the Board to the school and its staff.	4	3	<i>Head of school has a very good relationship with the board; however, the relationship is distant with lower than optimal engagement of the board in the overall plan for the school.</i>
6. Administrator effectively evaluates school personnel	3	2	<i>Evaluation is comprehensive for onsite teachers. Evaluations for online teachers are less rigorous with little attention to 'teaching' and more attention to quantitative rather than qualitative data.</i>

<b>g) School files all required state and federal reports and completes required state tests in a timely and accurate manner</b>	<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	
3. Accreditation	4	4	
<b>Total Points</b>	102	90 Avg score 3.1	<b>Percent Agreement: 88%</b> <b>Items 30 Total Items Scored 29</b>

The team found a 88% level of agreement between the self-study and the programmatic visit and an average score of 3.1 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:**

- All staff and student records are in order, secured in locked file.
- Continuity of leadership that has continually moved the school forward.
- Role of the administrator is very clear and the board has high degree of confidence in his abilities.
- School is financially solvent, positive annual fiscal audit and building that has been purchased.
- Enrollment is strong in both programs

**Goal One Recommendations:**

- Fill vacant board position to complete board of 5 (per by-laws)
- Commit some business operations to P&P manual for continuity over time
- Self-assess board and identify training needs and create a plan to increase board engagement and training.
- Encourage the board to be more pro-active in assessing the academic success of the school and awareness of test data.
- Data mining could reveal patterns and opportunities that are currently not being addressed.
- Charter should reflect the evolution of the school
- Follow up on all professional development plans and evaluations for all professional staff.
- Develop a finance committee and address the “material weakness” in financial audit to increase segregation of duties.
- Develop a strategic plan that includes ideas for enhancing programs as well as benchmarks for success.
- As the population changes for the onsite program, giving up the focus of 'at risk' students, how will this change your future enrollment numbers, blending programs, etc. Board needs to dialogue about this intentional shift in mission.

**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 programs focused on 'at-risk' students and other students who choose to enroll in the school. Richard McKenna Charter High School has a robust program and highly engaged teaching staff.

<u>Objectives</u>	<u>Self Study Score</u>	<u>Team Score</u>	<u>Comment</u>
<b>a) School is faithful to its charter, its stated mission and is making progress toward stated academic goals.</b>			
1. Facility adequacy	4	4	<i>On site facility is beautiful, well-equipped and supports a very positive work and learning culture. Addition of Vidyo programs may enhance program offerings and communication.</i>
2. Attendance requirements	4	4	<i>These are very clearly stated and implemented. Students move from the on-site program to online program is attendance drops.</i>
3. School-wide academic plan	4	3	<i>Plan for on-site is clear, online plan is less clear. No strong data to show effectiveness of plans.</i>
4. Educational Goals	3	3	<i>Graduation/completion is clear goal. Less attention to student specific gains or goal setting.</i>
5. Assessment of Progress	4	3	<i>Test of adult basic education is main tracking tool used for students. ISAT are also monitored as well as work completed in each section. Sylvan Learning Centers used for testing sites. Rigorous over site of testing proctors should be high priority.</i>
6. Methods of Evaluation and Communication of Progress	4	3	
7. Professional Development	3	2	<i>On site teachers are very experienced and collaboration is high. Formal professional development is infrequent. Little attention to PD for online teachers.</i>

8. School Safety	4	4	<i>Facility is well monitored and clear rules are in place for students.</i>
9. School Climate/Culture	4	4	<i>Very strong culture of focused, on task learning and 'work' behaviors. Uniforms support professional demeanor of students.</i>
10. Research-based Instructional Strategies	3	3	<i>Teachers use a wide variety of instructional practices to keep students highly engaged. Online program is well developed but very heavily reading dependent. Students meet with teachers during office hours as needed.</i>
11. School progress with Idaho State Achievement Standards	3	2	<i>Additional data analysis would provide greater assessment of success of online program. Nature of at-risk students has resulted in less critical look at these outcomes. Students use project-based, hands-on learning in many classes. We encourage teachers to develop common standards based rubrics to assess progress.</i>

<u>Objectives</u>	<u>Self Study Score</u>	<u>Team Score</u>	<u>Comment</u>
<b>b) Charter staff demonstrates reflective teaching practices</b>			
1. Curriculum: : Reading, Writing, Math, Science, History, Geography	3	3	Online curriculum is reviewed on regular cycle and compared with standards. Teacher with Math credential would be advised rather than Basic Skills. Teachers should attend the MTI program for math.
2. Evaluation: Teachers	4	3	<i>Aligned to Danielson for on-site teachers. Online teacher indicate they are not formally evaluated. Need to relook at the oversight and feedback provided to these teachers even though they are mostly part time.</i>
3. Teacher Collaboration	4	4	<i>Very strong in on site program. Mentoring of newer teachers by expert teachers. Positive PLC. On line teachers are more isolated, don't meet often. Don't get formal evaluations. They like working on curriculum groups but that doesn't happen all the time. They value the role of the counselors in collaboration on student issues.</i>
<b>Total Points</b>	<b>51</b>	45 Avg Score 3.2	<b>Percent Agreement 88%</b> <b>Total Items 14</b>

## GOAL 2

The academic program at RICHARD MCKENNA is commendable in its innovative design. The Online Platform and curriculum is engaging and very functional and was developed completely by the personnel of the school. It compares favorably with many nationally developed online programs. That being said, there are several weaknesses in the system of engaging and supporting the online students. A study of the retention and completion of the students in the online program would be strongly encouraged to see how well they are achieving the goals. The on-site program is very exciting and innovative approach to serving the students who enroll for a variety of reasons. The resources, program design and strong staff makes this a remarkable charter school. The team commends the leadership at Richard McKenna for exploring the ways that they can provide cross-over of the most successful strategies from each of the programs to enrich the other. The team reached an 88% agreement with the school's self study. Evidence of a strong academic program is underscored by high teacher collaboration and highly skilled and engaged counselors, as well as strong observations in classrooms. The team offers the following commendations to the school:

**Goal 2 Commendations:** The team would like to commend RICHARD MCKENNA in the following areas:

- Teachers both on-line and in classroom are very committed to the population of students served.
- Strong team work among all staff.
- Exciting vision for integrating Vidyo platform into the whole program to expand the experience for both populations.
- Danielson-based evaluation implemented for the in-house teachers.
- Students are very involved in community service and parents and students are very proud
- Teachers meet weekly to support student success.
- Online teachers are monitored for timely service to students.
- Rely on TABE to monitor student progress and use this to inform practice.

**Recommendations:** The team respectfully recommends to RICHARD MCKENNA that:

- On-line teachers connect with counselors but would benefit from additional peer collaboration and professional development.
- Ongoing evaluation of on-line teachers beyond the daily metrics (phone, email) that are quantitative.
- Attention to student math competence may be supported by infusing additional math instruction into program and attending MTI.
- Review how TABE is aligned to ISAT to insure that measures are meaningful.
- Course alignment would be beneficial to the overall school.
- Cross collaboration between the two sites/programs would enrich experience for online teachers.
- A comprehensive plan with measurable outcomes for the introduction of the Vidyo element would be helpful in assessing its impact. I.e. do scores go up after introducing Vidyo? Is retention higher? Good baseline data will be critical.

**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>
<b>The charter school will show and plan for strong stakeholder support, involvement, and satisfaction</b>			
1. Stakeholders participate and contribute to school mission	4	3	<i>The missions is held by the director and small group of teachers who are creative an innovative but could be even more powerful if shared with larger group.</i>
2. Communication with stakeholders	3	2	<i>Communication with board and online personnel could be enhanced. On line teachers would like more input into the mission and direction of the school and more feedback. Create additional opportunities for them. Onsite teachers meet weekly and seem very well informed.</i>
3. Stakeholder satisfaction and engagement.	4	2	<i>Staff and students who are on site are very satisfied with the program and the working conditions. Online teachers like flexibility but some frustrations with students who drop off.</i>
4. Plan for Improvement	4	2	<i>Some exciting plans for enhancing communication with Vidyó but school would benefit from plan to focus more on online teaching staff.</i>
<b>Total Scores</b>	15	9 Avg Score 2.25	<b>Percent Agreement: 60%</b> <b>Total Items 4</b>

**Goal Three** assesses stakeholder engagement and satisfaction. Overall we found that the stakeholders of RICHARD MCKENNA are very satisfied and engaged. Those participating represent a small percent of the stakeholders so it is difficult to generalize. Those who participate in the onsite program, parents, teachers and students are very satisfied. There is less data available to know how the participants in the online program feel about the school. The level of agreement between the self-study and the visit for Goal 3 was 60% with an average score of 2.25. The team sees this as an opportunity for expanding the involvement of stakeholders from the community as well as parents in the governance and support of the school. Students participate in community service and a survey of those community partners might provide valuable insights. Online students' perception about teacher contact and support would also be

valuable. The increased variety of students attending the onsite program, not only 'at risk' students is a good indicator of satisfaction with the unique program that you are offering.

**Commendations:** The team would like to commend RICHARD MCKENNA in the following areas:

- Students indicate that they are very happy with their programs.
- Opportunity for on-line program really works for many students and serves to 'catch' kids who may not meet expectations for attendance on site.
- Counselors have high level of engagement with students and support them in staying on track.
- The face of the school is very positive at each point of contact with office staff.

**Recommendations:** The team respectfully recommends to RICHARD MCKENNA that:

- Explore additional opportunities to hear from stakeholders
- Explore opportunities for enhanced communication out to parents and students
- On boarding of new students to on-site school might be shared with current students
- Teachers really appreciate the professional learning community that exists at RMCS and online teachers would like to be more engaged.
- High teacher retention in both programs
- End of year school survey of all stakeholders could provide additional useful information for continuous improvement.

**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.

<b>The charter school will plan for short and long term continuous school improvement</b>	<u>Self Study Score</u>	<u>Team Score</u>	<u>Comment</u>
1. The school has a five-year <u>Strategic Plan</u> and actively uses it to direct its efforts and measure its progress.	3	2	<i>Many ideas were shared but not a written plan that can help the school chart their course and their progress.</i>
2. School leadership is reflective and uses data to drive improvement.	4	4	<i>Larry provides strong leadership and collaboration to continue to develop new ideas and directions for the school. He has a team of very knowledgeable and dedicated</i>

			<i>teachers.</i>
3. Continuous Improvement is planned, monitored and accomplished.	4	4	<i>WISE tool completed and monitored.</i>
<b>Total Scores</b>	11.0	10 Avg Score 3.3	<b>Percent Agreement: 91%</b> <b>Total Items 3</b>

GOAL 4 refers to the school's efforts for continuous improvement. The leadership and staff of Richard McKenna embrace continuous improvement as demonstrated by their implementation of new program components and infusion of both onsite and online programs with their 'learning model' . This plan will contribute to a comprehensive program and student success. We encourage the leadership to set goals in the construction of a five-year strategic plan. Measuring their progress against those goals with clearly established indicators for performance will let the board know if it's working. Guidelines for how the two programs will be brought closer together, again, will provide a measure of progress. We support and encourage their continued efforts in this direction.

**Goal 4: Commendations:** The team would like to commend RICHARD MCKENNA on the following:

- Ongoing evolution of the school and programs that is exciting and engages teachers.
- WISE tool complete to monitor continuous improvement plan.
- Creative teachers and robust Professional learning community ready to try new approaches to support student success.

**Recommendations:** The team respectfully recommends that RICHARD MCKENNA:

- 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.
- Guiding documents for curricular content would provide a foundation for further alignment to standards.
- Continue to engage all stakeholders in the evolving vision to identify ways to maximize the opportunities and meet needs for professional development.
- Engage in open evaluation processes at all levels – board, director and teachers.
- Board development plan will have positive impact school-wide as governance continues to be strengthened. Some recommendations carried over for several years should be actively addressed.

Goal	Score Level of Agreement	Commendations	Recommendations
<p><b>1. Governance:</b> <i>The Charter School will fulfill all governance and administrative obligations as provided in state &amp; federal law and in the school's charters.</i></p>	<p>98% Agreement</p> <p>Average Score 3.16</p> <p>Functioning Evidence</p>	<ul style="list-style-type: none"> <li>• All staff and student records are in order, secured in locked file.</li> <li>• Continuity of leadership that has continually moved the school forward.</li> <li>• Role of the administrator is very clear and the board has high degree of confidence in his abilities.</li> <li>• School is financially solvent, positive annual fiscal audit and building that has been purchased.</li> <li>• Enrollment is strong in both programs</li> </ul>	<ul style="list-style-type: none"> <li>• Fill vacant board position to complete board of 5 (per by-laws)</li> <li>• Commit some business operations to P&amp;P manual for continuity over time</li> <li>• Self-assess board and identify training needs and create a plan to increase board engagement and training.</li> <li>• Encourage the board to be more pro-active in assessing the academic success of the school and awareness of test data.</li> <li>• Data mining could reveal patterns and opportunities that are currently not being addressed.</li> <li>• Charter should reflect the evolution of the school</li> <li>• Follow up on all professional development plans and evaluations for all professional staff.</li> <li>• Develop a finance committee and address the “material weakness” in financial audit to increase segregation of duties.</li> <li>• Develop a strategic plan that includes ideas for enhancing programs as well as benchmarks for success.</li> <li>• As the population changes for the onsite program, giving up the focus of 'at risk' students, how will this change your future enrollment numbers, blending programs, etc. Board needs to dialogue</li> </ul>

			about this intentional shift in mission.
<p><b>2. Academic Program:</b> <i>The charter school will demonstrate a successful academic program</i></p>	<p>88% Agreement</p> <p>Average Score 3.2</p> <p>Functioning Evidence</p>	<ul style="list-style-type: none"> <li>Teachers both on-line and in classroom are very committed to the population of students served.</li> <li>Strong team work among all staff.</li> <li>Exciting vision for integrating Vidyo platform into the whole program to expand the experience for both populations.</li> <li>Danielson-based evaluation implemented for the in-house teachers.</li> <li>Students are very involved in community service and parents and students are very proud</li> <li>Teachers meet weekly to support student success.</li> <li>Online teachers are monitored for timely service to students.</li> <li>Rely on TABE to monitor student progress and use this to inform practice.</li> </ul>	<ul style="list-style-type: none"> <li>On-line teachers connect with counselors but would benefit from additional peer collaboration and professional development.</li> <li>Ongoing evaluation of on-line teachers beyond the daily metrics (phone, email) that are quantitative.</li> <li>Attention to student math competence may be supported by infusing additional math instruction into program and attending MTI.</li> <li>Review how TABE is aligned to ISAT to insure that measures are meaningful.</li> <li>Course alignment would be beneficial to the overall school.</li> <li>Cross collaboration between the two sites/programs would enrich experience for online teachers.</li> <li>A comprehensive plan with measurable outcomes for the introduction of the Vidyo element would be helpful in assessing its impact. I.e. do scores go up after introducing Vidyo? Is retention higher? Good baseline data will be critical.</li> </ul>
<p><b>3. Stakeholder Support:</b> <i>The charter school will show and plan for strong stakeholder support, involvement and satisfaction</i></p>	<p>60% Agreement</p> <p>Average Score 2.25</p> <p>Progressing</p>	<ul style="list-style-type: none"> <li>Students indicate that they are very happy with their programs.</li> <li>Opportunity for on-line program really works for many students and serves to 'catch' kids who may not meet expectations for attendance on site.</li> <li>Counselors have high level of engagement with students and support them in staying on track.</li> <li>The face of the school is very positive at each point of contact with office staff.</li> </ul>	<ul style="list-style-type: none"> <li>Explore additional opportunities to hear from stakeholders</li> <li>Explore opportunities for enhanced communication out to parents and students</li> <li>On boarding of new students to on-site school might be shared with current students</li> <li>Teachers really appreciate the professional learning community that exists at RMCS and online teachers would like to be more engaged.</li> <li>High teacher retention in both programs</li> </ul>

	Evidence		<ul style="list-style-type: none"> <li>• End of year school survey of all stakeholders could provide additional useful information for continuous improvement.</li> </ul>
<p><b>4. Continuous Improvement:</b>  <i>The charter school will plan for short and long term continuous improvement.</i></p>	<p>91% Agreement</p> <p>Average Score 3.3</p> <p>Functioning Evidence</p>	<ul style="list-style-type: none"> <li>• Ongoing evolution of the school and programs that is exciting and engages teachers.</li> <li>• WISE tool complete to monitor continuous improvement plan.</li> <li>• Creative teachers and robust Professional learning community ready to try new approaches to support student success.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue opportunities for reflection and feedback as well as data informed decision making.</li> <li>• Begin to develop a document that outlines your strategic plan and seeks the input of all stakeholders.</li> <li>• Guiding documents for curricular content would provide a foundation for further alignment to standards.</li> <li>• Continue to engage all stakeholders in the evolving vision to identify ways to maximize the opportunities and meet needs for professional development.</li> <li>• Engage in open evaluation processes at all levels – board, director and teachers.</li> <li>• Board development plan will have positive impact school-wide as governance continues to be strengthened. Some recommendations carried over for several years should be actively addressed.</li> </ul>