



Charter Renewal Site Visit Questionnaire

Dear School Leader,

The renewal site visit schedule will draw on the current implementation steps of the major improvement strategies identified in the Unified Improvement Plan (UIP) as identified by the school leader during the pre-visit call. If needed, organizational and financial components will be added to the site visit if these areas have been identified for improvement in the DCSD Compliance Process, or through conversations with the DCSD Office of Choice Programming.

The site visit protocol will primarily focus on areas for collaborative school improvement, and the visit will also include an opportunity for the school to highlight components of their program that are unique or are a source of pride for the school. Site visits may include instructional observations, focus groups with staff, students, and interviews with school Board members and any other relevant governing committees. The visit may include additional components as determined during the planning call.

Please review the form below prior to the pre-visit planning call. After the conversation, an initial draft will be provided to the school leader to review in order to ensure that the outcomes for the site visit are clear and mutually agreed upon.

Pre-Visit Questionnaire (Please Complete)

Site Visit Contact Name	Diana Simpson
Site Visit Contact Title	Principal
Site Visit Contact Email	dsimpson@bfacademy.org
Site Visit Contact Cell Phone	720-937-3409
Visit Date	10/3/23

Section 1 - Pre-visit Planning Call Prep - The area in “Charter Response” should be completed by the Charter Leader prior to the Site Planning Call. The Reviewer will add notes and responses in preparation for the Site Visit.

School Mission

Question from DCSD	Charter Response	Reviewer Response and Notes
Describe your school's mission and vision	Our mission and vision focus on our students being well-rounded. We have rigorous curriculum, use data to drive decision making and foster the arts, athletics as well as character development.	The visit and observations demonstrated that the school's mission and vision is a tangible part of the culture of the school. The school encourages arts, athletics, character and academics for all students. It is not a single focus school by any means.
How might the site visit team observe the school's mission/vision?	I think you can see the mission/vision in practice everywhere in the building. At any given time, our students are either engaging in our curriculum, participating in specials classes that feature art and PE, or learning a Second Step lesson. Our virtues are physically on display as well as on display in our students and staff.	The statement from the charter was evidence in the observations and walk-arounds made during the visit. Students were engaged in a variety of academic and extracurricular activities. Virtues were displayed prominently, but more significantly, students exhibited the virtues. It is not merely wall art

Academic Components

Question from DCSD	Charter Response	Reviewer Response and Notes
From your current UIP, please identify Major Improvement Strategy #1	Growth in Middle School Language Arts, especially with our minority students	
Observable Action Step(s)/Implementation Benchmark	Students will complete iReady reading lessons on a weekly basis. MS students will utilize the standards based lessons.	

	<p>Students who are struggling also have access to Lexia.</p> <p>We are continuing our free tutoring program for students who are scoring below grade level on iReady assessments.</p>	
How might the site visit team observe this action step/Implementation Benchmark?	You should be able to observe that students take part in weekly iReady lessons that are individualized for their unique needs. We should be able to show growth on our iReady assessments.	

Question from DCSD	Charter Response	Reviewer Response and Notes
From your current UIP, please identify Major Improvement Strategy #2	Refine our services for students with disabilities	
Observable Action Step(s)/Implementation Benchmark	<p>We cluster our IEP/504 students to provide additional support in the classroom.</p> <p>We added a position of a Professional Behavior Specialist to help better support or MTSS process.</p>	"Push-in" was seen repeatedly in observations made during the visit. Students worked together and had support from Para educators.
How might the site visit team observe this action step/Implementation Benchmark?	You can observe that at each grade level the 504/IEP students have been placed in the same classrooms. This provides our service providers easier access to these students as well as enables us to have additional classroom support available. You should see teachers, IAs and	The visit revealed precisely this kind of academic interaction going on. It was for all purposes an observation of homogeneous grouping at first look, but in fact, 504/SPED students were a part of the class, and integrated seamlessly

	paraprofessionals working with small groups of students.	
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Question from DCSD	Charter Response	Reviewer Response and Notes
From your current UIP, please identify Major Improvement Strategy #3	Growth in Elementary Math especially with our minority students.	
Observable Action Step(s)/Implementation Benchmark	<p>Continued implementation of our new math curriculum (Envision). This is our second year.</p> <p>Students will also complete at least 2 iReady math lessons per week.</p> <p>We are continuing our free tutoring program for students who are scoring below grade level on iReady assessments.</p>	Observed two classes of this implementation, a kindergarten class and then an 8th grade class. Students in both were working on several strategies to solve the problem presented.
How might the site visit team observe this action step/Implementation Benchmark?	The team should be able to observe all of our elementary teachers, as well as Instructional Assistants and Paraprofessionals working with our students in our new curriculum. It has much more of a focus on problem solving and establishing strong number sense than our previous curriculum did. You should see results by comparing our iReady scores to those of last year.	This was apparent in every classroom visit.

If there are additional focus areas identified for improvement within the school that will be highlighted during the site visit, in the renewal application, or mentioned during the renewal process, please describe them here.

Optional Additional Focus Areas

Additional Focus Areas	Charter Response	Reviewer Response and Notes
How might the site visit team observe these additional focus areas?	Identify any additional areas of focus here: Participation in State testing will be a focus. We had a very low participation rate.	

Required Components of the Renewal Site Visit:

Click These Links to Jump to the Section

[Classroom Observations](#)

[Governing Board Obligations and Board Member interview](#)

[Board Governance](#)

[Staff Interviews](#)

[Student focus group \(if appropriate for grades served\)](#)

Classroom Observations - Instruction

****Note: The individual conducting the site visit will spend approximately 20-30 minutes, as needed, collecting information in accordance with the criteria outlined in the table below.***

CRITERIA	0	1	2	3	SCORE
Engaging Students in Learning	Students are not at all intellectually engaged in significant learning, as a	Students are partially intellectually engaged, resulting from activities or materials or uneven	Students are intellectually engaged throughout the lesson, with appropriate activities	Students are highly engaged throughout the lesson and make material contributions to the representation of content, the activities,	3

	result of inappropriate activities or materials, poor representations of content, or lack of lesson structure.	quality, inconsistent representation of content or uneven structure of pacing.	and materials, instructive representations of content, and suitable structure and pacing of the lesson.	and the materials. The structure and pacing of the lesson allow for student reflection and closure.	
Curriculum	The school does not have research-based, Common Core/CAS-aligned curricula in place.	The school has research-based, Common Core/CAS-aligned curricula for all core subjects in place. There are scope and sequence documents that outline grade and subject learning objectives; teachers are familiar with curriculum documents and use them consistently to guide their planning.	All criteria for partially meets expectations plus: Common Core/CAS-aligned curricula and resources extend into intervention, special education, acceleration, the arts, and PE.	All criteria for meets expectations plus: The school has tailored their curriculum to meet the needs of the particular student population.	3
Academic Intervention and Acceleration	The school provides limited supports for students who are struggling academically or in need of acceleration. The RTI process is not systematically	Tiered interventions are in place to provide needed additional academic and behavior supports. Although the MTSS/RTI process is in place and used by some teachers, the	All criteria for partially meets expectations plus: There are sufficient research-based resources and strategies available to provide services to students in need of intervention and/or	All criteria for meets expectations plus: The school collects data to inform and regularly evaluate the effectiveness of academic intervention and acceleration programming.	3

	structured to assist all learners in need of intervention.	MTSS/RTI process is unclear to some.	acceleration.		
English Language Development	Observed content instruction does not demonstrate explicit strategies to effectively meet the needs of Multilingual Learners (MLL). The focus of the lesson is on content, not on language.	Observed content instruction meets the needs of only a subset of MLL students. Language is referenced but is not taught explicitly and/or teacher provides some opportunities for students to practice language orally and/or in writing.	Observed content instruction meets the needs of all MLL students. Instruction explicitly addresses academic language and vocabulary, and teacher provides regular opportunities for students to practice language orally and/or in writing.	All criteria for meets expectations plus: Strategies and supports utilized for MLL students (in ELD or content classes) are monitored on an ongoing basis for effectiveness.	3
Special Education Instruction	Observed Special Education instruction and instructional environment provides minimal access to the appropriate grade level standards. Systems for developing IEPs do not result in a clear connection between the strengths and needs identified in the present	Observed Special Education instruction and instructional environment provides access to the appropriate grade level standards or extended evidence outcomes such as through accommodations, specially designed instruction, etc. There is a system in place to collect progress monitoring data, including evidence of	Observed Special Education instruction and instructional environment provide meaningful access to the appropriate grade level standards or extended evidence outcomes such as through accommodations, specially designed instruction, etc.	All criteria for meets expectations plus: instruction and systems result in quality of programming that exceeds compliance standards.	3

	levels, goals, and the service delivery statement.	student progress and growth.			
Total Score					15

Scoring Scale: Instruction	Total
Exemplary	12-15
Meets Standards	9-11
Needs Improvement	7-8
Inadequate	0-6

Classroom Observations - School Culture

****Note: The individual conducting the site visit will spend approximately 20-30 minutes, as needed, collecting information in accordance with the criteria outlined in the table below.***

CRITERIA	0	1	2	3	SCORE
Creating an Environment of Respect	Classroom interactions, both between the teacher and students and among students are negative or inappropriate and characterized by sarcasm, putdowns, or	Classroom interactions are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity.	Classroom interactions reflect general warmth and caring and are respectful of the cultural and developmental differences among groups of students.	Classroom interactions are highly respectful, reflecting genuine warmth and caring toward individuals. Students themselves ensure maintenance of high levels of civility among members of the	3

	conflict.			class.	
Establishing a Culture for Learning	The classroom does not represent a culture for learning and is characterized by low teacher commitment to the subject, low expectations for student achievement, and little student pride in work.	The classroom environment reflects only a minimal culture for learning, with only modest or inconsistent expectations for student achievement, little teacher commitment to the subject, and little student pride in work. Both teacher and students are performing at the minimal level to “get by.”	The classroom environment represents a genuine culture for learning, with commitment to the subject on the part of both teacher and students, high expectations for student achievement, and student pride in work.	Students assume much of the responsibility for establishing a culture for learning in the classroom by taking pride in their work, initiating improvements to their products, and holding the work to the highest standard.	3
Managing Behavior	Student behavior is poor, with no clear expectations, no monitoring of student behavior, and inappropriate response to student misbehavior.	Teacher makes an effort to establish standards of conduct for students, monitor student behavior, and respond to student misbehavior, but these efforts are not always successful.	Teacher is aware of student behavior, has established clear standards of conduct, and responds to student misbehavior in ways that are appropriate and respectful of the students.	Student behavior is entirely appropriate, with evidence of student participation in setting expectations and monitoring behavior.	3
Total Score					9

Scoring Scale: School Culture	Total
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Exemplary	8-9
Meets Standards	5-7
Needs Improvement	3-4
Inadequate	0-2

Board Legal Obligations

Prior to Site Visit: The school leader will consolidate all information relevant to the board governance criteria outlined below in a binder for document review.

Board Interview: The individual conducting the site visit will reserve a portion of the board interview to ask any questions that arose during document review necessary to evaluate the school according to the criteria outlined below.

Item	Met (1) / Not Met (0)	Notes
Bylaws in place that outline board role and legal obligation	1	https://www.bfacademy.org/wp-content/uploads/2016/08/BFA-Bylaws.pdf
Articles of incorporation in place that indicate current nonprofit status	1	https://www.bfacademy.org/wp-content/uploads/2016/09/Articles20of20Incorporation203-18-11_1.pdf
Board handbook in place that outlines board member expectations	1	Hard copy available during visit.
Financial transparency compliance	1	https://www.bfacademy.org/financial-transparency-2/
Financial reporting compliance	1	https://www.bfacademy.org/financial-transparency-2/
Board complies with open meetings requirements	1	https://www.bfacademy.org/board-documents/
Board holds meetings (at least quarterly)	1	The Board holds meetings each month, except July.

		https://www.bfacademy.org/board-documents/
Regular revision and approval of key policies (employment, enrollment, etc.)	1	Prior to this year, the Board has reviewed each policy each year. This year, they have created a schedule for reviewing all policies over the course of a three-year period. https://www.bfacademy.org/handbook-and-policies/
Approval of annual audit	1	https://www.bfacademy.org/financial-transparency-2/
Approval of annual budget	1	https://www.bfacademy.org/financial-transparency-2/
Board meets authorizer deadlines and requirements	1	We are in compliance with all District Requirements.
The charter school has adopted and implemented conflict of interest policies that prevent real or apparent conflicts of interest.	1	https://www.bfacademy.org/wp-content/uploads/2023/08/Board-Conflict-of-Interest-Policy-2022-2023-FINAL.pdf
The charter school administration provides monthly financial reports to its governing board for review and approval.	1	These can be seen in the agendas and minutes of the monthly meetings: https://www.bfacademy.org/board-documents/
Total Score	14	

Scoring Scale: Board Legal Obligations	Total
Exemplary	13-14
Meets Standards	11-12
Needs Improvement	9-10
Inadequate	0-8

Board Governance

Prior to Site Visit: The school leader will consolidate all information relevant to the board governance criteria outlined below in a binder for document review.

Board Interview: The individual conducting the site visit will reserve a portion of the board interview to ask any questions that arose during document review necessary to evaluate the school according to the criteria outlined below.

CRITERIA	0	1	2	3	SCORE
Academic Oversight These are included in my Principal's reports each month. I have provided some examples of my most recent reports.	The Board does not receive sufficient data on the school's academic performance to understand how the school is performing.	The Board regularly monitors some academic metrics, which they use to guide decision making. However, the Board lacks sufficient expertise to fully understand all data.	The Board has members with expertise in E-12 education, and all Board members are able to understand student achievement data. Student achievement metrics, both interim and summative and aggregate as well as disaggregated, are regularly monitored by the Board.	All criteria for meets expectations plus: The Board receives annual PD on student achievement data.	3
Financial Oversight The Board reviews the prior month's	The Board does not regularly monitor the school's financial performance.	The Board sets and regularly monitors progress around key financial metrics that are both short and long-term, including budget versus	All criteria for partially meets expectations plus: The Board has members with finance expertise, and all Board members are able to	All criteria for meets expectations plus: The Board sets and monitors progress towards financial goals that are related to the school's	3

<p>financials each month.</p> <p>These reviews can be seen reflected in the monthly minutes and agendas.</p>		<p>actuals. There is a comprehensive, Board-adopted financial policies document in place that is followed by both the Board and school leadership. The Board monitors implementation of internal controls.</p>	<p>understand budgets, audits, and development. The Board sets and regularly monitors progress towards financial goals. The budget creation process is based on data, including sound revenue and enrollment projections.</p>	<p>long-term financial health.</p>	
<p>Operational Oversight</p> <p>Evidence of this can be seen in the Principal's Report.</p>	<p>The Board does not monitor operational metrics — such as facilities, transportation, school culture, and enrollment metrics as appropriate for the school — or does not use data to inform decision making.</p>	<p>The Board regularly monitors some of the school's operational metrics, which they use to guide decision making. However, the Board lacks sufficient expertise to fully understand all data or data conversations are incomplete.</p>	<p>The Board has members with expertise in school operations, and all Board members are able to understand operational data. Appropriate operational metrics are regularly monitored by the Board. The Board sets goals around relevant operations systems.</p>	<p>All criteria for meets expectations plus: The Board receives annual PD on relevant operational data.</p>	<p>3</p>
<p>Strategic Planning</p> <p>https://drive.google.com/file/d/1roN6vV4GqSj</p>	<p>The Board does not engage in strategic planning and spends the majority of its time on reactive</p>	<p>The Board has expertise in strategy and long-term planning but spends close to half its time on reactive</p>	<p>The Board regularly engages in strategic planning to influence the school's short- and long-term direction as</p>	<p>All criteria for meets expectations plus: The Board has a formal long-term strategic plan that is revisited and revised</p>	<p>3</p>

xjXVrlzhUr0LmSeSV62Mo/view?usp=drive_link	conversations and decisions.	conversations and decisions.	appropriate for its stage of development.	as needed on an annual basis.	
Human Capital Oversight Principal Succession Plan https://drive.google.com/file/d/1hgJWMiRDKQ8b9VpNXFmFMS2jFvf sXuJs/view?usp=drive_link	The Board has not discussed future leadership plans within the last twelve months.	The Board has discussed leadership succession in the last twelve months but has not developed any corresponding written plans.	The Board has a leadership succession plan in place to ensure consistency in implementing the mission and vision of the school during transition of leadership. The Board evaluates the school leader at least annually.	All criteria for meets expectations plus: There is a strong plan for developing /maintaining a school leader pipeline, including both internal candidate development and external partnerships for leadership development.	3
Total Scores					15

Scoring Scale: Board Governance	Total
Exemplary	13-15
Meets Standards	11-12
Needs Improvement	9-10

Inadequate	0-8
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Overall Scoring for Site Visit	Rating
Instruction	Exemplary
School Culture	Exemplary
Board Legal Obligations	Exemplary
Board Governance	Exemplary

Staff Interview Notes

Notes from Reviewer	Staff interview stressed the tremendous support staff feels from administrations and the Board. Collaboration was a theme that emerged in the conversation. Financial support is strong and processes in place to make decisions are clear to staff. Every request is met with a genuine response of “let’s see if we can do it.” If it is not possible, an honest reason is provided.
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Student Interview Notes

Notes from Reviewer	Students lauded the teachers for the passion they have for student learning. Several mentioned that teachers place student learning and understanding as one of their highest priorities. The sense is that teachers take the attitude that it is their (teachers) responsibility to ensure that students
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	learn. One student mentioned (and others agreed) that “Teachers help us grow.”
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