

**NEW HAMPSHIRE DEPARTMENT OF EDUCATION
CHARTER SCHOOL ACCOUNTABILITY PROCESS**

**CHARTER SCHOOL RENEWAL VISITATION
SUMMARY REPORT**

**C.S.I. CHARTER SCHOOL
COMPETENCIES, SKILLS AND INTERESTS**

Penacook, NH 03303



Date of Site Visitation: September 27, 2012

Date of Report: November 14, 2012

Visitation Conducted by:



SERESC

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**New Hampshire Department of Education
Charter School Accountability Process**

**Charter School Renewal Visitation
CSI Charter School
Competencies, Skills and Interests**

Summary Report

I. INTRODUCTION

A. Charter School Renewal Process

The requirement of New Hampshire RSA 194-B:10 calls for the ongoing review of charter schools. The renewal site visitation to the CSI Charter School on September 27, 2012 was conducted in the context of the five-year accountability process for charter schools as presented in the New Hampshire Charter School Accountability Process. As such, the renewal visitation was conducted for the purpose of assessing the relevance of the philosophical foundation and mission, the progress made toward academic, programmatic and organizational goals, use of public funds, defined measures of student proficiency and the sustainability of the school.

The charter school renewal application process began with the charter school's submission of a completed Application for Renewal to the New Hampshire Department of Education. Upon the initial review of the renewal application materials, the school was notified of the application's acceptance. The New Hampshire Department of Education contracted with an independent organization that assigned a team of specialists to conduct the renewal site visit and prepare a report summarizing the team's findings relative to the NH Charter School Accountability Process. Four key questions served as a framework for assessing progress in NH charter schools, and served as the major areas of inquiry for collecting and examining evidence. The 4 key questions are outlined below:

1. Is the charter school making progress toward achieving its mission?
2. Is the charter school responsibly using public funds?
3. Is the charter school promoting student attainment of expected knowledge and skills?
4. Is the charter school sustainable?

Consistent with the established criteria, in conducting the renewal visit the visiting team was attentive to the following:

- The implementation of the CSI Charter School Mission
- The effectiveness of CSI Charter School in terms of cost accounting and financial reporting
- The implementation and effectiveness of the CSI Curriculum and defined measures of competency
- The indicators that the school's governing body functions effectively and that there are systems in place for sustainability of the CSI Charter School.

After the renewal site visitation, the visiting team prepared a draft report and submitted it to the charter school for review. After incorporating any factual corrections, the team submitted the final report to the New Hampshire Department of Education for further action.

B. Overview of Site Visitation Report

This renewal visitation report contains the following information:

- Professional biographies of the renewal visitation team members
- A school profile that provides contextual information regarding CSI Charter School
- Charter school renewal criteria
- Charter school renewal activities conducted by the visiting team
- The visiting team's findings and supporting evidence concerning the school's performance relative to its accountability plan objectives and measures

Appendix A of this report contains the detailed schedule of the renewal visitation.

II. Renewal Evaluation Team

Lead Consultant:

Jane Bergeron, M.Ed, Education Consultant, SERESC

Jane earned her BS from Keene State College, with a dual major of special and elementary education and received her master's degree in school administration and leadership from Notre Dame College. During her 27 years in education Jane has gained practical experience in Candia, NH as a special education teacher, special education administrator, assistant principal, and as a middle school principal in the ConVal School District and in Kittery, ME. In addition, Jane has served as a special education consultant to the American School of Kuwait, where she was responsible for the development and design of special education programming and hiring and supervision of staff. As an education consultant at SERESC, Jane's work centers around special education, school improvement, charter schools, systems change, leadership and research based strategies for improving student performance. Jane has had extensive training in coaching and mentoring, serves as facilitator for several statewide initiatives, and is currently an adjunct faculty member at Plymouth State University and Southern New Hampshire University. Jane is a resident of Litchfield, NH.

Co-Consultant:

Dr. Richard Ayers

Dr. Ayers graduated from Norwich University with a BS in Mathematics Education, and received his Masters in Educational Administration in Educational Leadership from the University of Colorado. He also received his Doctorate in Education from the University of Colorado with a specialization in curriculum, instruction and educational administration. Dr. Ayers was a teacher at the middle and high school levels before entering into secondary school administration in Colorado and New Hampshire. After 16 years of serving as a middle/high school principal, he served as an assistant superintendent and superintendent of schools in New Hampshire. Dr. Ayers has taught graduate courses in education leadership and philosophy and ethics of education at the University of New Hampshire and Plymouth State University. Most recently Dick served as the Acting Executive Director of SERESC, where he was responsible for the oversight of all aspects of the nonprofit education consortium. Dick resides in Sanbornton, NH.

Co-Consultant:

Dr. Edward Hendry

Ed is an education consultant at SERESC. He received his undergraduate degree in biology, his master's degree in science education, and his doctoral degree in science educational leadership. Ed has had more than 40 years experience in the field of education. He has been a science teacher in both public and private schools. He has served as a school administrator including positions as director of science; director of curriculum; director of accountability and assessment; associate superintendent of schools; and interim superintendent of schools. Ed worked for over thirteen years at the NH Department of Education as a science curriculum supervisor; a federal grant program administrator; and an administrator in the office of curriculum and assessment. He has had national, state, and local level experiences in science and mathematics curriculum design and student assessment; in establishing educational standards; and in working on large scale state educational assessment design and implementation. He has had extensive experiences in providing leadership in all aspects of the school and school district organization, development, and implementation of staff professional development for all employees that supports the efforts of school districts to improve instruction for all children.

III. CSI Charter School Profile

In 2007-08 the CSI Charter School opened its doors with the support of the Merrimack Valley School District and the New Hampshire Department of Education. At the start, CSI set out to address those students who had become disenchanted with traditional schooling and had either dropped out or demonstrated clear signs of dropping out of high school. At that time, the mission focused upon students in grades 9-12, who would be participating in competency based curriculum and work based skills to develop an individualized plan to successfully meet graduation requirements. As originally designed, CSI Charter School intended to meet most all graduation requirements and also prepare students to meet the demands of life and work after graduation. In subsequent years, CSI was not

attracting students from the early high school grades, and the younger students enrolled did not demonstrate the commitment or self-discipline necessary to be successful. This, coupled with the requirement for New Hampshire's high school students to attend school through the age of 18 if a graduation diploma had not been earned prior to their 18th birthday. CSI Charter School now fits well with young adults who are motivated and committed to graduating from high school in a learning environment that is accommodating to their schedules and life circumstances.

Since opening five years ago, the school's staff conscientiously refined the school's structure and course offerings to respond to the changing needs of the student population. As a result, the success of the CSI Charter School has been notable. CSI Charter School continues to monitor their mission and with the changing demographics of the students, is operating under a revised draft mission pending re-authorization by the NH State Board of Education. The proposed revised mission statement is noted as follows:

“It is the mission of CSI Charter School to provide a small, nonjudgmental, competency based academic environment targeting independent, self-motivated high school students. Students who enter CSI will have earned 10-13 credits in core courses and benefit from an alternative school environment. CSI will create an opportunity to meet high academic standards through an individualized program that will allow them to earn a high school diploma and successfully transition to a work setting or continue their education at the post-secondary level”.

As currently configured, CSI Charter School is designed to provide New Hampshire students in the Merrimack Valley and surrounding communities with competency based curriculum, standards driven instruction, and personalized learning plans. The school purposely aims to cultivate at risk high school students and give them the opportunity to be engaged in intellectual pursuits, become well rounded learners, active citizens and interact meaningfully with their peers. CSI Charter School works diligently to establish a safe and nurturing atmosphere for students, as well as a welcoming setting for parents that are engaged in their child's learning.

IV. Charter School Renewal Criteria

RSA 194-B: 16 (VI) defines the conditions for renewal of New Hampshire Charter Schools:

VI. By the end of its final contract year, the charter school shall meet or exceed the objective academic test results or standards and goals as set forth in its application. If the school does not meet these results or its standard and goals, it shall not be eligible for renewal of its charter. Assessment of the charter school's attainment of performance targets sufficient to merit renewal of its charter will include the school's cumulative performance across the five years of its initial term.

The process of re-authorization has multiple components and involves notification of the intent to seek re-authorization, an on-site visit, interview and documentation. The process is as follows:

- Intent to apply
- Submission of application for review
- School review and onsite visit
- Department of Education review and recommendation to the State Board
- State Board decision

As established in RSA 194-B:10, the requirements for renewal of the Charter School license are defined in the New Hampshire Charter School Accountability Process, which requires four indicator areas to be evaluated:

1. Progress toward meeting the mission of the charter school
2. Evidence of the responsible use of public funds
3. The evidence of student attainment of expected knowledge and skills
4. Indicators of purposeful planning for the school's sustainability

The on-site visitation team is charged with the responsibility of obtaining the evidence that substantiates the school's self study and material representation of the above indicators.

V. Charter School Renewal Activities

CSI Charter School completed its fifth year in June 2012 and by statute was required to submit a Charter School Renewal Application to the New Hampshire Department of Education (NHDOE).

The NHDOE received a renewal application from CSI on June 30, 2011 at which time the Department arranged to conduct a comprehensive on-site review to validate the school's eligibility for renewal of the original charter.

The Southeastern Regional Education Service Center (SERESC) was selected by the NHDOE to provide lead evaluators for the Charter School Renewal Process. Jane Bergeron-Beaulieu M.Ed, the lead evaluator for CSI was responsible for meeting with CSI to plan the renewal visitation, working in collaboration with the CSI administration and NHDOE in the review of required documentation, coordination of the visitation and summarizing the findings. The charter school renewal activities conducted for CSI are outlined as follows:

Pre-visits:

Two pre-visits were made to the CSI Charter School, prior to the September 27, 2012 renewal visitation. The purpose of the pre-visits was to tour the facility, conduct classroom observations, meet with staff and students, learn more about the CSI mission and curriculum, and review the application materials and pose clarifying questions related to the documentation submitted as part of the renewal process. Also discussed were the expectations for the renewal visitation and the format and schedule for the

visiting team. At the pre-visits it was agreed that the following documentation would be available to the visiting team on the day of the visitation:

Case Study Presentations on four students that included:

- Student Profile
- Student Learning Plan
- Course of Studies and Related Competencies
- Student Transcripts
- Progress Monitoring

Renewal Application:

As part of the Charter School Renewal process the following materials were provided and reviewed prior to the onsite visitation:

- The CSI Charter School application for renewal submitted to the NHDOE on June 30, 2011
- Mission and strategic plan
- Policies and procedures
- Student performance assessments
- Handbooks
- Financial reports
- Annual reports
- Board of Trustee Meeting Minutes
- Professional Development Master Plan

Case Study Presentations:

As part of the renewal visitation, staff was asked to present case studies on four students. These presentations were made with the intended outcome of providing staff with the opportunity to review the curriculum, instruction and assessments being offered to students, and the alignment of individualized learning plans. In addition, a critical part of the conversation was the review of evidence of successful learning outcomes for students. The case study presentations were informal in nature and required staff to share a student profile, work samples, curriculum, and demonstration of competencies, as well as evidence of student progress measured over time.

Faculty Focus Group Discussion:

The renewal visitation team conducted a focus group discussion with faculty at the CSI Charter School. The purpose of these conversations was to gain insight to the program structure, effectiveness and investment of faculty in the non-traditional approach to charter school programming. A primary interest was to gain insight to the understanding of staff regarding the personalized learning plans, how curriculum and related competencies are integrated into the plans, and how student progress is monitored. Additionally, information was gained regarding instructional practices, shared understanding and implementation of the mission and the various structures in place to embed the mission in the day-to-day life of the school.

Student Focus Group Discussion and Selected Interviews:

Student focus group discussions and individual student interviews were conducted for the purpose of obtaining the observations and insights of students attending the CSI Charter School. In addition to students currently enrolled, alumni of CSI Charter School were also interviewed. The conversations with students were informal in nature, guided by the questions outlined in the Charter School Renewal Application. Topics covered through the focus groups included program relevance and integrity, the academic supports available, the value and personalized learning plan and the guidance provided to them from the faculty.

Classroom Observations:

During the pre-visitations to CSI, observations were conducted in the two classrooms while students were working with coaches and being provided with individualized instruction. The visitation team observed math, social studies and language arts instruction noting the classroom configuration, instructional practices, utilization of technology, classroom management and levels of student engagement.

Parent Interviews:

As part of the charter school renewal process, parents were contacted via telephone and interviewed by the visitation team. The purpose of the interviews was to gain insight from parents regarding their involvement in the CSI Charter School and their child's educational programming. The questions used to guide the conversations were those provided in the charter school renewal application. The questions and related responses assisted in gaining insight into the general satisfaction level of parents and the extent to which students are demonstrating progress in all aspects of the educational programming provided to them.

School Administration and Board of Trustee Focus Groups:

Focus group discussions were held with the administration and the board of trustees, all of whom have been instrumental in the creation and sustainability of the CSI Charter School. Questions used to guide the conversation were those outlined in the charter school renewal process application, supplemented by additional clarifying questions related to the review of the supporting documents included with the renewal application. Included were questions related to the sustainability of mission and vision, financial oversight of the school, policy and procedures, supervision and evaluation of staff and administration, and programming and services provided to students with educational disabilities.

Selected Interviews:

Follow up interviews were conducted with three school districts that have had students with disabilities attend CSI Charter School. The interviews were informal in nature and designed to gain insight and feedback regarding program relevance and integrity, the ability of CSI Charter School to implement individual education programs, as well as general satisfaction in working with the school district in the provision of special education services.

After the renewal visitation overall findings of the school's performance and a recommendation on renewal will be presented to the New Hampshire Department of Education State Board of Education and Commissioner of Education. The State Board of Education will make the final determination on renewing the charter school for another five years.

VI. Summary of Renewal Visitation Findings

Is the charter school making progress toward achieving its mission?

Finding: The CSI Charter School has met this measure; the school's revised mission is solidly in place.

Commendations:

- The revised mission statement submitted by CSI Charter School provides a well-defined description of the purpose and values of the school. It clearly indicates that the school aspires for a democratic environment with a commitment to a student population that is independent, self-motivated and benefits from an alternative school environment. The student population observed at CSI Charter School is diverse; instruction is personalized with programming focused on the individual needs of the students.
- Those interviewed during the charter school renewal process demonstrated a passionate understanding and connection to the revised mission statement as well as a strong commitment to the students enrolled.
- The renewal application materials speak to the value of providing an effective, meaningful education to young adults who have not been able to realize their full potential in the traditional school setting.
- The strengths based approach to students is evident and observed in interactions between staff and students and the school embraces a "do whatever it takes" attitude to support students and develop their skills to prepare them for life beyond high school.
- Student and staff remarked about the community feeling present within the CSI Charter School and indicated that this sense of community was one of the greatest strengths in ensuring that the mission of the school is embedded within the various structures of the school.
- CSI Charter School incorporates several essential habits into the curriculum to nurture each student's academic, social, emotional, and career and college potential. These include student advocacy, student voice, personalized learning and goal setting, all of which are in direct alignment with the school's mission.

Suggestions for Improvement:

- While there is a shared understanding and commitment to the revised mission of the CSI Charter School, it is suggested that the school consider embarking upon long term strategic planning to include development of a vision and core values for the CSI Charter School. A shared vision will answer the question, “Where do we want to be in the future”? Core values will define and document the deeply held commitments and driving forces that currently anchor the CSI Charter School.

Is the charter school responsibly using public funds?

Finding: The CSI Charter School has met this requirement by adhering to accounting procedures that are in accordance with acceptable practice for school districts and validated by the external audit for the 2010-2011 school year conducted by a licensed accounting firm. CSI Charter School also demonstrated financial solvency.

As part of the charter school renewal visitation, the financial budgets for the past 3 years were reviewed, as well as the report from the independent auditors, Grzelak and Company, P.C, Certified Public Accountants, May 23, 2012. The financial statements referred to are in conformity with accounting principles generally accepted for New Hampshire School Districts.

Commendations:

- The CSI Charter School works in collaboration with the Merrimack Valley School District in the fiscal management, fiscal controls and the financial policies and procedures of the school. This has resulted in budgets that are well defined and monitored.
- The finances of the CSI Charter School demonstrate knowledge of the student population, and practical matters relevant to the operation of a charter school.

Suggestions for Improvement:

- The requirements of a dedicated independent audit of the CSI Charter School must be adhered to. An external audit for the 2011-12 was submitted thereby fulfilling the regulatory requirement. CSI Charter School will need to ensure that the New Hampshire Department of Education is provided with copies of the independent financial audit on an annual basis. As part of the charter school renewal process the only available audit on file was for the 2010-11 school year. Past practice has been that Merrimack Valley School District conducted quarterly reconciliation of CSI’s finances prior to the May 2012 audit.

Is the charter school promoting student attainment of expected knowledge and skills?

Finding: CSI Charter School has met this measure as demonstrated by their success in assisting students in preparing for meeting graduation requirements and planning for career and college readiness.

Commendations:

- As outlined in the charter school renewal application CSI Charter School uses several performance measures to define student success. Utilizing the principles of competency based education, each student works with staff to design a personalized education plan according to their skills, interests, and college and career goals.
- The administration and staff are continually looking to refine the scope and sequence of the curriculum and instruction provided to students to ensure they are integrating the individual needs of students currently enrolled.
- Staff is willing to develop and modify course work to meet the needs of students, yet pay close attention to closely aligning curriculum requirements.
- By design, all course work includes a real world component, exhibition of student work, and teacher's evaluation of student performance. The evaluations are based on internally developed or standards based assessments and all students are expected to demonstrate proficiency in order to obtain credit.
- The structure of instructional programming at the CSI Charter School provides a meaningful environment for the academic development of young adults.
- The dedicated staff and administration of the CSI Charter School are clearly purposeful and knowledgeable professionals.

Suggestions for Improvement:

- As stated in the charter school renewal application, using the NECAP assessments has not been a reliable tool for measuring student learning and achievement at the CSI Charter School. In order to address this, the staff and administration should develop a data set or indicators that analyze the academic achievement and performance of students on an annual basis. Strengthening of student portfolios might be considered as a product and process for the tangible collection of evidence for measuring student achievement. Comprehensive portfolios offer the opportunity to observe and document a wide range of student behaviors, skills, competencies over an extended period of time. Well-developed portfolios examine a broad range of student work and assessment measures that serve as a hub for integrating diverse experiences for students both in and out of the classroom.

- CSI may want to consider the development and utilization of a “Balanced Score Card” approach starting with the school’s mission, identification of goals, objectives, measures and targets and a means for ongoing reporting to all stakeholders. A balanced score card could be a powerful tool for measuring, analyzing and making decisions within the complex world in which charter schools operate.
- CSI Charter School would benefit from more formalized admission procedures as related to students with educational disabilities and those students who may have 504 plans. By in large the staff has been able to meet the needs of students who have learning challenges; however there does not seem to be consistency regard to the role of the LEA, and implementation of individual education programs (IEP’s) and 504 plans. To better support these students it will be critical that CSI formalize procedures and work in collaboration with LEA’s.
- Professional development, to include teacher supervision and evaluation must be ongoing and documented. It is imperative that CSI Charter School develop a well defined teacher supervision model, with a connection to student learning and ensuring that professional development offerings are ongoing.

Is the charter school sustainable?

Finding: CSI Charter School has met this measure. Since opening 5 years ago, CSI Charter School has continued to grow, evolve and realize its mission based on the needs of the student population. Student enrollment continues to increase, there is fiscal stability, and the board of trustees is actively engaged and provides strong leadership.

Commendations:

- The effectiveness of the CSI Charter School is evidenced through the commitment to the mission of the school and the basic core values that comprise the culture within the building.
- From the perspective of the visiting team, the culture and climate of the CSI Charter School is one that nourishes the effort of the teachers, students and administration.
- The board of trustees is commended for establishing a stable governance and leadership structure for CSI Charter School.
- The CSI Charter School is located in a building that has the capacity to network with other alternative school programs and newly proposed charter school. The school is sufficiently equipped, and there are adequate teaching and learning resources.
- The CSI Charter School has been able to harness the power of understanding the students and parents, and design individual programs to meet the needs of all learners.
- There is a reliable revenue stream for the CSI Charter School
- In order to meet the varied personalized learning plans for students, CSI Charter School has the opportunity to access a variety of on-line learning offerings

Suggestions for Improvement:

- It is strongly recommended that CSI develop an accountability plan that includes an appropriate set of student and school performance goals that are directly aligned to long term strategic planning.
- With CSI Charter School continually evolving, it will be critical that there be a review of Board of Trustee policies and procedures to ensure that there be deliberate revisions of all aspects of policy to reflect CSI Charter School, rather than the Merrimack Valley School District.

VII. Summary

In accordance with the criteria for Charter School Renewal (RSA 194-B:10), CSI Charter School has presented evidence that meet requirements for : progress toward meeting their mission; responsible use of public funds, indicators of school’s sustainability and promoting student attainment of expected knowledge and skills. The Renewal Application that has been validated by a comprehensive review of the school by the site visitation team who determined that the statutory requirements for NH Charter School Renewal have been met. The context of the report presents a fraction of the evidence of viability of the CSI Charter School in meeting the unique learning challenges of the young adults enrolled at the CSI. These students, for a variety of reasons, have not met with success in the traditional public school setting.

New Hampshire Charter Schools face challenges on many levels of program development, yet the CSI Charter School has been able to create a learning environment that is dedicated to providing young adults with the skills and competencies necessary for success beyond high school. Staff is able to ensure the individual needs of students are met, and there is a defined curriculum that fosters not only academics, but citizenship, experiential learning, individualized instruction and prepares students for career and college readiness. Students are offered flexible scheduling; they must compile a portfolio for their work and be able to demonstrate that they meet the competencies outlined in course descriptions. CSI Charter School has a clearly defined mission and a school environment that is welcoming and compelling. The operational management and capacity of the CSI Charter School is strong with support from a variety of stakeholders. Over time CSI Charter School has expanded and been able to maximize their operational capacity and cultivate support from a variety of stakeholders to sustain a fully integrated set of operational procedures with a focus upon educational gains for the students they serve. During the past five years, CSI Charter School has remained stable, productive and has directed attention toward a clear mission, broad based community support and organizational viability. At CSI there are strong enrollment numbers, financial stability, a passionate and committed staff and administration, and parents and students express satisfaction with the results.

The renewal visitation team appreciates the extensive efforts of the CSI Charter School administration, faculty and board of trustees in preparing for the site visitation. By all accounts the visit represented a “normal day” in the life of a school that is dedicated to teaching and learning, and the purposeful development of the young adults they serve. The Board of Trustees of the CSI Charter School is applauded for the motivation and support provided to the staff and administration, and for their continued vision as the school looks toward advancement of student learning.

The CSI Charter School is recommended to the New Hampshire Commissioner of Education and the State Board of Education for Charter School Renewal.

Respectfully submitted,

A handwritten signature in black ink that reads "Jane Bergeron-Beaulieu". The signature is written in a cursive, flowing style.

Jane Bergeron-Beaulieu, M.Ed.
Education Consultant
SERESC

Appendix A

Schedule of the Renewal Visitation

**COMPETENCIES, SKILLS, INTERESTS (CSI)
CHARTER SCHOOL**

**NEW HAMPSHIRE DEPARTMENT OF EDUCATION
CHARTER SCHOOL RENEWAL VISITATION**

SEPTEMBER 27, 2012

SCHEDULE

Visiting Team: *Dr. Richard Ayers, Dr. Edward Hendry, Ms. Jane Bergeron
Education Consultants, SERESC*

<i>7:45 a.m.</i>	<i>Greetings, Introductions & Review of Schedule</i>
<i>8:00 a.m.</i>	<i>Case Study Presentations & Student Interviews Student # 1 Student # 2 Student # 3</i>
<i>9:30 a.m.</i>	<i>Administration Interview</i>
<i>10:00 a.m.</i>	<i>Staff Interview</i>
<i>11:00 a.m.</i>	<i>CSI Board of Trustees Interview</i>
<i>12:00 p.m.</i>	<i>Lunch and Informal Conversation with Staff, Administration, Board and CSI Graduates</i>
<i>12:45 p.m.</i>	<i>CSI Graduate Interviews</i>
<i>1:30 p.m.</i>	<i>Case Study Presentation and Student Interview Student # 4</i>
<i>2:00 p.m.</i>	<i>Visiting Team Work Session</i>
<i>2:45 p.m.</i>	<i>Meet with Staff and Share Preliminary Findings</i>
<i>3:15 p.m.</i>	<i>Adjourn</i>