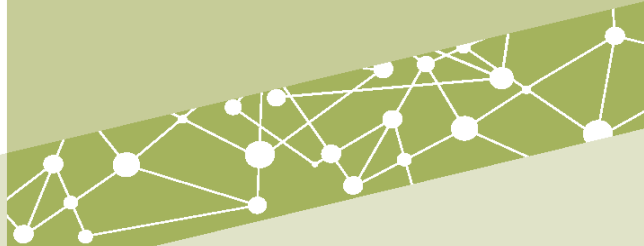**March 11-12, 2019**

AdvancED®
Engagement
Review Report

AdvancED® Performance Accreditation

Blackfoot Charter Community
2801 Hunters Loop
Blackfoot, ID 83221

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Introduction

AdvancED Performance Accreditation and the Engagement Review

Accreditation is pivotal to leveraging education quality and continuous improvement. Using a set of rigorous research-based standards, the accreditation process examines the whole institution—the program, the cultural context and the community of stakeholders—to determine how well the parts work together to meet the needs of learners. Through the AdvancED Accreditation Process, highly skilled and trained Engagement Review Teams gather first-hand evidence and information pertinent to evaluating an institution's performance against the research-based AdvancED Performance Standards. Using these Standards, Engagement Review Teams assess the quality of learning environments to gain valuable insights and target improvements in teaching and learning. AdvancED provides Standards that are tailored for all education providers so that the benefits of accreditation are universal across the education community.

Through a comprehensive review of evidence and information, our experts gain a broad understanding of institution quality. Using the Standards, the review team provides valuable feedback to institutions which helps to focus and guide each institution's improvement journey. Valuable evidence and information from other stakeholders, including students, also are obtained through interviews, surveys, and additional activities.

AdvancED Standards Diagnostic Results

The AdvancED Performance Standards Diagnostic is used by the Engagement Review Team to evaluate the institution's effectiveness based on AdvancED's Performance Standards. The diagnostic consists of three components built around each of the three Domains: **Leadership Capacity**, **Learning Capacity** and **Resource Capacity**. Results are reported within four ranges identified by the colors. The results for the three Domains are presented in the tables that follow.

Color	Rating	Description
Red	Needs Improvement	Identifies key areas that need more focused improvement efforts
Yellow	Emerging	Represents areas to enhance and extend current improvement efforts
Green	Meets Expectations	Pinpoints quality practices that meet the Standards
Blue	Exceeds Expectations	Demonstrates noteworthy practices producing clear results that exceed expectations

Leadership Capacity Domain

The capacity of leadership to ensure an institution's progress toward its stated objectives is an essential element of organizational effectiveness. An institution's leadership capacity includes the fidelity and commitment to its purpose and direction; the effectiveness of governance and leadership to enable the institution to realize its stated objectives; the ability to engage and involve stakeholders in meaningful and productive ways; and the capacity to implement strategies that improve learner and educator performance.

Leadership Capacity Standards		Rating
1.1	The institution commits to a purpose statement that defines beliefs about teaching and learning including the expectations for learners.	Meets Expectations
1.2	Stakeholders collectively demonstrate actions to ensure the achievement of the institution's purpose and desired outcomes for learning.	Meets Expectations
1.3	The institution engages in a continuous improvement process that produces evidence, including measurable results of improving student learning and professional practice.	Meets Expectations
1.4	The governing authority establishes and ensures adherence to policies that are designed to support institutional effectiveness.	Meets Expectations
1.5	The governing authority adheres to a code of ethics and functions within defined roles and responsibilities.	Meets Expectations
1.6	Leaders implement staff supervision and evaluation processes to improve professional practice and organizational effectiveness.	Meets Expectations
1.7	Leaders implement operational process and procedures to ensure organizational effectiveness in support of teaching and learning.	Meets Expectations
1.8	Leaders engage stakeholders to support the achievement of the institution's purpose and direction.	Meets Expectations
1.9	The institution provides experiences that cultivate and improve leadership effectiveness.	Meets Expectations
1.10	Leaders collect and analyze a range of feedback data from multiple stakeholder groups to inform decision-making that results in improvement.	Emerging

Learning Capacity Domain

The impact of teaching and learning on student achievement and success is the primary expectation of every institution. An effective learning culture is characterized by positive and productive teacher/learner relationships; high expectations and standards; a challenging and engaging curriculum; quality instruction and comprehensive support that enable all learners to be successful; and assessment practices (formative and summative) that monitor and measure learner progress and achievement. Moreover, a quality institution evaluates the impact of its learning culture, including all programs and support services and adjusts accordingly.

Learning Capacity Standards		Rating
2.1	Learners have equitable opportunities to develop skills and achieve the content and learning priorities established by the institution.	Meets Expectations
2.2	The learning culture promotes creativity, innovation and collaborative problem-solving.	Meets Expectations
2.3	The learning culture develops learners' attitudes, beliefs and skills needed for success.	Meets Expectations
2.4	The institution has a formal structure to ensure learners develop positive relationships with and have adults/peers who support their educational experiences.	Meets Expectations
2.5	Educators implement a curriculum that is based on high expectations and prepares learners for their next levels.	Emerging
2.6	The institution implements a process to ensure the curriculum is aligned to standards and best practices.	Emerging
2.7	Instruction is monitored and adjusted to meet individual learners' needs and the institution's learning expectations.	Meets Expectations
2.8	The institution provides programs and services for learners' educational futures and career planning.	Exceeds Expectations
2.9	The institution implements processes to identify and address the specialized needs of learners.	Exceeds Expectations
2.10	Learning progress is reliably assessed and consistently and clearly communicated.	Meets Expectations
2.11	Educators gather, analyze, and use formative and summative data that lead to demonstrable improvement of student learning.	Meets Expectations
2.12	The institution implements a process to continuously assess its programs and organizational conditions to improve student learning.	Meets Expectations

Resource Capacity Domain

The use and distribution of resources support the stated mission of the institution. Institutions ensure that resources are distributed and utilized equitably so the needs of all learners are adequately and effectively addressed. The utilization of resources includes support for professional learning for all staff. The institution examines the allocation and use of resources to ensure appropriate levels of funding, sustainability, organizational effectiveness, and increased student learning.

Resource Capacity Standards		Rating
3.1	The institution plans and delivers professional learning to improve the learning environment, learner achievement, and the institution's effectiveness.	Meets Expectations
3.2	The institution's professional learning structure and expectations promote collaboration and collegiality to improve learner performance and organizational effectiveness.	Meets Expectations
3.3	The institution provides induction, mentoring, and coaching programs that ensure all staff members have the knowledge and skills to improve student performance and organizational effectiveness.	Emerging
3.4	The institution attracts and retains qualified personnel who support the institution's purpose and direction	Meets Expectations
3.5	The institution integrates digital resources into teaching, learning, and operations to improve professional practice, student performance, and organizational effectiveness.	Meets Expectations
3.6	The institution provides access to information resources and materials to support the curriculum, programs, and needs of students, staff, and the institution.	Meets Expectations
3.7	The institution demonstrates strategic resource management that includes long-range planning and use of resources in support of the institution's purpose and direction.	Meets Expectations
3.8	The institution allocates human, material, and fiscal resources in alignment with the institution's identified needs and priorities to improve student performance and organizational effectiveness.	Meets Expectations

Effective Learning Environments Observation Tool® (eleot®) Results

The AdvancED eProve™ Effective Learning Environments Observation Tool® (eleot®) is a learner-centric classroom observation tool that comprises 28 items organized in seven environments aligned with the AdvancED Standards. Classroom observations are conducted for a minimum of 20 minutes. Trained and certified observers take into account the level of embeddedness, quality, and complexity of application or implementation; number of students engaged and frequency of application. Results from the eleot are reported on a scale of one to four based on the students' engagement in and reaction to the learning environment. In addition to the results from the review, the AdvancED Improvement Network (AIN) results are reported to benchmark your results against the network averages. The eleot provides useful, relevant, structured, and quantifiable data on the extent to which students are engaged in activities and/or demonstrate knowledge, attitudes, and/or dispositions that are conducive to effective learning.

The insights eleot data provide are an invaluable source of information for continuous improvement planning efforts. Although averages by eleot Learning Environment are helpful to gauge quality at a higher, more impressionistic level, the average rating for each item is more fine-grained, specific and actionable. Institutions should identify the five to seven items with the lowest ratings and examine patterns in those ratings within and across environments to identify areas for improvement. Similarly, identifying the five to seven items with the highest ratings also will assist in identifying strengths within and across eleot Learning Environments. Examining the eleot data in conjunction with other institution data will provide valuable feedback on areas of strength or improvement in institution's learning environments.

eleot® Observations		
Total Number of eleot® Observations from the Engagement Review	34	
Environments	Rating	AIN
Equitable Learning Environment	2.39	2.86
Learners engage in differentiated learning opportunities and/or activities that meet their needs	2.03	1.89
Learners have equal access to classroom discussions, activities, resources, technology, and support	2.79	3.74
Learners are treated in a fair, clear and consistent manner	3.15	3.77
Learners demonstrate and/or have opportunities to develop empathy/respect/appreciation for differences in abilities, aptitudes, backgrounds, cultures, and/or other human characteristics, conditions and dispositions	1.59	2.06
High Expectations Environment	2.33	3.02
Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher	2.38	3.17
Learners engage in activities and learning that are challenging but attainable	2.71	3.14
Learners demonstrate and/or are able to describe high quality work	1.91	2.83
Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing)	2.32	3.06
Learners take responsibility for and are self-directed in their learning	2.32	2.89
Supportive Learning Environment	2.67	3.61
Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful	2.71	3.66

eleot® Observations		
Total Number of eleot® Observations from the Engagement Review	**34**	
Environments	**Rating**	**AIN**
Learners take risks in learning (without fear of negative feedback)	2.32	3.49
Learners are supported by the teacher, their peers and/or other resources to understand content and accomplish tasks	2.79	3.66
Learners demonstrate a congenial and supportive relationship with their teacher	2.85	3.66
Active Learning Environment	2.27	3.08
Learners' discussions/dialogues/exchanges with each other and the teacher predominate	2.44	3.34
Learners make connections from content to real-life experiences	1.76	2.80
Learners are actively engaged in the learning activities	2.85	3.43
Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments	2.03	2.74
Progress Monitoring and Feedback Environment	2.15	3.14
Learners monitor their own learning progress or have mechanisms whereby their learning progress is monitored	1.94	3.20
Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work	2.65	3.37
Learners demonstrate and/or verbalize understanding of the lesson/content	2.59	3.37
Learners understand and/or are able to explain how their work is assessed	1.41	2.63
Well-Managed Learning Environment	2.82	3.58
Learners speak and interact respectfully with teacher(s) and each other	3.06	3.86
Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others	2.97	3.83
Learners transition smoothly and efficiently from one activity to another	2.47	3.09
Learners use class time purposefully with minimal wasted time or disruptions	2.79	3.54
Digital Learning Environment	1.71	1.50
Learners use digital tools/technology to gather, evaluate, and/or use information for learning	1.88	1.60
Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning	1.85	1.46
Learners use digital tools/technology to communicate and/or work collaboratively for learning	1.38	1.46

Assurances

Assurances are statements accredited institutions must confirm they are meeting. The Assurance statements are based on the type of institution and the responses are confirmed by the Accreditation Engagement Review Team. Institutions are expected to meet all Assurances and are expected to correct any deficiencies in unmet Assurances.

Assurances			
Met	**X**	Unmet	
Unmet Assurances			

AdvancED Continuous Improvement System

AdvancED defines continuous improvement as "an embedded behavior rooted in an institution's culture that constantly focuses on conditions, processes, and practices to improve teaching and learning." The AdvancED Continuous Improvement System (CIS) provides a systemic fully integrated solution to help institutions map out and navigate a successful improvement journey. In the same manner that educators are expected to understand the unique needs of every learner and tailor the education experience to drive student success, every institution must be empowered to map out and embrace their unique improvement journey. AdvancED expects institutions to use the results and the analysis of data from various interwoven components for the implementation of improvement actions to drive education quality and improved student outcomes. While each improvement journey is unique, the journey is driven by key actions.

The findings of the Engagement Review Team will be organized by the Levels of Impact within i3: Initiate, Improve and Impact. The organization of the findings is based upon the ratings from the Standards Diagnostic and the i3 Levels of Impact.

Initiate

The first phase of the improvement journey is to **Initiate** actions to cause and achieve better results. The elements of the Initiate phase are defined within the Levels of Impact of Engagement and Implementation. Engagement is the level of involvement and frequency stakeholders are engaged in the desired practices, processes, or programs within the institution. Implementation is the degree to which the desired practices, processes, or programs are monitored and adjusted for quality and fidelity of implementation. Standards identified within Initiate should become the focus of the institution's continuous improvement journey to move toward the collection, analysis and use of data to measure the results of engagement and implementation. A focus on enhancing the capacity of the institution in meeting the identified Standards has the greatest potential impact on improving student performance and organizational effectiveness.

Improve

The second phase of the improvement journey is to gather and evaluate the results of actions to **Improve**. The elements of the **Improve** phase are defined within the Levels of Impact of Results and Sustainability. Results represents the collection, analysis, and use of data and evidence to demonstrate attaining the desired result(s). Sustainability is results achieved consistently to demonstrate growth and improvement over time (minimum of three years). Standards identified within Improve are those in which the institution is using results to inform their continuous improvement processes and using results over time to demonstrate the achievement of goals. The institution should continue to analyze and use results to guide improvements in student achievement and organizational effectiveness.

Impact

The third phase of achieving improvement is **Impact** where desired practices are deeply entrenched. The elements of the **Impact** phase are defined within the Level of Impact of Embeddedness. Embeddedness is the degree to which the desired practices, processes, or programs are deeply ingrained in the culture and operation of the institution. Standards identified within Impact are those in which the institution has demonstrated ongoing growth and improvement over time and has embedded the practices within the culture of the institution. Institutions should continue to support and sustain these practices that are yielding results in improving student achievement and organizational effectiveness.

Findings

The findings in this report represent the degree to which the Accreditation Standards are effectively implemented in support of the learning environment and the mission of the institution. Standards which are identified in the **Initiate** phase of practice are considered Priorities for Improvement that must be addressed by the institution to retain accreditation. Standards which are identified in the **Improve** phase of practice are considered Opportunities for Improvement that the institution should consider. Standards which are identified in the **Impact** phase of practice are considered Effective Practices within the institution.

I3 Rubric Levels	STANDARDS
Initiate Priorities for Improvement	
Improve Opportunities for Improvement	Standard: 1.10 Standards: 2.5, 2.6 Standard: 3.3
Impact Effective Practices	Standards: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9 Standards: 2.1, 2.2, 2.3, 2.4, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12 Standards: 3.1, 3.2, 3.4, 3.5, 3.6, 3.7, 3.8

Accreditation Status and Index of Education Quality® (IEQ®)

AdvancED will review the results of the Accreditation Engagement Review to make a final determination concerning accreditation status, including the appropriate next steps for your institution in response to these findings. AdvancED provides the Index of Education Quality® (IEQ®) as a holistic measure of overall performance based on a comprehensive set of standards and review criteria. A formative tool for improvement, it identifies areas of success as well as areas in need of focus. The IEQ is comprised of the Standards Diagnostic ratings from the three Domains: 1) Leadership Capacity; 2) Learning Capacity; and 3) Resource Capacity. The IEQ results are reported on a scale of 100 to 400 and provides information about how the institution is performing compared to expected criteria. Institutions should review the IEQ in relation to the Findings from the review in the areas of Initiate, Improve and Impact. An IEQ score below 250 indicates that the institution has several areas within the Initiate level and should focus their improvement efforts on those Standards within the Initiate level. An IEQ in the range of 225-300 indicates that the institution has several Standards within the Improve level and is using results to inform continuous improvement and demonstrate sustainability. An IEQ of 275 and above indicates the institution is beginning to reach the Impact level and is engaged in practices that are sustained over time and are becoming ingrained in the culture of the institution.

Below is the average (range) of all AIN institutions evaluated for accreditation in the last five years. The range of the annual AIN IEQ average is presented to enable you to benchmark your results with other institutions in the network.

Institution IEQ	313.50	AIN 5 Year IEQ Range	278.34 – 283.33

Insights from the Review

The Engagement Review Team engaged in professional discussions and deliberations about the processes, programs and practices within the institution to arrive at the findings of the team. These findings are organized around themes guided by the evidence, examples of programs and practices and provide direction for the institution's continuous improvement efforts. The Insights from the Review narrative should provide contextualized information from the team deliberations and provide information about the team's analysis of the practices, processes, and programs of the institution from the levels of Initiate, Improve, and Impact. The Insights from the Review narrative should provide next steps to guide the improvement journey of the institution in its efforts to improve the quality of educational opportunities for all learners. The findings are aligned to research-based criteria designed to improve student learning and organizational effectiveness. The feedback provided in the Accreditation Engagement Review Report will assist the institution in reflecting on its current improvement efforts and to adapt and adjust their plans to continuously strive for improvement.

The team identified several themes from the review that will support the continuous improvement process. These themes include both strengths and opportunities to guide the improvement journey.

The school's learning culture develops learners' attitudes, beliefs and skills needed for success. Blackfoot Charter Community is divided into two separate campuses. The elementary campus includes grades K-4, and the middle school houses grades 5-8. While the school functions independently on both campuses, both segments operate under the same charter and are committed to providing a supportive and productive learning environment for students. The classroom observations and eleot results indicate that the Supportive Learning Environment and the Well-Managed Learning Environment were the highest rated among the eleot environments. The scores indicate that learners are supported by their peers, the teacher, and other resources to understand content and accomplish the required academic tasks. The team observed that class size was small which allows supportive relationships to develop naturally. It was also observed, particularly at the elementary campus, that students interacted respectfully with teachers and peers and were actively engaged in their learning. On both campuses, the school adheres to the "THINK" learner expectations which are the five pillars that drive the educational process and promote the purpose statements and traditions of the school. THINK stands for (T)rue, (H)elpful, (I)nspiring, (N)ecessary, and (K)ind. These character traits are taught and encouraged by staff and administration to guide the culture of the school.

There is evidence the school engages in a data-driven and collaborative continuous improvement process that produces measurable results of improving student learning and professional practice. Evidence review, interviews, and surveys revealed there are substantial student data being collected via IStation (an Idaho improvement model) and other standardized measures. Since 2010, the K-4 campus has been collecting, analyzing, and using student data to drive instruction and improve student outcomes. In 2015, the increased enrollment of the school required additional space, necessitating the purchase of the present middle school campus and a change to the charter to include grades 7-8. There is some evidence that the middle school campus is engaging in a data-driven and collaborative process as well. Although the school is attempting to function as a K-8 institution, the two campuses with two separate principals, tend to be autonomous. The school is on a 4-day schedule for students, and uses Fridays for teacher professional development, curriculum alignment, review of Response to Intervention, and the development of End of Course Assessments (ECAs) for core classes. Because of the importance of curriculum alignment and ECAs, educators from the two campuses are meeting as one faculty to facilitate this process. At this point the school has an informal collaborative process to drive school improvement. Going forward, the school

could formalize this process by training teachers in the Professional Learning Community (PLC) model. Teachers are meeting during the week and on Fridays, but the more formalized structure of PLCs will enable the school to more effectively organize their informal teaming process.

After the examination of evidence and interviews with administrators of both campuses, the team found that the institution lacks a formal process by which new staff are guided and mentored to ensure quality and fidelity in achieving the purpose of programs and goals of the school. Administrators stated that when a new teacher is added to the staff, they allow that new staff member to select an existing teacher with whom to align themselves for the purpose of familiarization of the institution and its routines. Friday meetings and grade level meetings also provide opportunity for new staff to be coached. However, there is no process by which data are collected, analyzed, and used to examine the impact of the mentoring on improving student learning and professional practice. While this informal pairing does provide some guidance in knowledge and skills, it lacks the ability to provide sustainable results in a consistent manner. Adopting a more formal mentoring process will help ensure that new staff function effectively as part of the group, and that documentation exists on the progress of the new employee toward the desired goals and expectations.

Based upon a review of digital learning in the school, a disconnect was noted between the stated objectives for the use of technology and the actual implementation of technology. One of the objectives stated in the school charter is to provide a technology-rich environment that enhances communication. Another objective directs computers be used as tools for such activities as accessing information, authoring, computation, record keeping, data storage, and communication. The School Quality Factors diagnostic indicated that all learners have access to digital tools and that instructional technology is implemented by staff. Classroom observations, however, yielded low scores in all technology related areas. The elementary campus did engage learners in "flashcard" type activities using electronic devices. However, higher order skills were not observed. A technology list in evidence presented by the middle school campus showed the Google Suite was in use, but interviews with teachers revealed that few are actually using Google Suite to satisfy school objectives. In observations it was noted that some students at the middle school use computers to document experiments, write reports, and create PowerPoint presentations, but this was not done consistently in all classes schoolwide. The school as a whole does not have a technology plan to guide student learning and implement instruction. Exploring new avenues to implement existing technology in the day-to-day educational processes of the school would be an opportunity for more creative and collaborative strategies in the classroom, while meeting the requirements of the charter.

By building upon strengths and prioritizing areas in need of improvement, Blackfoot Charter Community will remain on the path of continuous improvement.

Next Steps

Upon receiving the Accreditation Engagement Review Report the institution is encouraged to implement the following steps:
- Review and share the findings with stakeholders.
- Develop plans to address the Priorities for Improvement identified by the Engagement Review Team.
- Use the findings and data from the report to guide and strengthen the institution's continuous improvement efforts.
- Celebrate the successes noted in the report
- Continue the improvement journey

Team Roster

The Engagement Review Teams are comprised of professionals with varied backgrounds and professional experiences. All Lead Evaluators and Engagement Review Team members complete AdvancED training and eleot certification to provide knowledge and understanding of the AdvancED tools and processes. The following professionals served on the Engagement Review Team:

Team Member Name	Brief Biography
Richard (Steve) Young, Lead Evaluator	Richard (Steve) Young began his career in education in 1970 as an English teacher. He earned his master's degree in education at the Idaho State University in 1987. He has served as a teacher and a middle school and high school principal in his career. In 2009, he was named Idaho High School Principal of the Year. He served as president of the Idaho Association of School Administrators and was on the board of Idaho Digital Learning Academy (IDLA). He is currently a part time principal for IDLA, a hospice chaplain for Hospice of Eastern Idaho and a Lead Evaluator for AdvancED.
Beth Cannon	Beth Cannon is a recently retired middle school math teacher from Fremont County School District in St. Anthony, Idaho. She is a 33-year veteran teacher who served as department chair, member of the leadership team, and many other district level committees and teams. Beth holds a Bachelor of Science degree in elementary education with emphasis in math and science. She has served on several AdvancED Engagement Review Teams over the past three years.
Dr. Nicole Latsch	Nicole Latsch had earned two associate degrees in equine science and horse science from Blackhawk College before obtaining a bachelor's degree in elementary education from the University of Wisconsin, Whitewater. She moved to Aberdeen, Idaho and taught first grade for the 2005-2006 school year. From August 2006-May 2017 she worked as a fifth grade teacher. During this time she had received her master's in educational leadership from Western Governors' University and her Doctor of Philosophy in organizational leadership from Northcentral University. In August 2017, she moved into the K-12 principal position in Mackay Joint School District where she is currently employed.
Kyle Buttars	Kyle Buttars received his bachelor's degree in elementary education from Brigham Young University-Idaho. He began his educational career in the Pocatello/Chubbuck School District, teaching in a 2/3 grade classroom setting, for two years. He then moved into the middle school setting at Marsh Valley Middle School, where he taught seventh grade life science. Kyle loved the content area and taught for four years. During this time, he pursued a master's degree from the University of Idaho in educational administration. Kyle recently became the principal at Marsh Valley High School and is serving in his first year.

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AdvancED®

About AdvancED

AdvancED is a non-profit, non-partisan organization serving the largest community of education

professionals in the world. Founded on more than 100 years of work in continuous improvement,

AdvancED combines the knowledge and expertise of a research institute, the skills of a management

consulting firm and the passion of a grassroots movement for educational change to empower

Pre-K-12 schools and school systems to ensure that all learners realize their full potential.