

ANSER Charter School  
Education Audit  
For School Year 2012-2013

Submitted by: Dr. Maggie Chase

November 1, 2013

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November 1,  
2013

Dr. Suzanne

Gregg, Education Director  
Heather Dennis, Organization Director  
Community Board of Directors  
ANSER Charter School  
202 E. 42<sup>nd</sup>  
Garden City, ID 83714

Dear Dr. Gregg and Esteemed Education Leaders,

This letter will present the findings of my review of ANSER Charter School's educational program for the 2012-2013 school year, which includes the period between August 1, 2012 through July 31, 2013. In order to provide a framework for the many and varied accomplishments of the school in this particular calendar year, I continue to use *The Nine Characteristics of High-Performing Schools* prepared by Washington State's Office of Superintendent of Public Instruction (June, 2007). This report, a meta-analysis of twenty studies of highly effective schools, yielded nine characteristics that were found most often in high-performing schools. The italicized descriptions of each category (below) come from this same report. Though these characteristics provide a structure in which to report on ANSER's progress, it should be noted that many of ANSER'S accomplishments of this past year do not fit neatly into one category or another, but rather, share qualities of several characteristics. In a school that has at its core, the integration of learning, this is not unexpected; however, for the purposes of this annual report, I attempted to place each item in the category in which the task, gain, or goal best fits. It is important to keep in mind that this report represents the *new* initiatives, events, and processes the school undertook during the last school year. If an area below has few or no items under it, it doesn't mean there is an absence of that quality; it only means the current practices in place are, for the most part, addressing that particular quality.

The final category, #10, is one of my own that I have added because the document I utilized (as mentioned above) does not account for student initiative and the impact students have on their community. The nine qualities tend to lean toward characteristics that represent what adults do for and in the name of students, somewhat masking the agency students possess in effecting and affecting change in their own community and beyond. Student leadership and empowerment are two outcomes of the school's incorporation of specific character traits, such as service and compassion, as well as the school's integration of service through their grade level curricula, Community Based Curriculum (CBC), 6<sup>th</sup> Grade Year of Service (SOS), and Youth Council (YC). I feel strongly that much of what the students have accomplished should also be represented in this report, hence the addition of #10.

Information contained in this report was confirmed with various stakeholders in the school's population, such as the Education Director, the Organization Director, the Director of Exceptional Child Services, and several teachers. I was also given copies of any documents mentioned in this report, as well as minutes from meetings, Board reports, and monthly school reports.

The format for this report involves listing the goals or suggestions made in the 2012 report preceded by a checkmark if the goal was completed or achieved in a satisfactory manner. If not achieved, there is a 0 in front of the goal. Below those goals is a bulleted list of the accomplishments the school has achieved within each category, followed by goals the school has already set for the 2013-2014 school year, or my suggestions for improving, refining, or exploring possible extensions within each category.

Key:

≡ = on-going

0 = abandoned or not accomplished

✓ = completed

**1. A clear and shared focus** - *Everybody knows where they are going and why. The focus is on achieving a shared vision, and all understand their role in achieving the vision. The focus and vision are developed from common beliefs and values, creating consistent direction for all involved.*

Goals from October, 2012 report:

- ✓ Consider holding some kind of regular parent orientation program at the beginning of every school year for parents new to the school.
- ✓ Look for more systematic, focused ways to mentor new faculty to the school culture and teacher expectations and routines.

2012-2013 Accomplishments:

- Interviews with recently hired teachers were conducted in order to determine how best to meet their needs as incoming Crew Leaders. The question posed was, “In what areas do you wish you had been more prepared for teaching at Anser?”

Goals/Suggestions for 2013-2014:

- Use the feedback from the new teachers to create regular (monthly?) meetings with all new (within 1-3 years of hiring) teachers. I suggest the Education Director set this up initially, but invite veteran teachers to lead the sessions as well, depending on their areas of expertise.

**2. High standards and expectation for all students** - *Teachers and staff believe that all students can learn and meet high standards. While recognizing that some students must overcome significant barriers, these obstacles are not seen as insurmountable. Students are offered an ambitious and rigorous course of study.*

Goals from October, 2012 report:

- ✓ Continue to seek effective ways to help kindergarteners meet all literacy standards without resorting to drill-and-skill practices.
- ✓ Consider “raising the bar” so that students perceive success as a good thing. Suggestions include reframing or distinguishing different ways school success can be achieved, such as through social good, academic achievement, and/or academic effort.
- ✓ Look for ways to use on-line resources for focused reading and math support.

2012-2013 Accomplishments:

- Anser crew leaders introduced new terms or “categories” for student achievement called: Academic Scholar, Citizen Scholar, Learner Scholar, Standards-Based Grading. The terms were explained to the student body at one of the first Whole School Community meetings and teachers followed up with additional explanations in their classrooms. The intent was to help students understand what it means to be a successful learner and citizen in a deeper or more meaningful way and to help them be more engaged partners with their teachers in order to deepen their understanding of self-assessment and reflect at a deeper level on learning targets and standards for each course. Anser posted several documents on their website to inform parents and board

members of these changes and teachers regularly included information and updates about the program through their family newsletters.

- After determining that overall student behavior during Anser's CBC sessions was not exemplary, the CBC coordinator, Heather Banuelos, worked with students and teachers to create a "5 tenets agreement" or contract that each student signed as a promise to self-monitor, regulate, and correct their behaviors. All students turned in signed copies of the 5 tenets agreement! As an additional measure, however, a room was set aside for "Solitude and Reflection" in order to allow students to immediately reflect on their behavior and its impact on their learning and ability to participate positively.

Goals/Suggestions for 2013-2014:

- Create a catchy phrase or theme that can be used throughout the school year that encompasses Anser's expectation that all students can achieve, learn, and grow intellectually, emotionally, socially, and physically.

**3. Effective school leadership\***- *Effective instructional and administrative leadership is required to implement change processes. Effective leaders are proactive and seek help that is needed. They also nurture an instructional program and school culture conducive to learning and professional growth. Effective leaders can have different styles and roles – teachers and other staff, including those in the district office, often have a leadership role.*

\*As an auditor of Anser's program, I would be remiss if I did not also emphasize the role Anser teachers play in serving on various school, district, state, and national committees; therefore, this section includes the numerous times Anser teachers are called upon for their expertise.

Goals from October, 2012 report:

- ✓ Determine a way to restructure staff assignments to allow the Education Director (Suzanne Gregg) to spend more time in the classrooms. **Note: While this was still not ideal due to other demands on her time, Dr. Gregg was able to spend more time in the classrooms, fueled by the teacher evaluation process required by the SDE.**

2012-2013 Accomplishments:

- Allyson Maynard, Anser's junior high science teacher, received a grant for Science from Capital Educators. The grant money provided her the opportunity to test some Anser students' DNA.
- Three teachers, Jennifer Trole, Michelle Dunstan, and Sara Garrett were chosen to present at the National Expeditionary Learning (EL) Conference in Baltimore, MD in February.
- Suzanne Gregg took a teacher evaluation course sponsored by the Idaho Department of Education to certify her as a trained teacher evaluator. The four day training, followed by a 15 hour on-line course and test, enables Dr. Gregg to be recognized as someone grounded in (and able to identify) the processes deemed necessary for effective teaching.

- Giselle Isbell, UC teacher, became a preliminary state finalist for the Presidential Awards for Excellence in Mathematics and Science Teaching. As a state level finalist, she was one of three candidates for the national level award.
- Diane Williams and Dolly Higgins were chosen to take part in creating curricula for Engage, New York. “EngageNY.org is developed and maintained by the New York State Education Department (NYSED) to support the implementation of key aspects of the New York State Board of Regents Reform Agenda...EngageNY.org is dedicated to providing educators across New York State with real-time, professional learning tools and resources to support educators in reaching the State’s vision for a college- and career-ready education for all students.” (Taken from their website).
- In an effort to reduce the costs associated with the school’s outsourcing of lunch (via Create Common Good), the administrative staff visited Falcon Ridge and Rolling Hills Charter Schools to learn from their lunch programs.
- Dr. Gregg presented to the Anser Board a differential pay measure developed by the Education Committee in cooperation with staff. The measure rewards teachers with 85% or more of their students meeting achievement standards on a major inquiry based assessment. Dr. Gregg also ushered in the State’s new 5-Star rating system for holding individual school accountable for students’ academic performance.
- Anne Moore, Kindergarten teacher, and Giselle Isbell, Upper Childhood teacher, were visited by EL videographers to capture video of the Kindergarten Expedition and Celebration of Learning as well as a math lesson Giselle presented on the new Math Workshop 2.0. These videos will become part of the EL video library collection on best practices and will be viewed by teachers around the nation and world.
- Bekkie Ritchie, a member of the ECS team, led an initiative to raise funds for purchasing graphic novels for the school library.
- Michelle Dunstan and Maggie Chase (Boise State University professor) presented at the National Council of Teachers’ of English National Conference in Las Vegas the week before Thanksgiving. Michelle presented the Core of Discovery Trading Card project from the previous year’s expedition.
- Lisa Cates was a winner of a random drawing with Bowling for Kids. She received \$250, used to purchase classroom supplies.

#### Goals/Suggestions for 2013-2014:

- Implement the differential pay measure and seek feedback from all stakeholders as to its effectiveness and any revisions deemed necessary.
- Encourage and support (financially) a minimum of two more teachers to make a professional presentation at the National EL conference.

**4. High levels of collaboration and communication** - *There is strong teamwork among teachers [and Education Director] across all grades and with other staff. Everybody is involved and connected to each other, including parents and members of the community, to identify problems and work on solutions.*

#### Goals from October, 2012 report:

- ✓ Poll parents to determine if new website is more a more effective, user-friendly format for them. Continue to ask what else is needed to improve its communication effectiveness. Continue to use the web site more and more as the way to communicate with parents in order to reduce the amount of paper that goes home.
- ✓ Consider introducing one or more Anser procedures/terms in a focused, concentrated manner, such as through the Flight Plan, with student examples, so that parents new to the community can better understand the significance of Anser's unique approach to education.
- ⚡ Look into the possibility of merging the technology position with some kind of library oversight position so that research/library skills could become part of what students get when they make their weekly visit to the computer lab. In addition, it seems the library has never really found a permanent home in the school due to the need to continually re-adjust how space is used. The library was always sacrificed in some way or another. Is it possible to move it closer to the computer lab so the two can be coordinated by one person?
- ✓ Experiment with the suggestions made by those who attended the CBC town hall meeting last spring. For example, return to mixed age groupings to see if module coordinators have more success with management.
- ✓ Return to the shorter CBC modules of 4-7 weeks with multi-age groups.
- ✓ Create packets of information about CBC modules, their purpose, and how CBC fits into Anser's design, both academically and socially.
- ✓ Investigate community resources available for increasing the number of science-based modules for CBC offerings.
- ✓ Ramp up the CBC Committee's presence and importance by establishing written guidelines for procedures and written minutes from all meetings.

#### 2012-2013 Accomplishments:

- Anser launched access to and use of Infinite Campus so parents of junior high students could track their child's assignments and grades, as well as to prepare parents to transition the system as their students graduate from Anser and move into the Boise School District.
- Due to the events that occurred at Sandy Hook elementary in Connecticut last year, the administrators of the school issued several letters to parents about safety procedures and security protocols at the school. The letters also contained links to resources parents could access, should they need guidance in dealing with their own child's anxieties and/or concerns about the incident. Administrators Suzanne Gregg and Heather Dennis began a review of all safety procedures currently in place and worked in coordination with Family Council to gain parent input. All visitors, even regular parent volunteers must check in at the front entrance before proceeding to their child's classroom.
- The Anser Family Handbook was revised and updated to reflect all changes in policies and procedures.
- Drop-off and pick up procedures were thoroughly reviewed and revised to maximize students' safety. Parents were notified as to the specific "how to's" for navigating their vehicles during drop-off and pick-up.
- Anser hosted an evening with Dr. Jonathan Brendefer, a Boise State University professor, who started the Developing Mathematical Thinking (DMT) project in Idaho. The evening was set up to help parents understand the intent of and approaches to DMT as well as the expectations of the Idaho Common Core standards. Parents had the opportunity to ask questions, then they went into their child's classroom to learn about Anser's math program and to experience some of the ways in which they "do math."
- Education Director Suzanne Gregg worked with teachers and the Education Committee to create a survey to seek input from parents regarding teacher effectiveness. This was done partly in response to the State Department of Education's requirement to elicit parental feedback for teacher evaluations. Results indicated

that, overall, parents are satisfied with their child's teacher. The composite results for the school (not individual teachers) can be found in Appendix A.

- In order to totally address and problem-solve the realities of the CBC program as it currently existed, a Sustainability Committee was convened, consisting of board members, staff, and members of the CBC and Education Committees. There were not enough parents and community partners to sustain the program; something new had to be designed. They designed an arts-based program called C3, hiring 3 part-time instructors who specialize in some form of the arts. Each grade level would have one afternoon a week of arts instruction and experiences, enabling the grade level teaching teams to maintain their weekly team planning sessions. The launching of the program began this fall, 2013.

Goals/Suggestions for 2013-2014:

- Continually assess the new C3 format, instruction, and curriculum to determine its effectiveness and whether or not it is meeting the intended goals for the program.
- Endeavor to keep Anser's website up to date. For example, there is extensive information about how Anser's CBC program is an integral part of the curriculum, yet it is no longer in effect.
- Continue seeking parent input via the survey, but solicit information that can be used in a broader context that encompasses the entire school, rather than only individuals.

**5. Curriculum, instruction and assessments aligned with state standards** - *The planned and actual curricula are aligned with the essential academic learning requirements. Research-based teaching strategies and materials are used. Staff understands the role of classroom and state assessments, what the assessments measure, and how student work is evaluated.*

Goals from October, 2012 report:

- ❗ Begin writing assessment problems that align to the Idaho Common Core in order for your students to be fully prepared for the Smarter Balanced assessment when it rolls out 2014-2015.
- ✓ Revise the Student Achievement Reports (report cards) to align with both the system and the new standards, moving Anser toward a *Standards Based Report Card* that aligns to the Idaho Core Standards (ICS).

2012-2013 Accomplishments:

- Anser teachers accomplished the shift to a new standards-based report card system. For teachers who have been at the school for a long time, this did not represent the first time report cards had been changed. Because of the new system, reports are now being sent home in hard copy form rather than by email, which has placed more time during report periods on front office staff.
- Education Director, Suzanne Gregg, prepared an in-depth document in draft form for teachers that explains how the new grading system works (See Appendix B).

Goals/Suggestions for 2013-2014:

- Begin dissecting current Expedition/Case Study assignments to determine their rigor in order to meet the English Language Arts (ELA) standards vis a vis the ICS and the 4 Ts: Topic, Text, Task, & Target

- Review the use of graphic organizers to determine their efficacy for student success
- Create teaching teams to review the Anser math scope and sequence across grades and mathematical concepts vis a vis ICS.
- Align instructional practices to the Idaho Core ELA/Literacy standards that focus on the six key shifts (Balancing Informational & Literary Text, Knowledge in the Disciplines, Staircase of Complexity, Text-based Answers, Writing from Sources, and Academic Vocabulary).
- Review the new grading system draft for revisions needed to make it a document that speaks to parents (e.g. one that avoids overuse of educational jargon) so that it can be distributed to Anser's parent population.

**6. Frequent monitoring of learning and teaching** - *A steady cycle of different assessments identify students who need help. More support and instructional time are provided, either during the school day or outside normal school hours, to students who need more help. Teaching is adjusted based on frequent monitoring of student progress and needs. Assessment results are used to focus and improve instructional programs.*

Goals from October, 2012 report:

The following goals from last year are all on-going in the 2012-13 school year:

- ✓ Document the Exceptional Child Services (ECS) program in a replication manual to ensure the program is sustainable.
- ✓ Have a page on the school web site explaining ECS – role and contact information, as well as resources.
- ✓ Create an accommodations sheet that is child- friendly for kindergarten through middle childhood students. Consider expanding this to include all Anser students so they are aware of strategies or tools for to help them as learners
- ✓ Complete a parent survey and assemble a “Parent to Parent “ resource manual
- ✓ Anser is all about student empowerment and self-advocacy; look for ways to include students in the decisions made during IEP meetings. Try starting with junior high students this year and work down through the grades.
- 0 Too much time was spent on creating and maintaining the digital data wall on students; investigate ways SchoolNet can relieve this bottleneck. SchoolNet has the potential to get all data on a student onto one page, enabling the team to spend more time on making decisions and less time on gathering relevant data.
- 0 Look for ways to free up the ECS Director's schedule so she can attend grade level team meetings and do classroom observations.
- ✓ Find a time when all ECS team members can meet to reflect, plan, and evaluate program progress and effectiveness.
- ✓ Consider expanding the notion of “Tools for Learning” to all students in the school so that everyone, not just ECS students, is asked to become aware of what each needs to maximize his/her own learning.
- 🌀 Explore on-line options for parents to complete forms on their children regarding medications, allergies, etc. in order to free up the time it takes staff to convert hand-written forms to the computer.
- 🌀 As the number of enrolled ECS students declines at Anser (and funds decrease as a result), determine what services are sustainable with the corresponding decline in staff.
- 🌀 Look for ways to shift progress monitoring from ECS staff to classroom teachers.

2012-2013 Accomplishments:



- ECS Staff members Lisa Cates and Kari Kerfoot spent the better part of June creating a replication manual that includes every facet of the ECS program and procedures. Though this was a goal from last year (see above), the task was hastened due to the imminent departure of the ECS Director, Lisa Cates.
- The Education Director revised the teacher evaluation forms and processes, which now require the teachers to complete a self-evaluation using the revised form, as well as the Education Director completing one (see Appendix C).
- The Accelerated Learning Center (ALL) was launched by the Exceptional Child Services Team. Students who were on Individual Education Plans or were struggling in the areas of math and reading received intervention in the ALL classroom for approximately 45 minutes for reading and 30 minutes for math. Some students rotated in and out of the classroom as certain needs were identified. The classroom was equipped with computers and Ipads as well as the ECS team. Each student had an ECS team member to serve as his/her case manager to monitor progress. This person also communicated directly with the child's general education teacher.
- Math Explorations is a class for a handful of Upper Childhood and Junior High students who are in need of a specialized math class. A certified special education teacher will be teaching this class on a daily basis.
- Anser 6<sup>th</sup> graders took the Direct Writing Assessment and all but 3 of the 41 students who took the test earned a 3 or 4. Of the three, their scores were 2.5, 2.5, and 2.0.
- IRI Scores – Spring, 2013 – Percent Scoring at a 3 (Benchmark):

K- 59%

1<sup>st</sup> – 79%

2<sup>nd</sup> - 81%

3<sup>rd</sup> – 91%

- ISAT Scores, Spring, 2013 – Percent Scoring Proficient & Advanced:

	Reading			Language			Math		
	Anser	Boise	Idaho	Anser	Boise	Idaho	Anser	Boise	Idaho
3 <sup>rd</sup> Grade	92	92	89	74	77	73	94	91	90
4 <sup>th</sup> Grade	85	92	90	83	86	83	78	88	85
5 <sup>th</sup> Grade	92	90	89	95	82	80	92	81	79
6 <sup>th</sup> Grade	98	89	87	91	79	73	88	82	78
7 <sup>th</sup> Grade	97	89	88	90	76	75	92	75	77
8 <sup>th</sup> Grade	100	94	94	96	78	75	94	78	80

Goals/Suggestions for 2013-2014:

- Though it is generally true that a larger percent of Anser’s 5<sup>th</sup> – 8<sup>th</sup> graders score at Proficient or Advanced on the ISAT than the BSD or State population, there is ample room for improvement at the 4<sup>th</sup> grade in all three areas and at the 3<sup>rd</sup> grade in Language. In addition, this auditor feels there is no reason why the Kindergarten Spring IRI scores should be so low. This has been consistent for the past few years and steps should be taken to address letter sound fluency. It is one of the most important academic skills kindergartners must acquire for later success in reading.
- Consider asking teachers to complete a self-assessment in fall *and* spring so that their self-selected areas of improvement and interest can be tracked and documented.

**7. Focused professional development** - *A strong emphasis is placed on training staff in areas of most need. Feedback from learning and teaching focuses on extensive and ongoing professional development. The support is also aligned with the school or district objectives.*

Goals from October, 2012 report:

- ✓ Consider placing all of the mathematical models in a booklet for teachers to use when planning their lessons.

2012-2013 Accomplishments:

- Professional development for the year was focused on the Idaho Core Standards (ICS) and the new Standards-based report cards. New standards were written to align with the ICS and teachers aligned all long-term and short-term learning targets and assessments with these standards. Teachers emphasized a system of involving students more in the assessment process as they self-assessed along with their teacher on ways they met the target(s) and then determined future short-term goals for success. (See Appendix D for the full year’s professional development calendar aka Work Plan).

Goals/Suggestions for 2013-2014:

- As teachers and students adjust to the ICS, continually monitor instruction, learning targets, assignments and assessments to determine if they adequately meet the demands of the new Standards.

- Look for ways to raise student achievement, as implied in Goals for #6 (above).

**8. Supportive learning environment** - *The school has a safe, healthy and intellectually stimulating learning environment. Students feel respected and connected with the staff and are engaged in learning. Instruction is personalized and small learning environments increase student contact with teachers.*

Goals from October, 2012 report:

- ✓ Look for a way to hold students accountable for homework that can be done before, during, or after the school day.
- ✓ Look into the possibility of partnering the kindergarten students with a school in South America to broaden their views of what happens to birds when they migrate.
- ✓ When the after-school buddy reading program begins anew, look into gaining access to the school library so students can use the resources there.

2012-2013 Accomplishments:

- Several resources were employed to assist students in honing their math skills. All of the K-7 grade students were enrolled in IXL Math, an online program intended to give students the supplementary math practice so many of them need. The 8<sup>th</sup> grade students registered for the Kahn Academy, enabling them to experience the “flipped” classroom approach for some of their assignments.
- Anser was selected by Idaho Leads to be included in a video series on effective teaching and teachers in Idaho.
- All staff, administrators and Family Council members worked hard to tighten the drop-off and pick-up procedures in order to maximize student safety. Communication to the parents about the changes was swift, clear, and firm.
- A giant “Peace Wheel” was painted on the asphalt alongside the playground to be used as a visual support and symbolic means to help students resolve conflicts. ECS Crew member, Sidra Becket, initiated this project and spoke with all students about the purpose and use of the wheel.
- Alyssa Munch, the P.E. instructor, received \$1175 from the Idaho Dairy Council for Funds for *Fuel Up to Play 60!* Alyssa used the funds to purchase a commercial smoothie machine, a Wii for P.E. and projector to have at the school.

Goals/Suggestions for 2013-2014:

- Due to the retirement of Lisa Cates, the Exceptional Child Services (ECS) Director, it is imperative the ECS team restructure and reallocate personnel so that responsibilities for individuals and groups of students are adequately met. Consider dividing the case load so that K-6 is one person’s responsibility to oversee and Junior High another’s. For example, Kari might oversee the K-6 students and the paraprofessionals for those grades and Lisa’s successor might oversee the junior high population and their paraprofessionals.
- Consider using an ECS Crew Leader to co-teach in 6<sup>th</sup> grade math to provide a more inclusive environment for students that would need to receive math instruction outside of the general education classroom. This might also enable more students who are struggling to receive specialized math support.

- Additionally, look for a way ECS can provide more in-class support for students with exceptional learning needs. Often, the tips and guidance offered to those students can also benefit a wide range of students, not just those in the ECS pipeline.
- As an ECS team/crew, consider regular Professional Development meetings, perhaps weekly or bi-weekly, to determine how best the Anser Staff Guiding Principles can be applied (and interpreted) by that specific Crew.
- Look for ways to restructure the Junior High HOWLS class to focus more on the importance of revision and quality work.
- Tighten up Junior High homework supports.
- Investigate the feasibility and research the effectiveness of using “FASTT Math” as a way to support students’ fluency (speed and accuracy) with math facts.

**9. High level of family and community involvement** - *There is a sense that all have a responsibility to educate students, not just the teachers and staff in schools. Families, as well as businesses, social service agencies, and community colleges/universities all play a vital role in this effort.*

Goals from October, 2012 report:

- ✓ Determine if the ASA program is financially viable enough to continue.

2012-2013 Accomplishments:

- The Fall Fund Drive goal of \$45,000 exceeded expectations; a total of \$47,800 was raised!
- Anser parent Sean Gaffney and a former BSU Block student coached the 5/6 grade boys’ basketball team and parents Burr Boynton and Joe Samer coached the Anser ski team.
- The annual book fair sales exceeded the \$5,000 goal.
- Anser was the recipient of the Khan Academy Grant, which provides over \$30,000 toward purchasing iPads for the Junior High math classroom.
- Anser benefitted from the presence of numerous Boise State University students: a Math Service Learning course placed students in seven of our elementary math classes to facilitate math instruction. Classrooms had a student anywhere from two to four times per week. Lisa Cates, Jennifer Trople, Michelle Dunstan, Anne Moore, Sara Garrett, and Giselle Isbell mentored Boise State student teachers for the year.
- Anser parents and Community Partners volunteered approximately **2,673** hours of their time to help facilitate the school’s Wednesday afternoon CBC program.
- Junior high parents gave **873.13** hours of their time toward facilitating the Junior High Electives Program.

Goals/Suggestions for 2013-2014:

**10. Evidence of student leadership, initiative, and service** - *Students are encouraged to participate in decision making, demonstrate a strong sense of ownership and agency, and reach out to those in need.*

#### Goals from October, 2012 report:

- ✓ Look for ways to reconnect the junior high students to each other via their service projects. Consider using digital resources for students to report/reflect to one another either in small, on-line groups or having them use Edumoto or Educreations to create service learning reports. Also, provide some structured prompts to guide them in writing their reflections and encourage them to use “I notice...” and “I wonder...” statements.
- ✓ Consider creating a yearbook *committee*, rather than making it mandatory.
- ✓ Consider asking the Youth Council to come up with a mission statement so that they can use that as a ruler against which they can measure or determine if a project fits their purpose.
- ✓ For the 6<sup>th</sup> grade SOS projects, consider conducting a few weeks of orientation with the students before they begin working with their mentors so they are all clear on expectations, how an SOS project should be designed and conducted, as well as what the final report on their project should look like.

#### 2012-2013 Accomplishments:

- Anser junior high students participated in fundraising for the Rose Beal Legacy Garden to be installed as a component of the Anne Frank Memorial. They sold “bricks” for \$1 in an effort to raise a total of \$300 so that Anser’s name could be included on a commemorative brick in the garden. Over \$1,000 was raised!
- Anser’s Student Council sponsored a “Snowflakes for School” program in an attempt to fulfill teachers' wish lists for supplies they needed in the classrooms and on the playground. Individual snowflakes were hung on the large tree in the entryway, each with a teacher’s name and an item she wanted or needed for the classroom, such as a laser pointer or a particular type of ball. This drive proved very successful, as parents and visitors were willing to select at least one thing off the tree they felt they could purchase and donate.
- Anser students raised more than \$10,000 for the American Heart Association as part of Jumprope for Heart.
- The Junior High students gave approximately **2,009** hours in service to the Boise community.
- An Anser 8<sup>th</sup> grade student Ian was selected by Special Olympics to be a Youth Ambassador for Idaho.
- Anser students were chosen as “7’s Heroes”(a local tv station feature) for their Pay it Forward Project.
- Anser students were recognized at Hillside Junior High and Boise High School for academic success.
- Because so many guests visit Anser, teachers made the decision to assign regular classroom hosts who would greet the guest at the door, quickly give him/her an overview of what they were learning at that moment, and then return to the work at hand. This was done in an attempt to cut down on the number of times a teacher was pulled away from instruction and to give students the chance to practice good ambassadorial skills.
- Anser hired leaders involved in WSE (Wilderness Science Explorers) who are also employees of Boise Parks and Recreation to be responsible for organizing supplies, meals and activities for the Junior High backpacking trip. The WSE individuals accompanied the groups (along with teachers and parent chaperones) on their camping trip to ensure safety and provide activities.

#### Goals/Suggestions for 2013-2014:

- Evaluate the heart and purpose of the junior high service requirement to determine if students are really invested or just “putting in time.” Look for alternative ways students can serve, if “required service” creating a shallow commitment from the students.

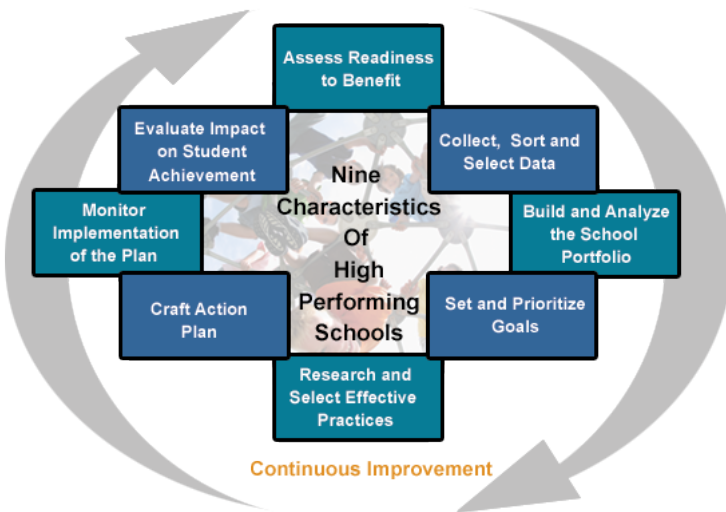
**Conclusion:**

This marks my fifth year to conduct an educational program audit for Anser Charter School. Each year I have been surprised by what the members of this school community do to continually improve, augment, and enhance their programs. This is a group of educators who take their jobs so seriously: they work hard, engage in diligent and purposeful shared leadership, and develop clearly articulated, measurable, achievable goals. The model below represents the cycle they engage in on a regular basis through their shared leadership model. I believe that because all teachers, administrators, parents and students work from a collective understanding of what constitutes Anser’s way of doing school, they are able to continually *build* on that solid foundation rather than constantly revamping their core practices. They rarely wait for someone else to point out an area or issue that needs addressing; rather, due to the on-going, focused professional development, the culture of the school constituents to question everything, the high involvement of the parent community, and the sense that everyone has a responsibility for the success of the school, nearly every aspect of the school is examined on a regular basis.

I respectfully, enthusiastically, and earnestly submit this report for your examination.









Margaret E. Chase, Ph.D.  
Boise State University

**School Improvement Planning Process Stages**



## APPENDIX A – Parent Survey

### 3. How many years have you had child/ren attend Anser?

		Response Percent	Response Count
First year 1		7.3%	16
2		20.0%	44
3		13.6%	30
4		23.2%	51
5		8.6%	19
6		5.0%	11
7		3.6%	8
8 or more		18.6%	41
		answered question	220
		skipped question	0



**4. Administrator / Teacher Name \*You can only choose one person at time and need to do a separate survey for each person.**

		Response Percent	Response Count
Dr. Suzanne Gregg, Principal / Educational Director	<input type="checkbox"/>	5.9%	13
Anne Moore, Kindergarten	<input type="checkbox"/>	1.8%	4
Sarah Wilcox, Kindergarten	<input type="checkbox"/>	5.9%	13
Jennifer Trople, EC	<input type="checkbox"/>	5.0%	11
Sara Garrett, EC	<input type="checkbox"/>	2.3%	5
Kelly Selvage, EC	<input type="checkbox"/>	4.5%	10
Michelle Dunstan, MC	<input type="checkbox"/>	4.5%	10
Belinda Bowler, MC	<input type="checkbox"/>	5.0%	11
Nicole Pape, MC	<input type="checkbox"/>	3.6%	8
Dolly Higgins, UC	<input type="checkbox"/>	5.9%	13
Giselle Isbell, UC	<input type="checkbox"/>	5.5%	12
Jia Acree, UC	<input type="checkbox"/>	3.6%	8
Brianna Gask Wilson, UC	<input type="checkbox"/>	2.7%	6
Diane Williams, JH	<input type="checkbox"/>	7.7%	17
Kelly McLeod, JH	<input type="checkbox"/>	7.3%	16
Alyson Maynard, JH	<input type="checkbox"/>	7.3%	16
Fawn Cavenev, JH	<input type="checkbox"/>	7.3%	16
Dani Owen, Spanish	<input type="checkbox"/>	4.5%	10
Alyssa Munch PE	<input type="checkbox"/>	4.5%	10
Kari Kerfoot, ECS Elementary	<input type="checkbox"/>	1.4%	3
Lisa Cates, ECS JH	<input type="checkbox"/>	1.8%	4





Heather Bauer, Math 1st and 3rd	1.8%	4
answered question		220
skipped question		0



### 5. School administrators encourage families to participate in the school.

		Response Percent	Response Count
strongly agree		76.9%	10
agree		23.1%	3
disagree		0.0%	0
strongly disagree		0.0%	0
not applicable		0.0%	0
answered question			13
skipped question			207



### 6. School administrators demonstrate respect for family cultures, backgrounds and values.

		Response Percent	Response Count
strongly agree		84.6%	11
agree		15.4%	2
disagree		0.0%	0
strongly disagree		0.0%	0
not applicable		0.0%	0
answered question			13
skipped question			207



### 7. I know where to take my concerns.

		Response Percent	Response Count
strongly agree		84.6%	11
agree		15.4%	2
disagree		0.0%	0
strongly disagree		0.0%	0
not applicable		0.0%	0
answered question			13
skipped question			207

### 8. School administrators communicate regularly with families (Flight Plan, conference letters, website, behavior issues, etc.).

		Response Percent	Response Count
strongly agree		76.9%	10
agree		23.1%	3
disagree		0.0%	0
strongly disagree		0.0%	0
not applicable		0.0%	0
answered question			13
skipped question			207

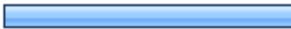




**9. When I have concerns, they are addressed appropriately and efficiently.**

		Response Percent	Response Count
strongly agree		61.5%	8
agree		38.5%	5
disagree		0.0%	0
strongly disagree		0.0%	0
not applicable		0.0%	0
answered question			13
skipped question			207




**10. Is there anything you would like to share about your experience with school administrators at Anser that we have not asked?**

	Response Count
	8
answered question	8
skipped question	212


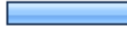



**11. My child's teacher effectively communicates to parents (newsletters, email, etc.).**

		Response Percent	Response Count
strongly agree		55.5%	106
agree		39.3%	75
disagree		2.6%	5
strongly disagree		2.1%	4
not applicable		1.0%	2
answered question			191
skipped question			29






**12. I feel comfortable communicating with my child's teacher.**

		Response Percent	Response Count
strongly agree		75.3%	143
agree		24.2%	46
disagree		1.6%	3
strongly disagree		0.0%	0
not applicable		0.0%	0
answered question			190
skipped question			30

### 13. My child's teacher plans quality learning experiences for my child.

		Response Percent	Response Count
strongly agree		73.8%	138
agree		23.5%	44
disagree		1.6%	3
strongly disagree		0.5%	1
not applicable		0.5%	1
answered question			187
skipped question			33

### 14. My child is showing evidence of learning.

		Response Percent	Response Count
strongly agree		72.5%	137
agree		25.4%	48
disagree		0.5%	1
strongly disagree		1.1%	2
not applicable		0.5%	1
answered question			189
skipped question			31






**15. Conferences (student led & individual goal setting ), my child's portfolio, and report cards are helpful in informing me of my child's progress in both the academic and character realms.**

		Response Percent	Response Count
strongly agree		50.5%	96
agree		39.5%	75
disagree		1.1%	2
strongly disagree		0.5%	1
not applicable		8.9%	17
		answered question	190
		skipped question	30





**16. My child's teacher motivates my child to do his/her best work.**

		Response Percent	Response Count
strongly agree		66.7%	124
agree		29.6%	55
disagree		2.2%	4
strongly disagree		1.1%	2
not applicable		0.5%	1
		Other (please specify)	5
		answered question	186
		skipped question	34





**17. I am encouraged and/or invited to participate in my child's classroom.**

		Response Percent	Response Count
strongly agree		47.9%	91
agree		34.2%	65
disagree		7.9%	15
strongly disagree		1.6%	3
not applicable		8.9%	17
answered question			190
skipped question			30





**18. My child's teacher maintains a safe, orderly and inviting classroom.**

		Response Percent	Response Count
strongly agree		67.0%	126
agree		28.7%	54
disagree		1.6%	3
strongly disagree		0.0%	0
not applicable		2.7%	5
answered question			188
skipped question			32

**19. My child's classroom environment is positive.**





		Response Percent	Response Count
strongly agree		66.7%	126
agree		29.6%	56
disagree		3.2%	6
strongly disagree		0.0%	0
not applicable		0.5%	1
answered question			189
skipped question			31

**20. Classroom behavior expectations are clear and effective for my child.**

		Response Percent	Response Count
strongly agree		63.3%	119
agree		35.8%	67
disagree		0.5%	1
strongly disagree		0.0%	0
not applicable		1.8%	3
answered question			188
skipped question			32



**21. My child's teacher addresses misbehavior with an emphasis on learning rather than punishment**

		Response Percent	Response Count
strongly agree		58.4%	111
agree		28.9%	55
disagree		1.1%	2
strongly disagree		0.0%	0
not applicable		12.1%	23
answered question			190
skipped question			30

**22. Is there anything you would like to share about your child's classroom experience at Anser that we have not asked?**

	Response Count
	105
answered question	105
skipped question	115

