



Anser Charter School

CONTINUOUS IMPROVEMENT PLAN AND ANNUAL REPORTING 2016-2017

History: When Anser Charter School was granted a charter by the Boise School District in September 1998, the school's founders set their sights on the future. The focus of the school was to open and operate an exemplary school based on Expeditionary Learning-Outward Bound design principles. In its first decade, Anser staff, parents, and Board built a school with a unique curriculum and a reputation for academic success, service to the community, and strong character. With the educational infrastructure firmly in place, the Anser community moved to strengthen the school's financial underpinnings and organizational infrastructure. Anser begins its second decade in a new facility, bringing new opportunities and challenges which are reflected in the strategic direction for years 15-20.

Vision: Anser's vision is to foster learning that imagines a better world and works toward realizing it; set high academic standards; promote creativity, discovery, reflection and balance; embrace diversity; and use developmentally appropriate practices and real-world experiences to educate within a climate of collaboration, community, character, and compassion.

Mission: Anser's mission is to educate the whole child in a collaborative learning community where individuals are inspired to achieve their academic potential, be self-motivated and feel a sense of connection and responsibility to the world.

Continuous Improvement Plan Annual Implementation and Review: The Board will review the Continuous plan monthly and update it annually.



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Anser Charter School Goals, Student Achievement and Leadership for SY 2016-2017

| Family Council | Finance Committee | Facilities Committee | Resource Develop. Committee | Marketing Committee | Governance Committee | Education Committee | Executive Committee |
|--|---|---|---|--|---|--|--|
| Provide a conduit for parental input into school-wide policies, ongoing development and governance. Offer an impartial voice to staff/Board on concerns parents bring to them. Conduct activities for families and link families to activities/volunteer opportunities | Oversee fiscal management of the organization | Provide for maintenance of the Anser facility | Assist staff with planning and implementing fund raising, grant acquisition and partnership development | Help Anser communicate who they are to donors and potential donors; parents and potential parents; and educators | Oversee recruitment, retention, and training of school volunteer leadership, including the Board and committees and oversee Anser policies and procedures | Oversee education staffing and curricula related matters | Transact the business of the Board for all actions delegated to it by the Board. Provide leadership on all Anser issues. |
| Brian Coffey Cody Human Kris Hilvers Laura Kadyan Laura Nelson Patrick Sullivan Meg Omel Destin Tonkin** | Maridee Lemieux* , Ryan Zelinsky*, Lora Breen*, Tiffany Keeley**, Heather Dennis** | Ad Hoc, to be assigned when necessary to meet the goals of the Anser Board. | Stacy Slattery* Angie Temple* Brenda Marosvari Heather Dennis** | M. Neely* Matt McCarter* Heather Dennis** | Pam Howland* Leslie Brown* Nichoel Spencer* Heather Dennis* | Maggie Chase* Christina Bruce Bennion* Nichoel Spencer* Staci Shaw* Michelle Dunstan** | Ryan Zelinsky(P)* Lora Breen(VP)* Maridee Lemieux (Tr)* |



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Anser's Strategic Direction: The Anser Board, staff, and parents will position the school for long term sustainability. Five major initiatives support this overall objective. The Anser Board is responsible for establishing strategic direction and monitoring progress. Family Council represents the voice of the parent community, communicating needs and suggestions to the Board. The Anser staff provides professional support for the initiatives. This document assists the staff in clarifying organizational priorities.

| Initiative #1 | Initiative #2 | Initiative #3 | Initiative #4 | Initiative #5 |
|---|--|---|---|---|
| Provide a rigorous curriculum that produces high academic achievement, strong character, and service to others. | Maintain Anser's facility in a manner true to Anser's mission and vision, while maximizing use of the asset. | Provide the financial resources necessary to sustain Anser. | Manage school size consistent with Anser's long term vision for growth while meeting the needs of current and future families and balancing fiscal/educational needs. | Promote the vitality and integrity of the organizational infrastructure, including its culture, community, and compliance with all applicable laws. |
| Responsible parties/individuals | | | | |
| Education Director Instructional Staff Education Committee Resource Development Committee | Facilities Committee Organization Director | Finance Committee Resource Development Committee Facilities Committee Organization Director Marketing Committee | Education Director Instructional Staff Organization Director Family Council Marketing Committee Resource Development Committee Executive Committee Ed. Committee | Organization Director Education Director Governance Committee Family Council Executive Committee Marketing Committee |



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| 2016-2017 Goals | | | | |
|---|---------------|---|---|--|
| Initiative #1 | Initiative #2 | Initiative #3 | Initiative #4 | Initiative #5 |
| <p>Anser students' ISAT results will meet or exceed the State and Boise School District. ISAT results.</p> <p>Evaluate Junior High Recess opportunities (ED, OD, IS)</p> <p>Implement 4 year graduation plan for students (ED,IS)</p> | | <p>Develop financial reporting that meets the needs of the board and lenders. (Fin, OD)</p> <p>Create a Salary Schedule for Administrators (Fin, ED,OD)</p> <p>Assess the long term impacts of the Career Ladder (Fin, OD)</p> | <p>Communicate the value of Anser's current size, and any future plans to current and prospective families (ED,OD, Mktg)</p> <p>Update the Anser website (Mktg, OD)</p> <p>Perform marketplace analysis and provide collateral materials as needed for marketing purposes (Mktg)</p> | <p>Develop Criteria for awarding Teacher Scholarship (EdC, ED, IS)</p> <p>Codify and align the process for evaluation of the Education Director and Organization Director (EdC, Gov, Exec.)</p> <p>Update the Employee Handbook and provide staff training in September. (Gov.)</p> |



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| Outcomes for 2016-2017 Goals | | |
|------------------------------|---|---|
| Initiative | Goal | Outcome |
| 1 | Anser students' ISAT results will meet or exceed the State and Boise School District. ISAT results | Anser's ISAT results met or exceeded the State and BSD results. Scores are included in this report. |
| 1 | Evaluate JH Recess Opportunities | A student action committee was convened by the Education Director to receive input on additional JH Recess Opportunities. An additional piece of play equipment designed for older students was installed. |
| 1 | Implement 4 year graduation plan for students | A 4 year graduation plan was developed and implemented by the Anser Student Support Specialist. |
| 3 | Develop financial reporting that meets the needs of the board and lenders. | The monthly Budget Report was revised based upon Board member feedback. |
| 3 | Create a Salary Schedule for Administrators | Work on this goal continues in 2017-2018. |
| 3 | Assess the long term impacts of the Career Ladder | The Career Ladder and its long term implications were reviewed by the finance committee. Further work to develop a multi-year approach to the salary schedule as a result of Career Ladder impacts is ongoing. |
| 4 | Communicate the value of Anser's current size, and any future plans to current and prospective families | No additional programs were planned that needed to be communicated to families or prospective families. |
| 4 | Update Anser website | The Marketing committee reviewed competitive sites to ascertain attributes to include in the new site. A parent committee gave feedback on the current site and items to include on the new site. Google Analytics were reviewed to understand which pages were of most interest. After interviewing three candidates, Jedsplit Design was selected and the website was updated and launched. |
| 4 | Perform marketplace analysis and provide collateral materials as needed for marketing purposes | A market analysis was performed and as a result the Marketing committee sought out SEO optimization services and developed additional radio advertising materials. Additional marketing materials may be needed for print advertisements and parent education in the future. |



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| 5 | Develop Criteria for awarding Teacher Scholarship | The Education Assistance Fund policy was developed and implemented. |
| 5 | Codify and align the process for evaluation of the Education Director and Organization Director | The process of evaluating the Education Director was completed. Additional time is needed to complete the process for the Organization Director. |
| 5 | Update the Employee Handbook and provide staff training in September. | The Employee Handbook was revised and training will occur in October.. |



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| Annual Academic Performance Measures | | | | | |
|---|---|----------------------------|----------------------------|----------------------------|---|
| Goal | Performance Measure/Indicator | SY 15-16 | SY 16-17 | 15-16 to 16-17 Improvement | Benchmark/ Performance Target for SY17-18 |
| All students will be college and career ready at graduation | # and % of learning plans (developed in grade 8) | 0 | 51 | 51 | 50 |
| | | 0% | 100% | 100% | 100% |
| | # and % of students receiving/participating in college and career advising and mentoring in grade 8 | 0 | 51 | 51 | 50 |
| All students will be prepared to transition from middle school/Jr. high to high school | # and % of students scoring proficient or advanced on 8 th grade math ISAT | 66%; 33 out of 50 students | 54%; 27 out of 50 students | -12pp | 66% |
| | # and % of students scoring proficient or advanced on the 8 th grade ELA ISAT | 78%; 39 out of 50 students | 68%; 34 out of 50 students | -10pp | 78% |
| All students will be prepared to transition from middle school/Jr. high to high school | # and % of students scoring proficient or advanced on 7 th grade math ISAT | 61%; 35 out of 57 students | 61%; 31 out of 51 students | 0pp | 63% |
| | # and % of students scoring proficient or advanced on the 7 th grade ELA ISAT | 68%; 39 out of 57 students | 69%; 35 out of 51 students | 1pp | 71% |
| All students will be prepared to transition from elementary school to middle school/Jr. high school | # and % of students proficient or advanced on the 6 th grade Math ISAT | 48%; 25 out of 52 students | 46%; 23 out of 50 students | -2pp | 50% |
| | # and % of students scoring proficient or advanced on the 6 th grade ELA ISAT | 60%; 31 out of 52 students | 70%; 35 out of 50 students | 10pp | 72% |
| All students will be prepared to transition from elementary school to middle school/Jr. high school | # and % of students proficient or advanced on the 5 th grade Math ISAT | 76%; 31 out of 41 students | 68%; 25 out of 37 students | -8pp | 76% |



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| | # and % of students scoring 50%ile - 75%ile and above in grade 5 on the 5th grade STAR Spring READING assessment. | 86.5%; 32 out of 37 students | 86%; 32 out of 37 students | STAR results are .5pp difference than ISAT results | |
|---|---|---------------------------------|------------------------------|---|---|
| | # and % of students scoring 50%ile - 75%ile and above in grade 5 on the 5th grade STAR Spring MATH assessment. | 83.8%; 31 out of 37 students | 68%; 25 out of 37 students | STAR results are 15.8pp difference than ISAT results | |
| | # and % of students scoring 50%ile - 75%ile and above in grade 4 on the 4th grade STAR Spring READING assessment. | 81.6%; 31 out of 38 students | 66%; 25 out of 38 students | STAR results are 15.6pp difference than ISAT results | |
| | # and % of students scoring 50%ile - 75%ile and above in grade 4 on the 4th grade STAR Spring MATH assessment. | 69.4%; 25 out of 36 students | 63%; 24 out of 38 students | STAR results are 6.4pp difference than ISAT results | |
| | # and % of students scoring 50%ile - 75%ile and above in grade 3 on the 3rd grade STAR Spring READING assessment. | 71.4%; 25 out of 35 students | 49%; 17 out of 35 students | STAR results are 22.4pp difference than ISAT results | |
| | # and % of students scoring 50%ile - 75%ile and above in grade 3 on the 3rd grade STAR Spring MATH assessment. | 54.3%; 19 out of 35 students | 66%; 23 out of 35 students | STAR results are -11.7pp difference than ISAT results | |
| | | | | | |
| Goal | Performance Measure/Indicator | SY 15-16 | SY 16-17 | 15-16 to 16-17 Improvement | Benchmark/ Performance Target for SY17-18 |
| All students will be reading at grade level by the end of 3 rd grade (4 th grade reading readiness) | # and % of grade 3 students identified as reading at grade level on the Spring IRI | 85%; 33 out of 39 students | 88.6%; 31 out of 35 students | 3.6pp | 89% |



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| | # and % of students scoring proficient or advanced on the 5 th grade ELA ISAT | 76%; 32 out of 42 students | 86%; 32 out of 37 students | 10pp | 87% |
| All students will be prepared to transition from elementary school to middle school/Jr. high school | # and % of students proficient or advanced on the 4 th grade Math ISAT | 81%; 29 out of 36 students | 63%; 24 out of 38 students | -18pp | 70% |
| | # and % of students scoring proficient or advanced on the 4 th grade ELA ISAT | 78%; 28 out of 36 students | 66%; 25 out of 38 students | -12pp | 73% |
| All students will be prepared to transition from elementary school to middle school/Jr. high school | # and % of students proficient or advanced on the 3 rd grade Math ISAT | 59%; 23 out of 39 students | 66%; 23 out of 35 students | 7pp | 68% |
| | # and % of students scoring proficient or advanced on the 3 rd grade ELA ISAT | 59%; 23 out of 39 students | 49%; 17 out of 35 students | -10pp | 59% |

Additional Data

- Note: Anser experienced a high volume of internet outages during the period of testing for 3rd -6th grade. The students testing during this time had their testing interrupted and had to restart multiple times. Anser had to request a testing extension from the State due to the issue. After replacing our modem, firewall, content filter and changing the port we used, the problem persisted. Our service provider, Cableone, could not identify the problem, so paid for an outside consultant to investigate. Every remedy suggested by the consultant was implemented but did not work to resolve the issue. Cableone replaced the entire cable line coming in to Anser, which resolved the problem, in June. We believe that the internet challenges impacted the scores for these students. As a result, we are also providing their STAR scores for what we feel is a more accurate depiction of their abilities.

| | Comparing ISAT data versus STAR data for SY 2016-2017 | STAR 16-17 | ISAT 16-17 | | |
|--|---|------------------------------|----------------------------|--|--|
| | # and % of students scoring 50 th ile - 75 th ile and above in grade 6 on the 6 th grade STAR Spring READING assessment. | 82.3%; 42 out of 51 students | 70%; 35 out of 50 students | STAR results are 12.3pp difference than ISAT results | |
| | # and % of students scoring 50 th ile - 75 th ile and above in grade 6 on the 6 th grade STAR Spring MATH assessment. | 76.5%; 39 out of 51 students | 46%; 23 out of 50 students | STAR results are 30.5pp difference than ISAT results | |



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| | # and % of grade 2 students identified as reading at grade level on the Spring IRI | 77%; 28 out of 36 students | 72.2%; 27 out of 37 students | -4.8pp | 75% |
| | # and % of grade 1 students identified as reading at grade level on the Spring IRI | 62%; 24 out of 38 students | 54.2%; 19 out of 35 students | -7.8pp | 58% |
| | # and % kindergarten students identified as reading at grade level on the Spring IRI | 55% | 61.1%; 23 out of 37 students | 6.1pp | 63% |
| Support student and parent engagement at all grade levels through increased attendance | Student attendance rates as a percentage - Elementary K-6 grades | 96.70% | 96.34% | -.36pp | 96.5% |
| | Student attendance rates as a percentage - Junior High 7th & 8th grades | 96.77% | 94.97% | -1.8pp | 95.5% |
| | Parent Participation at Student Led Conferences | 92% | 94% | 2pp | 96% |
| | % of new teachers (within first three years) assigned a mentor/participate in district mentor program | 100% | 100% | 0pp | 100% |



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Demographic Data

| | 2015-2016 | 2016-2017 | 2017-2018 |
|--|------------------|------------------|------------------|
| Male | 192 | 196 | 184 |
| Female | 186 | 192 | 187 |
| White | 89% | 87% | 88.03% |
| Black/African American | 3.6% | 3.2% | 1.8% |
| Asian | 3% | 2.6% | 3.7% |
| Native American | .01% | .01% | .01% |
| Hispanic/Latino | 8.3% | 7.9% | 7% |
| Two or more races | 13% | 11.7% | 11.7% |
| Qualify for Free/Reduced Lunch | 11.7% | 13.4% | 17% |
| Received Special Education (IEP Students) | 12% | 9.6% | 7.4% |