BALL STATE
UNIVERSITY

Office of Charter Schools

21st Century Charter School @ Gary

2021-22 Charter Renewal Application

[October 1, 2021]

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INTRODUCTION

According to Indiana law, a charter school is established to provide innovative and autonomous programs that: 1) serve the different learning styles and needs of public school students; 2) offer public school students appropriate and innovative choices; 3) provide varied opportunities for professional educators; 4) allow public schools freedom and flexibility in exchange for exceptional levels of accountability; and 5) provide parents, students, community members, and local entities with an expanded opportunity for involvement in the public school system (IC 20-24-2-1). As an authorizer of charter schools, Ball State University is responsible for ensuring that its charter schools demonstrate that they are achieving academic, financial, and organizational outcomes.

Merit-based renewal decisions will be based on an analysis of a comprehensive body of objective evidence defined by the Performance Frameworks and gauged under standards developed under national principles and standards for quality authorizing. Renewals will be granted to each charter school that can demonstrate that it has achieved ongoing and continuous performance standards as stipulated in the Performance Frameworks (developed by OCS), and has been faithful to the terms of the contract and applicable laws.

The renewal process serves three purposes. First, it forms OCS' decision on whether to renew a school's contract by providing evidence of school performance in relation to the academic, financial, and organizational performance standards set out in the school's charter and in the Performance Frameworks. Second, the process through the renewal application provides the school a meaningful opportunity to present additional evidence regarding its performance. Third, it provides the school with an opportunity to outline – based on its past performance – a deliberate plan for sustaining success, addressing areas requiring improvement, and ensuring ongoing viability of the school.

RENEWAL TIMELINE

Renewal Orientation: Meetings with School Leaders and Board Members ..... July – August 2021

Letter of Intent to Renew due to OCS on or before ..... October 1, 2021

Renewal Application Due to OCS ..... October 1, 2021

Onsite School Visits..... June – December 2021

Renewal Decisions..... On or before March 1, 2022

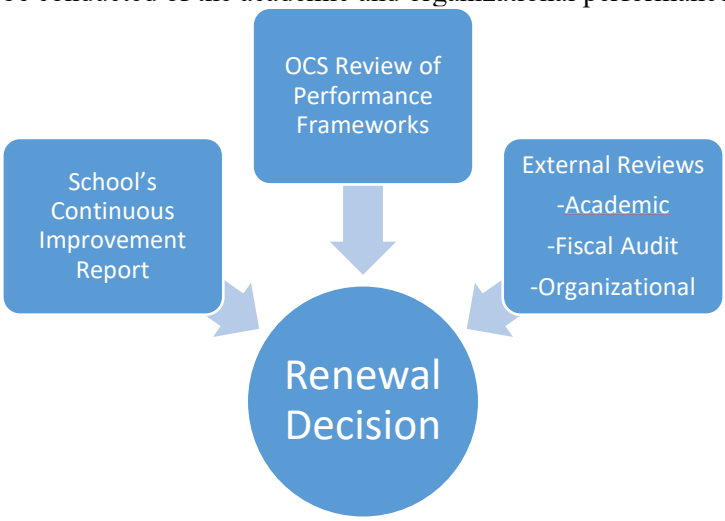
Contract Finalization..... March-June 2022

RENEWAL DECISION OVERVIEW

OCS intends to conduct a rigorous, transparent renewal decision process that leads to merit-based decisions consistent with national principles and standards for quality authorizing. In OCS's process to make changes to its accountability framework and to align its processes with national principles and standards for quality authorizing, the Performance Frameworks and OCS's Policy for School Assessment and Intervention will both be used to determine a school's eligibility for a charter renewal. OCS will base its renewal decisions on the existing record of school performance including, but not limited to, the school's written response to the Renewal Narrative of the Charter Renewal Application and any additional performance data provided by the school.

The renewal process is the culmination of a continuous improvement process, and includes analysis by the school, by OCS and external reviewers. The Renewal Application provides schools an opportunity to present the record of performance and to outline plans for the school's next charter term. Within the report, schools will have an opportunity to comment on the data and provide factual corrections and/or supplement the record with information and data to explain academic results and demonstrate other academic measures that may provide evidence of the school's academic success and/or improvement (*e.g.*, individual student growth data, legacy/cohort group data, summer remediation and/or additional IREAD scores, etc.). The school's plans for the next charter term may affect the length of the renewal term/extension and may shape the development of a new charter contract.

External reviews may be conducted of the academic and organizational performance of schools. All schools are required to complete a fiscal audit. OCS staff reviews the school's application, external reviewer reports, and our staff analysis to determine renewal decisions.



The Executive Director of the Office of Charter Schools will issue notice of the University's intent to extend or renew the school's charter and the duration of the renewal or extension.

2020-21 CHARTER RENEWAL APPLICATION – INSTRUCTIONS AND CSAPPHIRE SUBMISSIONS

INSTRUCTIONS:

Once completed, the Charter Renewal Applications must be submitted to OCS **electronically through CSAPPHIRE no later than October 1, 2021.**

FORMAT FOR SUBMISSIONS:

- ☐ The Renewal Narrative should not exceed 25 pages, excluding attachments.
- ☐ Attachments to the Renewal Narrative (excluding the required CSAPPHIRE submissions and updates listed below) should not exceed 25 pages and should be **clearly** referenced in the Renewal Narrative.
- ☐ Any attachment should provide information that a) meaningfully augments the body of evidence that OCS has already collected on the school's performance, or b) illustrates or supports plans or strategies for the next charter term that would be material to the charter contract for the renewal term (*e.g.*, revised student handbook provisions, updated professional development plan, etc.).

CSAPPHIRE SUBMISSIONS AND UPDATES:

The following documents will be reviewed and verified by the OCS remotely through CSAPPHIRE during the renewal process. In order to make the process more efficient, please review and/or upload the school's *most current* version of each of the following documents. If any of these documents was submitted previously, please just be certain that the version in CSAPPHIRE is the most current version.

School Documents

Please review and verify the following in CSAPPHIRE are the most current version. If such document listed below is not in CSAPPHIRE, please upload the required document. These documents can be found under the "Plans and Policies" folder unless otherwise indicated.

- ☐ Curriculum and Instructional Methods
- ☐ General Descriptions of Responsibilities of Teachers and Staff
- ☐ Methods of Promoting Parent and Community Involvement Practices
- ☐ Methods of Pupil Assessments
- ☐ Organizational Chart (updated administrative organizational chart)
- ☐ XX School Calendar (current school year) **(annual folder titled "School Calendar")**
- ☐ Staffing Matrix
- ☐ Supplemental Programs (Information on Current Student Clubs, Organizations, and Other Extracurricular Activities Offered (including athletic teams))

Current School Plans and Policies

Please review and verify the following "Plans and Policies" in CSAPPHIRE are the most current versions. If such document listed below is not in CSAPPHIRE, please upload the required document.

- ☐ XX Conflict of Interest Policy
- ☐ XX Criminal Background Check Policy
- ☐ XX Deposit of Funds Policy
- ☐ XX Discipline Policy

- ☐ Elementary School Reading Plan
- ☐ Fundraising Policy and Guidelines
- ☐ XX Graduation Requirements, including diploma types offered (if applicable)
- ☐ XX Medication Policy
- ☐ Performance Evaluation Plan for Administrators and Teachers
- ☐ XX Personnel Plan, including Methods of Selection, Retention and Compensation of Employees
- ☐ Plan and Programs for At Risk and Special Populations (*In addition to ELL students, special populations and at-risk students includes, but is not limited to, students (i) from economically disadvantaged families, (ii) who are homeless, (iii) in the foster care system, (iv) from single parent homes, (v) at-risk of academic failure, (vi) with a history of a drug or alcohol problems, (vii) that are pregnant or are parents, (viii) have previously come into contact with the juvenile justice system, (ix) are at least one (1) year behind the expected grade level for the age of the student; (x) is a gang member, (xi) has dropped out of school or (xi) satisfies the definition of chronic absenteeism as defined in IC 20-20-8-8*)
- ☐ XX Policy and Procedures for Special Education
- ☐ Professional Development Methods
- ☐ XX Promotion/Retention Policy
- ☐ XX School Admission Policy
- ☐ XX School Safety and Emergency Preparedness Plan
- ☐ XX Social Media Policy
- ☐ XX Staff Handbook
- ☐ XX Student Handbook
- ☐ XX Student Health Screening Policy
- ☐ XX Student Records Policy
- ☐ XX Teacher and Staff Compensation and Benefits Plans
- ☐ XX Transportation Policy (if applicable)

Corporate Documents

Please review and verify the following documents in CSAPPHIRE are the most current versions. If such document listed below is not in CSAPPHIRE, please upload the required document.

- ☐ XX Articles of Incorporation (and any Amendments thereto)
- ☐ XX Any Fictitious Name Registrations filed with the Indiana Secretary of State
- ☐ XX Board By-Laws
- ☐ XX Board Member List (including Current Contact Information)
- ☐ XX Calendar of Board Meetings
- ☐ XX ESP Agreement (together with all Amendments thereto, if applicable)

Financials and Budgets

Please review and verify the following documents in CSAPPHIRE are the most current versions. If such document listed below is not in CSAPPHIRE, please upload the required document.

- ☐ XX School's Budgets for 2020-21 and 2021-22
- ☐ XX School's Audit (if not conducted by Donovan CPAs) for the school years ended 6/30/2020 and 6/30/2021 (if not conducted by CliftonLarsonAllen)

Board – Agenda and Minutes

Please review and verify the following documents in CSAPPHIRE are the most current versions. If such document listed below is not in CSAPPHIRE, please upload the required document.

☐ XX Board Minutes approving School's Budgets for 2020-2021 and 2021-2022

Insurance

Please review and verify the following documents in CSAPPHIRE are the most current versions. If such document listed below is not in CSAPPHIRE, please upload the required document.

☐ XX Certificate of Liability Insurance
☐ XX Evidence of Property Insurance

Facility Documents

Please review and verify the following documents in CSAPPHIRE are the most current versions. If such document listed below is not in CSAPPHIRE, please upload the required document.

☐ XX Lease Agreement(s) or Deed(s) for All Occupied Facilities
☐ Certificate of Occupancy issued by the Indiana Department of Health

** *Note from Applicant: All files not in CSAPPHIRE at the time of submission will be supplemented, due to connection problem with CSAPPHIRE.*

RENEWAL NARRATIVE

I. Enrollment Diagnostic

Provide the enrollment and demographic information for the current school year.

2021-22 ENROLLMENT & DEMOGRAPHIC INFORMATION		
	#	%
Total Enrollment	1358	
# of Students on Waiting List	151	
Gender		
Male	666	49.04%
Female	692	50.96%
Ethnicity/Race		
White	6	.44%
Black	1269	93.45%
Hispanic	55	4.05%
Asian	0	0%
Native American	0	0%
Other	28	2.06%
Special Populations		
Students with IEPs	173	12.74%
English Language Learners	4	.29%
Homeless Students	0	0%
Eligible for Free and Reduced Lunch	941	69.29%

Provide enrollment information for length of current charter contract (ADM count).

	2017-18	**2018-19**	**2019-20**	**2020-21**	**2021-22**
Total Student Enrollment	934	883	1190	1264	1357

Provide the student attendance information for the length of the charter contract.

	Year 1	**Year 2**	**Year 2**	**Year 4**	**Year 5**
Grade	**2017-18**	**2018-19**	**2019-20**	**2020-21**	**2021-22**
K	91.26%	91.31%	85.83%		
1	93.52%	91.54%	82.60%		
2	93.16%	92.66%	83.02%		
3	94.01%	92.30%	87.29%		
4	93.25%	91.95%	92.22%		
5	94.18%	91.63%	93.62%		
6	94.81%	92.51%	91.46%		
7	95.18%	98.16%	91.96%		
8	96.19%	98.22%	94.52%		
9	92.94%	99.98%	95.91%		
10	96.21%	99.94%	94.41%		
11	96.53%	99.81%	90.20%		
12	95.67%	99.90%	88.26%		
All Grades	94.33%	95.39%	90.32%		

Provide the number and percentage of students eligible for special education by eligibility category for the length of the current charter contract based on each school year's December 1 count..

	Year 1		Year 2		Year 3		Year 4		Year 5	
	2017-18		**2018-19**		**2019-20**		**2020-21**		**2021-22**	
	#	%	#	%	#	%	#	%	#	%
Autism Spectrum Disorder	4		2		7		9			
Blind of Low Vision	0		0		0		0			
Cognitive Disability	13		10		12		27			
Deaf of Hard of Hearing	0		0		0		0			
Deaf-Blind	0		0		0		0			
Development Delay (early childhood)	0		2		9		12			
Emotional Disability	8		5		7		6			
Language or Speech Impairment	28		24		34		38			
Multiple Disabilities	0		0		0		0			
Orthopedic Impairment	0		0		0		0			
Specific Learning Disability	78		75		67		86			
Traumatic Brain Injury	0		0		0		0			

Provide the number and percentage of ELL students for length of the current charter contract.

ELL STUDENT POPULATION CHART									
Year 1		Year 2		Year 3		Year 4		Year 5	
2017-18		**2018-19**		**2019-20**		**2020-21**		**2021-22**	
#	%	#	%	#	%	#	%	#	%
0	0%	0	0%	1	.08%	2	.15%	4	.29%

Provide the number and percentage of homeless students for length of current charter contract.

HOMELESS STUDENT POPULATION									
Year 1		Year 2		Year 3		Year 4		Year 5	
2017-18		**2018-19**		**2019-20**		**2020-21**		**2021-22**	
#	%	#	%	#	%	#	%	#	%
3	.32%	4	.45%	8	.67%	0	0%	0	0%

Provide the number and percentage of High Ability students for length of current charter contract.

HIGH ABILITY STUDENTS									
Year 1		Year 2		Year 3		Year 4		Year 5	
2017-18		**2018-19**		**2019-20**		**2020-21**		**2021-22**	
#	%	#	%	#	%	#	%	#	%
56	5.99%	92	10.41%	71	5.96%	99	7.83%	53	3.90%

Enrollment Projections for the next 5 years

Academic Year	Planned Number of Students	Maximum Number of Students	Grade Levels Served
2022-23	1400	1600	K-12
2023-24	1500	1600	K-12
2024-25	1600	1600	K-12
2025-26	1600	1600	K-12
2026-27	1600	1600	K-12
At Capacity (specify year)	2024-25	1600	K-12

Optional *narrative about your Enrollment Diagnostic*

II. Executive Summary

A. School and Community Overview

1. Briefly describe the community/communities the school serves and explain how the school's mission and model is meeting identified community needs. Describe the needs-based rationale for focusing on the targeted student population.

21st Century Charter School opened in Gary in 2005. Local Gary leaders invited GEO Foundation to replicate GEO's model in Gary due to the city's chronic 50% high school dropout rate. Our mission is to break the cycle of poverty by providing quality education as measured by outcomes of students graduating from high school on time, completing college and career courses while in high school and completing degrees and certifications while in high school. Today, 21st Century Charter School annually posts 90%+ on-time graduation rates with a current three-year graduation rate of 93.5% compared to Gary Community School's current three-year graduation rate of 67.5%. 21st Century Charter School also has improved its college and career readiness rating from 80.5% three years ago to 88.9%, compared to Gary Community School's 37.5% to 37.6% over the past three years. 21st Century Charter School's CCR rating is more than three times the state expectation of 25%, ranking in the top 35 of all high schools in the state of Indiana, and outperforming all high schools (including private schools) in the NW Indiana region.

2. Describe the school's size, community/communities, location, and changes it has experienced over the last charter term. Include demographic and socio-economic changes about the students, staff, and community at large.

21st Century Charter School has continued to grow over the current charter term. After initially starting in one location at 556 Washington, demand for the school was more than the facility had capacity and the board approved adding a new location for middle and high school grades in 2012. This location, 724 Washington St., is two blocks south of the original building. In 2019, demand for the school again outgrew the facility capabilities and the board approved adding a new location at 1440 E 35th Street. This new location is the former campus of Ivy Tech Community College Gary. Today, 21st Century Charter School has three locations with two buildings located at 1440 E. 35th Street. The North building serves grades 7-10 and the South building, newly named the 21st Century Charter School College and Career Center, serves students in grades 11 and 12. From an initial enrollment of 300 students in 2005, 21st Century Charter School now serves more than 1300 students in grades K-12. The decisions to grow enrollment at 21C were based on a desire to serve the number of students applying for enrollment. It

would have been easy to stay small, but demand was coming from students and families attending multiple failing schools. Instead of closing our doors, we expanded and served.

The student demographics have not changed over the years. Nearly all our students come from Gary, are minority (Black) and qualify for the federal free and reduced-price meal program (see detailed analysis and data in the data submission provided above). Our staff is 80% minority, too. And that is intentional.

3. Provide an overview of the key design elements and how the school implements these elements, including; primary instruction methods, assessment practices, and essential features of the model.

21st Century Charter School is a school in continuous improvement. Our model has several pillars that promote continuous improvement—TAP, Teach Like a Champion, nationally-research proven curricula, and college and career readiness. Within these pillars, we have plenty of room for teacher and leader autonomy and student specific education plans. TAP supports and calls for regular/weekly job-embedded professional development, data driven instruction, and a career ladder that promotes and retains high quality teachers while keeping their impact as close to the classroom as possible. Teach Like a Champion strategies are well-research and proven strategies studied by Doug Lemov and Uncommon Schools and shared with and adopted by high quality schools across the country. These strategies provide a roadmap to well-documented classroom teaching strategies specific to the student body we serve. We currently use Wit and Wisdom and Eureka Math as our primary curricula for K-8 grades. We have committed to these two pillars as they are rigorous, researched, paced and provide lesson plans for staff to follow/adopt.. It is a heavy lift to get teachers fully comfortable with both Eureka Math and Wit and Wisdom and we have committed ourselves to repetitive professional development opportunities for staff to refine their skills in implementing and following the curricula and pacing with fidelity. Our college and career readiness plans and approach allow for the most flexibility and outcomes for our students as we test all our incoming 9th graders on the Knowledge Assessment and place them in college courses at Ivy Tech, IUN or PNW accordingly. If they do not pass the Knowledge Assessment, we will remediate until they do. Students are encouraged to complete the Indiana College Core and Associate Degrees and a few even earn bachelor's degrees (one did in 2017) or come close to it (one was 8 credits shy in 2021). All credits earned count toward the high school diploma and are fully transferable to a four-year university in Indiana. We will continue to use NWEA testing data as well as administer state accountability tests as well as ClearSite testing to monitor student progress.

4. Describe any anticipated changes to the essential terms of the school's educational program, program as described in the current charter. Essential terms are those included, either directly or by incorporation, in the school's existing charter contract that relate to its educational program, including but not limited to the school's mission, course of study, instructional program, grade levels served, and, if applicable, any mission-specific goals. Discuss any associated challenges or risks to these changes.

We do not anticipate any changes to our mission or educational programming during the next five years of our school.

B. Goals and Plans

1. State and provide an overview of the charter school's future goals. Summarize the plans for accomplishing these goals (*e.g.* academic benchmarks, organizational changes, facility improvements, financial stability).

21st Century Charter School's Board of Directors has approved a board resolution stating each graduate will earn at least 24 college credits and/or a career certification before graduating from high school. We should meet this goal by 2024 with each student in 2021 having earned an average of 20 college credits

each. We have implemented a plan to provide a summer bridge program for 8th graders to understand college rigors and expectations, sign up for the 21st Century Scholars program, and to take the Knowledge Assessment. We have divided our higher grades into high school and college and career readiness buildings to support those who need remediation and to support those who are accelerating beyond high school and into college and careers. We plan to apply for and receive the Early College endorsement from CELL this year, too. We have already started to change our staffing model to support these goals by naming a principal for our College and Career Center and staffing the Center accordingly with college counselors, social support specialists, and academic tutors. Ideally, each of our graduates will earn a full associate degree and/or career certification while attending 21st Century Charter School.

2. Summarize plans for addressing any past academic, organizational, or financial deficits.

As stated above, 21st Century Charter School is a continuous improvement school. This year, GEO Foundation received a three-year grant to support its Academy schools to partner with the National Institute for Excellence in Teaching, the creators and curators of the TAP system. This grant partnership will provide 21st Century Charter School intensive staff support necessary to improve implementation of the TAP system with fidelity. Regular meetings are held with expert consultants on site to work with each of our locations in Gary, lead TAP leadership team meetings, lead data meetings, and lead cluster meetings. The grant supports on-site coaching by NIET, master and mentor teacher salaries, staff professional development, performance bonuses, and attendance at NIET's national conferences and executive summits.

21st Century Charter School has planned to use ESSER funds to add a teacher assistant to each classroom throughout each grade level and subject K-12. Previously, teachers shared teacher assistants in elementary. Our goal is to reduce student/adult ratios to further support small group support and individual learning/remediation. Our teacher assistants are required to have their bachelor's degree. In addition, our teacher assistants are required to participate in the TAP cluster, data and other PD sessions in order to further support their efforts to support the classroom teacher. We also encourage and support our teacher assistants to enroll in teacher licensing programs and we cover all costs related to this effort. Licensed teachers are also encouraged to enroll in mastery programs such as Relay and again, we pay for this professional development and certification.

We are implementing systems to improve our hiring and retention rates, too. We have hired a full-time talent recruiter and we are implementing prescribed on-boarding systems to prepare new hires with a full understanding of our model, systems and tools for success. We have had a two-week summer training program for years, but many new hires come in after this training has taken place. The new on-boarding procedure is designed to support these new hires.

In addition to the assistant teachers added to each classroom, we are adding specialists to tutor in both math and language arts. These specialists will use student specific data to guide tutoring specific to each student.

These efforts are all focused on serving the students with an attempt to address quality of education and sustaining quality by further supporting assistants and teachers and creating our own pipeline of future teachers.

21st Century has no financial or organizational challenges.

3. (OPTIONAL) Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

Optional Executive Summary Attachments

III. Student Performance Diagnostic

A. Academic Performance Framework

1. Describe indicators that show a positive and negative trend in performance.

NWEA and ILEARN assessments have proven a negative trend in student growth during the past two years. Fall of 2019 to Winter of 2020 showed promising growth in both reading and math. But then COVID hit in March of 2020 and classes moved from face to face to online and our students never returned to in person instruction until February of 2021. As with all the country/world, this was a struggle to get students to focus and get online with support from guardians and parents. 21C, reduced the barriers by providing students with Chromebooks and, if needed, cell hotspots for internet connectivity. The last year and a half show a huge drop in growth with NWEA due to administering the test remotely and to students virtually. We found that parents were assisting students at home and the tests were inconclusive.

In the Spring of 2018 (before summer retakes), 58.9% of 3rd graders passed IREAD. This number does NOT include 4th grade retakes. In the Spring of 2019 (before summer retakes), 69% of 3rd graders passed IREAD. This number does NOT include 4th grade retakes. IREAD was cancelled in 2020 due to COVID. In the Spring of 2021 (before summer retakes), 49% of 3rd graders passed IREAD. This number does NOT include 4th grade retakes. Based on his findings, 64% of our current 3rd graders are projected to pass IREAD on the first try in the Spring of 2022.
Historically, IREAD "boot camp" has taken place six weeks in advance of IREAD and served as a hyper-focus on preparing students for IREAD. Summer school takes place for those students who did not pass IREAD. They retake the test in the summer. Summer school has yielded an increase of 8 to 20.5 percentage points in passing rates. This means that we have never achieved an 80% or above passing rate on IREAD despite a six-week boot camp and further instruction in summer school.
As a response, this year's 3rd graders started IREAD "boot camp" this week and will continue to receive intensive, differentiated reading instruction, in addition to their core instruction and intervention blocks, three times a week until they take IREAD in the Spring. This includes all third graders who are below grade level in reading up to those who are two levels above grade level. Additionally, our 2nd grade students receive daily intervention in response to their DIBELS scores, as well as bi-weekly progress monitoring. The percentage of students who enter 3rd grade reading on grade level directly affects the pass rate percentage on IREAD in the Spring of 3rd grade. The percentage of students reading on grade level at each grade level directly affects our success on NWEA and ILEARN.

Spring 2021 was the second administration of the ILEARN test. Instruction during the 2020-2021 school year was primarily given online. This year, 2021-2022 we are back to school in person and are monitoring the new Fall 2021 NWEA data closely. We are looking to determine learning loss and to accelerate and spiral learning. Systems have been created to establish the learning while supporting social emotional needs of our students at 21C. One such process that 21st Century has implemented is a MTSS program. 2 MTSS Coordinators were hired to support social emotional learning and academic support. 21C has also gone back to the original model, by having classroom assistants in every classroom supporting tier two instruction. 21C has been diligently working to accelerate learning in the classroom by providing double time blocks for Math and ELA instruction. 21C has focused on High Ability students by creating times in the day to get virtual support from adjunct professors in math and ELA.

2.If academic performance has resulted in a rating of 'Falls Far Below' on any Quality indicator in the Ball State Academic Framework during the charter term, please provide the school's assessment of those results and describe changes being made to address any deficiencies.

In reviewing academic quality of the Ball State Academic framework, 21c falls "far below" in student achievement and state accountability in the following 3 areas:

- Q1 1.2 & Q1 1.2b- Student in grades 3-8 achieving proficiency on IN state assessments for ELA and Math.

- Q1 1.3a - School is meeting acceptable standards according to A-F Accountability label.

As previously stated, 21st Century Charter School is a continuous improvement school. This year, GEO Foundation received a three-year grant to support its Academy schools to partner with the National Institute for Excellence in Teaching, the creators and curators of the TAP system. This grant partnership will provide 21st Century Charter School intensive staff support necessary to improve implementation of the TAP system with fidelity. Regular meetings are held with expert consultants on site to work with each of our locations in Gary, lead TAP leadership team meetings, lead data meetings, and lead cluster meetings. The grant supports on-site coaching by NIET, master and mentor teacher salaries, staff professional development, performance bonuses, and attendance at NIET's national conferences and executive summits.

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These efforts are all focused on serving the students with an attempt to address quality of education and sustaining quality by further supporting assistants and teachers and creating our own pipeline of future teachers.

2. Provide any academic performance-related evidence, supplemental data, or contextual information that may not be captured in academic framework.

B. Continuous Improvement Practices

1. Does the school engage in a systematic, inclusive, and comprehensive process to review, revise and communicate the school's mission and design? Please describe this process, and when it last occurred, or is planned.

21st Century Charter School has been a TAP School for over five years always reflecting and adjusting for continuous improvement. The teaching staff, including teaching assistants, participate in weekly professional development in the form of Cluster meetings where pedagogy and best practices are based on

data from the classroom. Teachers also meet weekly in collaborative groups to look at data and strategies to improve student mastery.

TAP provides a comprehensive system for evaluating teachers that rewards them for how well they teach their students. Teachers are held accountable for meeting the TAP Teaching Skills, Knowledge and Responsibilities Performance Standards, research-based standards based on twenty-six indicators and operationalized against a five-point scale rubric. Teachers are also responsible for the academic growth of their students. Each teacher is evaluated three to four times a year, during announced and unannounced observations by multiple, trained and certified evaluators using the TAP Teaching Skills, Knowledge and Responsibilities Performance Standards. Prior to announced evaluations, evaluators meet with teachers for a preconference to discuss the upcoming evaluation. All evaluations are followed up with a post-conference session between the observed teacher and the evaluator to discuss reinforcements and refinements intended to help the teacher strengthen his/her instructional practice. Every teacher is also evaluated individually based on how much learning growth the students in his or her classroom have achieved during the school year. Further, all teachers in the school are evaluated collectively based on the learning growth of all students in the school. Through this structure, TAP makes it possible to consider multiple measures of teacher effectiveness. TAP also provides ongoing training, mentoring and classroom support during the school day to help teachers meet these accountability standards, as well as providing financial incentives for success.

2. Describe the school's assessment system and how it is used to improve instructional decision-making, support student learning and implement professional development.

Unlike traditional models of professional development, TAP provides teachers with a system of professional learning that is ongoing, job-embedded, collaborative, student-centered and led by expert instructors. TAP restructures the school schedule to provide time during the regular school day for teachers to meet, learn, plan, mentor and share with peers, led by a master teacher who is an expert in the content area. Weekly sessions are focused on the individual needs of teachers and students, determined by data and student work. Teachers collaborate on strategies for how to utilize the curriculum and teach in a way that helps students acquire the depth of knowledge asked for by state academic standards most effectively.

As a complement to regular professional learning, TAP provides a comprehensive system for observing and providing feedback to teachers that honors and rewards them for how well they teach their students. Support is centered around the *TAP Teaching Skills, Knowledge and Responsibilities Performance Standards*—a research-based rubric based on indicators in four domains. TAP also provides ongoing training, mentoring and classroom support during the school day to help teachers meet these standards, as well as providing financial incentives for success.

In addition, 21C administrators NWEA as an interim three times a year for grades K-8 to measure growth against National Norms. The school is piloting PSAT/SAT to measure progress and growth for grades 9-12. The school also uses high quality scripted curriculum, as measured by EdReports.org

3. Describe how the school uses other data (qualitative and quantitative) to evaluate the effectiveness of the academic program.

Teachers use data from multiple sources, daily assessments, curriculum model assessments and interim assessments, to set goals, make curricular and instructional choices, and allocate instructional time. The data sources are best suited for diverse types of instructional decisions and suggest that the use of data be part of a cycle of instructional inquiry aimed at ongoing instructional improvement. Building on the use

of data to drive classroom-based instructional decisions provides guidance about how teachers can instruct students in using their own assessment data to develop personal achievement goals and guide learning. Teachers then can use these goals to better understand factors that may motivate student performance and can adjust their instruction accordingly. This is only effective if the teachers are accurately interpreting the data. Teachers collect the data and look at it collectively with their peers to dig deep into the data for proper interpretation. These collaborative efforts can create or strengthen shared expectations and common practices regarding data use throughout the school. MTSS best practices are being put in place to give TIER 2 instruction within the classroom using the TAs instructional coaches and TAP best practices with coaching by the Master Teacher is supporting strong Tier 1 instruction. With the return to in person, 21C is has prioritized providing quality instruction by providing quality professional development about the curriculum, the testing, and behavior modification, both student and adult within the classroom.

21st Century is working with a network-level Director of English Language Arts and a Director of Math that helps support the Master Teacher and the Career teachers in the teaching of the curriculum within the classrooms. Each Director looks at data to identify areas of need and then works with the Master Teachers to determine strategies to best address and fill the need. The Directors step into classrooms to model exemplar lessons and support teachers with "just in time" coaching.

4. Describe how the school leadership implements a continuous improvement process that provides clear direction for improving student learning.

As a complement to regular professional learning, TAP provides a comprehensive system for observing and providing feedback to teachers that honors and rewards them for how well they teach their students. Support is centered around the *TAP Teaching Skills, Knowledge and Responsibilities Performance Standards*—a research-based rubric based on indicators in four domains. TAP also provides ongoing training, mentoring and classroom support during the school day to help teachers meet these standards, as well as providing financial incentives for success.

Within the TAP model, leadership works with instructional faculty to:

Develop exemplary models of instructional strategies that lead to increased student achievement and can be used easily when assisting teachers

Conduct teacher observations and post-observation conferences that lead to increased instructional proficiency by teachers

Through the implementation of the TAP model, faculty can identify, promote, teach and describe high-quality instructional practices. This includes team teaching, conducting classroom demonstration lessons, coaching, giving regular feedback on specific teaching and learning innovations and conducting evaluations and post-conferences.

Additionally, leadership conducts TLT (Teacher Leadership Team) meetings (administrators, master and mentor teachers) weekly. Within the TLT the team establishes the scope of authority and work responsibilities to include the following:

• Analyze student achievement data and set school-wide and cluster groups' student achievement goals.

• Review cluster groups and teachers' Individual Growth Plan, activities and outcomes to ensure that both sets of goals are aligned with school goals. Ensure that clusters are properly implementing the STEPS for Effective Learning.
• Following TAP training, continuously focus on deepening understanding of TAP's Instructionally Focused Accountability System (Teaching Skills, Knowledge and Responsibilities Performance Standards and TAP Rubrics) to ensure that team members' observations and conferencing skills are expert.
• Conduct instructionally focused observations and conferences with all teachers and determine each teacher's score.
• Ensure that the team maintains a high level of inter-rater reliability and that score inflation does not occur when documenting teacher skills and knowledge.

5. Describe how leadership and staff supervision and evaluation processes have resulted in improved professional practice and student success.

As part of the NIET grant-funded partnership through GEO Foundation, NIET provides formal and informal support to TAP schools. TAP implementation begins with presentations by NIET to schools and districts that provide information regarding the program. The first eight days of CORE Training are recommended prior to the start of school. There is also a Startup of School Workshop led by the TAP leadership team and supported by NIET staff, when needed. This workshop orients the entire faculty to the processes of TAP and sets expectations for the coming year. The Startup of School Workshop takes place before students return to school. Ongoing school-based support and technical assistance is provided by either NIET staff or district staff trained by NIET throughout the year.

The principal, district TAP coordinator and/or NIET TAP program specialist and other master teachers evaluate master teachers through announced and unannounced observations on an ongoing basis. As well, mentor and career teachers participate in master teacher evaluations by completing the responsibilities survey at the end of every school year.

C. Needs of Learners

1. Describe the systems in place to monitor the progress of individual students and facilitate communication between interventionists, classroom teachers and parents regarding the needs of individual students.

Teachers, interventionists, TA, and Leaders are required to participate in weekly Cluster and data meetings to discuss student achievement. This year, 21st Century Charter School invested in Parent Square which is a communication tool that allows teachers and school leaders to communicate with families in various communication forms. School leaders also implemented Parent Universities, supported with Title I funding, that provide parents information and training to help support their scholars at home with schoolwork and how to actively engage in the school community. Parent Universities take place twice a month.

2. Explain how the school supports diverse learners.

High Ability students have now "super tutors" that they meet with twice a week in ELA and Math. The Super Tutors are adjunct faculty members from local universities that meet with our High Ability students for a novel study or math and science enrichment. While with the adjunct professors, students are engaging in a flexible program which involves the higher cognitive concepts and processes as defined by Bloom and Guilford. Students have the opportunity to brainstorm, thus producing creative ideas. They are encouraged to ask questions, make discoveries, pursue their own interest in depth. Kids are so excited

to take part in this opportunity and we are using Indiana High Ability Grant funds to fund this programming for students.

Special education staff provide services to students based on their Individualized Education Plans, IEPs. Students with special needs are provided support through a continuum of services. Students receive support within the general education setting that consists of push in assistance from a teacher of record or a paraprofessional in small groups and or one to one. For students requiring more restrictive support, special education staff will provide services in the form of small groups or one to one in the special education setting. For students requiring even more intensive support, we offer direct instruction for core classes, within a special education classroom, taught by a special education teacher. Students with special needs have access to various reading and math intervention programs, manipulatives, flexible seating, visual timers, and any other instructional or behavioral support agreed upon by the case conference committee, according to student need.

Related services such as Speech/Language Therapy, Occupational Therapy, Social Worker and Behavior Interventionist all support students with special needs according to and beyond what is required by the student's IEP.

At present our ELL population at 21C is less than 1% however we are supporting with an array of support. Teaching Assistants (TA's) assist in the classroom teacher in providing language development to English learners in the classroom helping with comprehension, participation, and completion of classroom assignments.

In addition to push-in support, we are utilizing a course titled "ELL Foundations" on Edmentum. This course is assigned to our ELL learners to complete during lab class. Students complete the ELL Foundations courses at their own pace, progressing through the courses as the teacher provides feedback and guidance. The course is aligned to ELPA 21 and WIDA standards and offers instant visibility into your students' mastery test results, time-on-task and modules mastered. Furthermore, ELL Foundations courses can be offered on their own, utilized with Custom Course Builder to integrate them into core content courses, or assign modules through Flex Assignments.

3. Which subgroup(s) show a trend toward increasing performance, and which toward decreasing performance? Please support with data.

In general, with respect to math our projected number of students projected to be on target follows a downward trend, so for example about 73% of our kindergarten students are projected to finish this year below grade level, and 99% of our 6th graders are projected to finish the year below grade level (with about 4% more each year being projected to not be on grade level). Interestingly, this seems to improve for our 7th/8th graders as we drop to 92%/86% respectively being projected to finish the year not on grade level.

For ACT / ILEARN there are some interesting findings by gender and connections to projected proficiency on those standardized measures. Below is a brief summary:

NWEA maps projected proficiency on ACT (a 22 of higher) for students in grades 5-8. Here we see 5.8% of our female students are projected to meet this benchmark, compared to 3.6% of our male students.

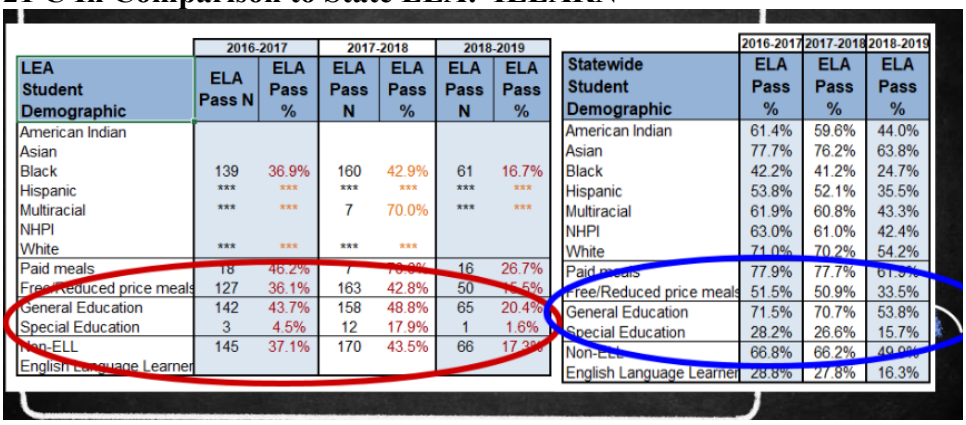
For grades 2-8 ILEARN proficiency is projected (and proficient seems to be connected to on grade level for RIT scores).

Here our general trend of more students falling below grade level is typically followed, although by gender we see a little bit of a different progression. For 5th grade 0% of female students are projected to be at or above proficiency on ILEARN, and so our first increase technically occurs in 6th grade (with 4.3% projected). This increases to 6.8% in 7th grade and 17.7% in 8th grade (so again here we see our 7/8 building growing students in the later grades). Also, in these grade bands (2-8) 66.8% of female students are projected to be below proficiency, with 3 grade bands projecting over 70% below proficiency (4th,5th,6th).

When we look at our male students, we see drops in projected proficiency at the 3rd, 5th, and 8th grade bands. This is a little bit different than the general trend as well, since there are some small intermittent increases in projected proficiency, although our trend of higher increases in the 7th / 8th grade groups does not seem to hold true for male students. In 7th grade 7.1% of male students are projected to be on target, and in 8th grade this drops to 2.2%. In general, 77.4% of our male students are projected to be below proficiency, with over 85% in the 5th,6th, and 8th grade bands projected to be below proficiency.

It is also noted that this data is from spring, 2021 and so the two most alarming groups across genders here (the 5th / 6th mentioned in the above), are our current 6th / 7th grade groups. One major intervention to address this that we inadvertently implemented is our super tutoring program which allows the tutor to work with about 30% of these students per semester to support them in their math growth. Also, the difference in trends for the 8th grade groups is particularly interesting and forces us to consider implications / correlations from discipline data (for example, are 8th grade boys missing more instructional time due to behavioral consequences and is this potentially connected to the major difference in projected proficiency and general trend of growth we see for the 8th grade band.

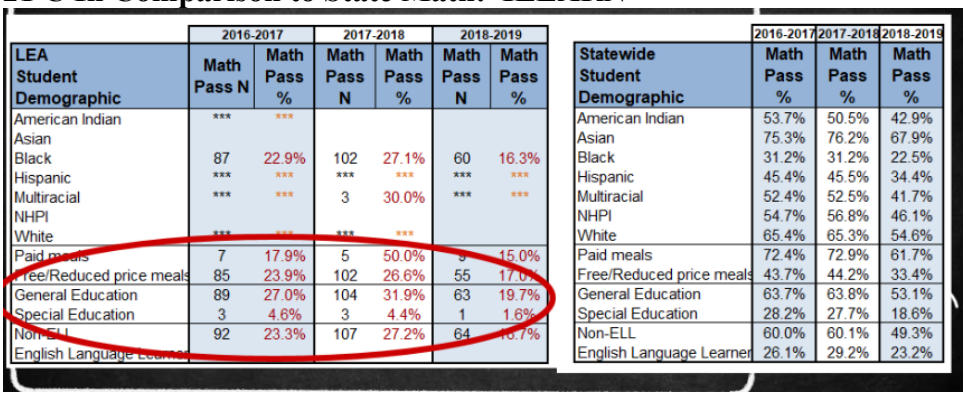
21 C In Comparison to State ELA: ILEARN



	2016-2017		2017-2018		2018-2019	
LEA Student Demographic	ELA Pass N	ELA Pass %	ELA Pass N	ELA Pass %	ELA Pass N	ELA Pass %
American Indian						
Asian						
Black	139	36.9%	160	42.9%	61	16.7%
Hispanic	***	***	***	***	***	***
Multiracial	***	***	7	70.0%	***	***
NHPI						
White	***	***	***	***		
Paid meals	18	46.2%	7	18.9%	16	26.7%
Free/Reduced price meals	127	36.1%	163	42.8%	50	16.5%
General Education	142	43.7%	158	48.8%	65	20.4%
Special Education	3	4.5%	12	17.9%	1	1.6%
Non-ELL	145	37.1%	170	43.5%	66	17.3%
English Language Learner						

	2016-2017	2017-2018	2018-2019
Statewide Student Demographic	ELA Pass %	ELA Pass %	ELA Pass %
American Indian	61.4%	59.6%	44.0%
Asian	77.7%	76.2%	63.8%
Black	42.2%	41.2%	24.7%
Hispanic	53.8%	52.1%	35.5%
Multiracial	61.9%	60.8%	43.3%
NHPI	63.0%	61.0%	42.4%
White	71.0%	70.2%	54.2%
Paid meals	77.9%	77.7%	61.9%
Free/Reduced price meals	51.5%	50.9%	33.5%
General Education	71.5%	70.7%	53.8%
Special Education	28.2%	26.6%	15.7%
Non-ELL	66.8%	66.2%	49.9%
English Language Learner	28.8%	27.8%	16.3%

21 C In Comparison to State Math: ILEARN



	2016-2017		2017-2018		2018-2019	
LEA Student Demographic	Math Pass N	Math Pass %	Math Pass N	Math Pass %	Math Pass N	Math Pass %
American Indian	***	***				
Asian						
Black	87	22.9%	102	27.1%	60	16.3%
Hispanic	***	***	***	***	***	***
Multiracial	***	***	3	30.0%	***	***
NHPI						
White	***	***	***	***		
Paid meals	7	17.9%	5	50.0%	3	15.0%
Free/Reduced price meals	85	23.9%	102	26.6%	55	17.6%
General Education	89	27.0%	104	31.9%	63	19.7%
Special Education	3	4.6%	3	4.4%	1	1.6%
Non-ELL	92	23.3%	107	27.2%	64	16.7%
English Language Learner						

	2016-2017	2017-2018	2018-2019
Statewide Student Demographic	Math Pass %	Math Pass %	Math Pass %
American Indian	53.7%	50.5%	42.9%
Asian	75.3%	76.2%	67.9%
Black	31.2%	31.2%	22.5%
Hispanic	45.4%	45.5%	34.4%
Multiracial	52.4%	52.5%	41.7%
NHPI	54.7%	56.8%	46.1%
White	65.4%	65.3%	54.6%
Paid meals	72.4%	72.9%	61.7%
Free/Reduced price meals	43.7%	44.2%	33.4%
General Education	63.7%	63.8%	53.1%
Special Education	28.2%	27.7%	18.6%
Non-ELL	60.0%	60.1%	49.3%
English Language Learner	26.1%	29.2%	23.2%

21 C In Comparison to State (Both): ILEARN

LEA Student Demographic	2016-2017 Both ELA & Math Pass %	2017-2018 Both ELA & Math Pass %	2018-2019 Both ELA & Math Pass %
American Indian			
Asian			
Black	17.8%	20.4%	8.5%
Hispanic	***	***	***
Multiracial	***	30.0%	***
NHPI			
White	***	***	
Paid meals			10.0%
Free/Reduced price meals	18.2%	20.0%	8.7%
General Education	21.5%	24.1%	10.3%
Special Education	1.5%	4.5%	1.6%
Non-ELL	18.2%	20.8%	8.9%
English Language Learner			

Statewide Student Demographic	2016-2017 Both ELA and Math Pass %	2017-2018 Both ELA and Math Pass %	2018-2019 Both ELA and Math Pass %
American Indian	45.8%	42.8%	33.4%
Asian	69.9%	68.2%	56.7%
Black	25.1%	24.8%	14.8%
Hispanic	37.9%	36.9%	24.2%
Multiracial	45.8%	45.4%	31.8%
NHPI	49.3%	49.5%	35.6%
White	58.1%	57.7%	43.3%
Paid meals	66.1%	66.3%	50.9%
Free/Reduced price meals	35.6%	35.5%	22.9%
General Education	57.0%	56.6%	41.9%
Special Education	18.9%	18.0%	10.7%
Non-ELL	52.9%	52.6%	38.7%
English Language Learner	17.4%	19.0%	11.1%

IREAD-3

LEA Student Demographic	2016-2017 IREAD-3 Pass %		2017-2018 IREAD-3 Pass %		2018-2019 IREAD-3 Pass %	
American Indian	#N/A	#N/A				
Asian	#N/A	#N/A				
Black	#N/A	52.6%		79.4%	45	77.6%
Hispanic	#N/A	#N/A		***	***	***
Multiracial	***	***		***	***	***
NHPI	#N/A	#N/A				
White	#N/A	#N/A		***		
Paid meals	#N/A	#N/A		***	***	***
Free/Reduced price meals	#N/A	#N/A		***	***	***
General Education	42	54.0%	46	55.0%	46	79.3%
Special Education	4	44.4%	3	35.0%	3	60.0%
Non-ELL	#N/A	#N/A		79.4%	49	77.8%
English Language Learner	#N/A	#N/A				
Total		79.7%		79.4%	49	77.8%

Statewide Student Demographic	2016-2017 IREAD-3 Pass %	2017-2018 IREAD-3 Pass %	2018-2019 IREAD-3 Pass %
American Indian	90.1%	87.8%	82.5%
Asian	88.0%	83.3%	88.1%
Black	78.0%	74.3%	74.2%
Hispanic	82.2%	78.8%	78.1%
Multiracial	89.2%	87.4%	87.0%
NHPI	86.8%	85.7%	68.5%
White	93.1%	91.3%	91.6%
Paid Meals	89.2%	94.9%	94.2%
Free/Reduced Price Meals	90.2%	81.5%	84.9%
General Education	94.8%	92.2%	93.1%
Special Education	66.4%	61.0%	60.9%
Non-ELL	95.1%	89.5%	88.3%
English Language Learner	60.1%	69.2%	73.4%
Total*	89.5%	87.1%	87.3%

Student Growth Summary Report

Aggregate by School

Term: Winter 2018-2019
District: Ball State University Office of Charter Schools

Norms Reference Data: 2015 Norms
Growth Comparison Period: Fall 2018 - Winter 2019
Weeks of Instruction: Start - 4 (Fall 2018)
End - 20 (Winter 2019)
Grouping: None
Small Group Display: No

21st Century Charter School at Gary

Mathematics

		Comparison Periods								Growth Evaluated Against						
		Fall 2018			Winter 2019			Growth		School Norms			Student Norms			
Grade (Winter 2019)	Growth Count‡	Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
K	65	128.4	11.6	5	146.3	13.3	21	17.9	1.2	12.7	3.26	99	65	45	69	85
1	72	152.4	13.8	4	169.3	12.2	22	16.9	1.0	11.6	3.11	99	72	55	76	75
2	67	175.4	13.5	40	183.3	13.6	30	8.0	1.0	9.5	-1.06	15	67	27	40	31
3	73	182.4	10.8	9	191.9	9.9	15	9.5	0.8	7.7	1.48	93	73	47	64	63
4	68	193.8	11.7	9	200.6	10.2	11	6.8	0.8	6.3	0.37	64	68	33	49	43
5	55	201.4	9.1	8	206.6	8.8	8	5.3	0.7	5.2	0.01	50	55	27	49	44
6	54	206.0	10.2	5	210.2	11.1	6	4.2	0.8	4.0	0.19	57	54	25	46	46
7	72	215.3	12.3	17	218.3	12.1	17	3.0	0.7	3.2	-0.19	42	72	30	42	46
8	70	220.2	12.4	24	221.4	12.3	20	1.2	0.6	2.6	-1.17	12	70	30	43	38
9	72	229.3	15.7	46	232.2	15.7	50	3.0	0.7	1.9	0.75	77	72	47	65	57
10	62	226.8	13.9	37	229.5	15.6	42	2.7	0.9	1.4	0.86	81	62	40	65	58
11	31	230.0	11.0	37	232.7	12.1	44	2.7	1.1				0			
12	39	226.4	14.3		227.9	15.1		1.6	1.2				0			

Student Growth Summary Report

Aggregate by School

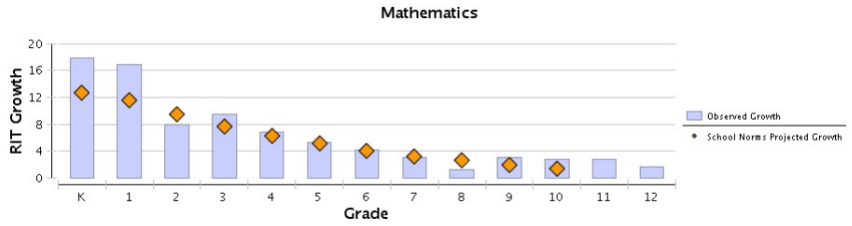
Term: Winter 2018-2019
District: Ball State University Office of Charter Schools

Norms Reference Data: 2015 Norms
Growth Comparison Period: Fall 2018 - Winter 2019
Weeks of Instruction: Start - 4 (Fall 2018)
End - 20 (Winter 2019)
Grouping: None
Small Group Display: No

21st Century Charter School at Gary

Mathematics

		Comparison Periods								Growth Evaluated Against							
		Fall 2018			Winter 2019			Growth		School Norms			Student Norms				
Grade (Winter 2019)	Growth Count‡	Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
K	65	134.5	9.1	14	146.2	10.7	19	11.7	1.1	10.8	0.52	70	65	37	57	54
1	72	156.1	12.4	21	167.0	11.6	23	10.9	1.0	10.7	0.11	54	72	35	49	46
2	68	175.1	11.1	52	182.6	11.7	40	7.4	0.8	9.4	-1.36	9	68	26	38	35
3	73	180.9	14.2	14	189.2	13.6	17	8.2	1.0	7.6	0.64	74	73	36	49	45
4	68	193.2	13.9	22	198.5	13.3	21	5.3	0.9	5.5	-0.24	40	68	39	57	54
5	55	200.4	14.5	20	201.9	13.8	10	1.5	1.1	4.3	-2.72	1	55	21	38	25
6	55	201.6	11.8	7	209.0	11.7	20	7.4	1.1	3.4	3.70	99	55	40	73	72
7	71	211.7	12.7	34	214.0	11.3	33	2.3	0.9	2.5	-0.19	43	71	33	46	43
8	70	214.3	9.8	35	213.6	10.7	23	-0.7	0.7	1.9	-2.06	2	70	26	37	30
9	72	221.2	12.2	55	222.2	12.3	55	1.0	0.7	1.0	-0.04	49	72	35	49	54
10	48	215.6	13.8	28	216.5	11.6	29	0.9	1.2	0.7	0.15	56	48	22	46	48
11	20	214.3	8.4	14	214.7	9.9	15	0.4	2.0				0			
12	16	209.3	12.1		207.6	13.0		-1.7	3.0				0			



Student Growth Summary Report

Aggregate by School

Term: Winter 2018-2019
District: Ball State University Office of Charter Schools

Norms Reference Data: 2015 Norms
Growth Comparison Period: Fall 2018 - Winter 2019
Weeks of Instruction: Start - 4 (Fall 2018)
End - 20 (Winter 2019)
Grouping: None
Small Group Display: No

21st Century Charter School at Gary

Reading

		Comparison Periods								Growth Evaluated Against							
		Fall 2018			Winter 2019			Growth		School Norms			Student Norms				
Grade (Winter 2019)	Growth Count‡	Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
K	65	134.5	9.1	14	146.2	10.7	19	11.7	1.1	10.8	0.52	70	65	37	57	54
1	72	156.1	12.4	21	167.0	11.6	23	10.9	1.0	10.7	0.11	54	72	35	49	46
2	68	175.1	11.1	52	182.6	11.7	40	7.4	0.8	9.4	-1.36	9	68	26	38	35
3	73	180.9	14.2	14	189.2	13.6	17	8.2	1.0	7.6	0.64	74	73	36	49	45
4	68	193.2	13.9	22	198.5	13.3	21	5.3	0.9	5.5	-0.24	40	68	39	57	54
5	55	200.4	14.5	20	201.9	13.8	10	1.5	1.1	4.3	-2.72	1	55	21	38	25
6	55	201.6	11.8	7	209.0	11.7	20	7.4	1.1	3.4	3.70	99	55	40	73	72
7	71	211.7	12.7	34	214.0	11.3	33	2.3	0.9	2.5	-0.19	43	71	33	46	43
8	70	214.3	9.8	35	213.6	10.7	23	-0.7	0.7	1.9	-2.06	2	70	26	37	30
9	72	221.2	12.2	55	222.2	12.3	55	1.0	0.7	1.0	-0.04	49	72	35	49	54
10	48	215.6	13.8	28	216.5	11.6	29	0.9	1.2	0.7	0.15	56	48	22	46	48
11	20	214.3	8.4	14	214.7	9.9	15	0.4	2.0				0			
12	16	209.3	12.1		207.6	13.0		-1.7	3.0				0			

Student Growth Summary Report

Aggregate by School

Term: Winter 2018-2019
District: Ball State University Office of Charter Schools

Norms Reference Data: 2015 Norms
Growth Comparison Period: Fall 2018 - Winter 2019
Weeks of Instruction: Start - 4 (Fall 2018)
End - 20 (Winter 2019)
Grouping: None
Small Group Display: No

21st Century Charter School at Gary

Reading

Student Growth Summary Report

Aggregate by School

Term: Winter 2018-2019
District: Ball State University Office of Charter Schools

Norms Reference Data: 2015 Norms
Growth Comparison Period: Fall 2018 - Winter 2019
Weeks of Instruction: Start - 4 (Fall 2018)
End - 20 (Winter 2019)
Grouping: None
Small Group Display: No

21st Century Charter School at Gary

Language Usage

		Comparison Periods								Growth Evaluated Against						
		Fall 2018			Winter 2019			Growth		School Norms			Student Norms			
Grade (Winter 2019)	Growth Count‡	Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
K	0	**			**			**					**			
1	0	**			**			**					**			
2	66	168.2	12.1	17	177.3	13.1	12	9.2	0.9	10.6	-1.01	16	66	30	45	36
3	71	182.4	12.9	13	190.0	12.3	13	7.6	1.0	7.7	-0.10	46	71	35	49	45
4	65	193.7	11.7	20	201.0	10.0	28	7.4	0.8	5.8	1.54	94	65	40	62	57
5	54	200.1	10.4	16	203.3	9.2	12	3.2	0.8	4.2	-1.02	15	54	20	37	35
6	54	202.9	10.5	9	208.0	10.5	15	5.2	0.7	3.4	1.69	95	54	35	65	60
7	68	209.3	11.5	21	212.1	10.4	23	2.8	0.7	2.5	0.24	60	68	39	57	51
8	55	212.7	8.2	30	213.0	9.0	22	0.3	0.8	1.9	-1.46	7	55	22	40	34
9	60	219.5	10.3	57	218.8	11.9	45	-0.7	0.7	1.3	-1.64	5	60	22	37	35
10	42	214.5	10.0	27	215.7	10.1	29	1.2	1.1	0.9	0.24	59	42	21	50	51
11	0	**			**			**					**			
12	1	*			*			*					*			

Student Growth Summary Report

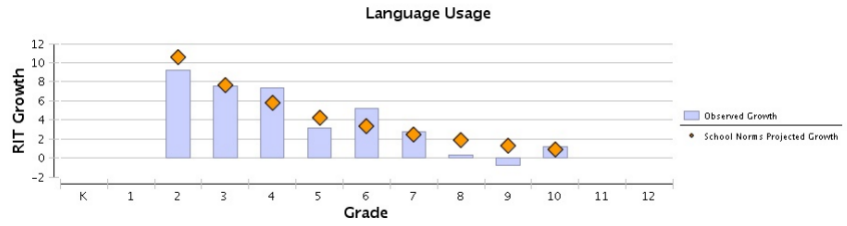
Aggregate by School

Term: Winter 2018-2019
District: Ball State University Office of Charter Schools

Norms Reference Data: 2015 Norms
Growth Comparison Period: Fall 2018 - Winter 2019
Weeks of Instruction: Start - 4 (Fall 2018)
End - 20 (Winter 2019)
Grouping: None
Small Group Display: No

21st Century Charter School at Gary

Language Usage



Student Growth Summary Report

Aggregate by School

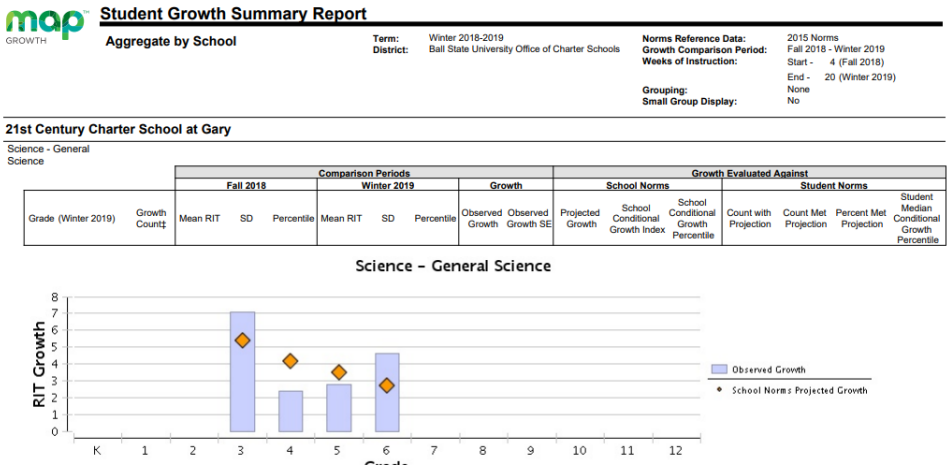
Term: Winter 2018-2019
District: Ball State University Office of Charter Schools

Norms Reference Data: 2015 Norms
Growth Comparison Period: Fall 2018 - Winter 2019
Weeks of Instruction: Start - 4 (Fall 2018)
End - 20 (Winter 2019)
Grouping: None
Small Group Display: No

21st Century Charter School at Gary

Science - General Science

		Comparison Periods								Growth Evaluated Against						
		Fall 2018			Winter 2019			Growth		School Norms			Student Norms			
Grade (Winter 2019)	Growth Count‡	Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
K	0	**			**			**					**			
1	0	**			**			**					**			
2	0	**			**			**					**			
3	71	182.1	8.8	16	189.2	8.6	26	7.1	0.9	5.4	1.45	93	71	40	56	64
4	65	191.4	7.4	27	193.8	7.9	17	2.4	0.7	4.2	-1.68	5	65	27	42	37
5	54	194.9	10.2	15	197.7	9.2	12	2.8	0.9	3.5	-0.68	25	54	23	43	38
6	54	196.0	8.5	6	200.5	8.4	12	4.6	0.8	2.7	1.97	98	54	32	59	54
7	0	**			**			**					**			
8	0	**			**			**					**			
9	0	**			**			**					**			
10	0	**			**			**					**			
11	0	**			**			**					**			
12	0	**			**			**					**			



Student Growth Summary Report

Aggregate by School

Term: Winter 2018-2019
District: Ball State University Office of Charter Schools

Norms Reference Data: 2015 Norms
Growth Comparison Period: Fall 2018 - Winter 2019
Weeks of Instruction: Start - 4 (Fall 2018)
End - 20 (Winter 2019)
Grouping: None
Small Group Display: No

21st Century Charter School at Gary

Science - General Science

		Comparison Periods						Growth		Growth Evaluated Against						
		Fall 2018			Winter 2019					School Norms			Student Norms			
Grade (Winter 2019)	Growth Count‡	Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile

Science – General Science

4. Describe persistent or closing achievement gaps between demographic groups, and strategies being used to address those needs. Please support with data.

It is clear, that our female students are out performing male students on ILEARN. Students have improved their knowledge in Number Sense, however mastery in Algebra and Functions has gone down. We know that 23-28% of the ILEARN test is on Algebra and Functions.

Assessment: ISTEP+ and Ilearn **School:** 21st Century Charter School
Content: ELA **Grade Level:** 3rd Grade

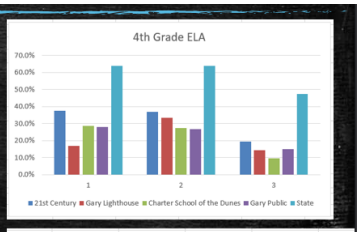
	2016-2017	2016-2017	2016-2017	2017-2018	2017-2018	2017-2018	2018-2019	2018-2019	2018-2019
	Total number of students	Number of students at/above proficiency	Percentage of students at/above proficiency	Total number of students	Number of students at/above proficiency	Percentage of students at/above proficiency	Total number of students	Number of students at/above proficiency	Percentage of students at/above proficiency
21st Century	72	29	40.3%	71	32	45.1%	69	11	15.9%
Gary Lighthouse	85	29	34.1%	84	31	36.9%	84	8	9.5%
Charter School of the Dunes	46	13	28.3%	65	23	35.4%	65	3	4.6%
Gary Public	506	187	37.0%	466	148	31.8%	344	58	16.9%
State	85177	59123	69.4%	83500	56287	67.4%	81170	37564	46.3%

Assessment: ISTEP+ and Ilearn **School:** 21st Century Charter School
Content: Math **Grade Level:** 3rd Grade

	2016-2017			2017-2018			2018-2019		
	Total number of students	Number of students at/above proficiency	Percentage of students at/above proficiency	Total number of students	Number of students at/above proficiency	Percentage of students at/above proficiency	Total number of students	Number of students at/above proficiency	Percentage of students at/above proficiency
21st Century	72	16	22.2%	73	25	34.2%	69	14	20.3%
Gary Lighthouse	85	26	30.6%	84	14	16.7%	84	10	11.9%
Charter School of the Dunes	38	0	0.0%	67	17	25.4%	65	13	20.0%
Gary Public	524	127	24.2%	470	82	17.4%	347	77	22.2%
State	85912	49647	57.8%	83928	49725	59.2%	81174	47617	58.7%

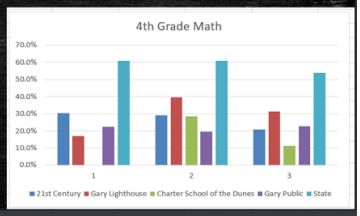
Assessment: ISTEP+ and Ilearrn **School:** 21st Century Charter School
Content: ELA **Grade Level:** 4th Grade

	2016-2017			2017-2018			2018-2019		
	Total number of students	Number of students at/above proficiency	Percentage of students at/above proficiency	Total number of students	Number of students at/above proficiency	Percentage of students at/above proficiency	Total number of students	Number of students at/above proficiency	Percentage of students at/above proficiency
21st Century	56	21	37.5%	65	24	36.9%	67	13	19.4%
Gary Lighthouse	100	17	17.0%	84	28	33.3%	76	11	14.5%
Charter School of the Dunes	42	12	28.6%	55	15	27.3%	62	6	9.7%
Gary Public	444	124	27.9%	414	111	26.8%	363	55	15.2%
State	85237	54384	63.8%	85237	54384	63.8%	84663	40197	47.5%



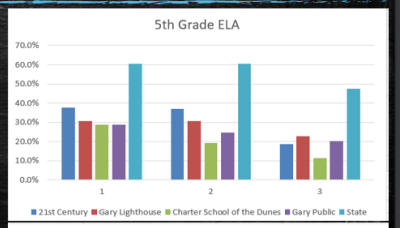
Assessment: ISTEP+ and Ilearrn **School:** 21st Century Charter School
Content: Math **Grade Level:** 4th Grade

	2016-2017			2017-2018			2018-2019		
			students	of students	students	students	of students	students	students
21st Century	56	17	30.4%	65	19	29.2%	67	14	20.9%
Gary Lighthouse	100	17	17.0%	86	34	39.5%	77	24	31.2%
Charter School of the Dunes	34	0	0.0%	56	16	28.6%	62	7	11.3%
Gary Public	444	99	22.3%	418	81	19.4%	263	60	22.8%
State	85515	52074	60.9%	85515	52074	60.9%	82416	44497	54.0%



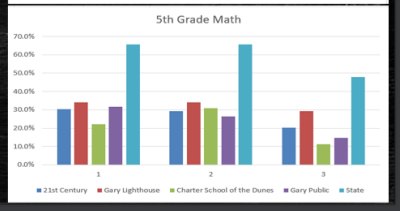
Assessment: ISTEP+ and Ilearrn **School:** 21st Century Charter School
Content: ELA **Grade Level:** 5th Grade

	Year 1 (2016-2017 ISTEP)			Year 2 (2017-2018 ISTEP)			Year 3 (2018-2019 ILEARN)		
	Total number of students	Number of students at/above proficiency	Percentage of students at/above proficiency	Total number of students	Number of students at/above proficiency	Percentage of students at/above proficiency	Total number of students	Number of students at/above proficiency	Percentage of students at/above proficiency
21st Century	56	21	37.5%	65	24	36.9%	54	10	18.5%
Gary Lighthouse	101	31	30.7%	101	31	30.7%	92	21	22.8%
Charter School of the Dunes	45	13	28.9%	52	10	19.2%	53	6	11.3%
Gary Public	488	141	28.9%	428	106	24.8%	352	71	20.2%
State	85171	51490	60.5%	85171	51490	60.5%	84663	40197	47.5%



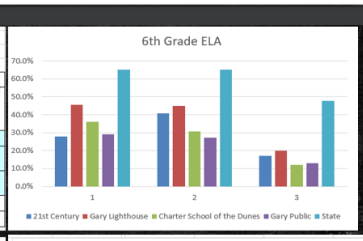
Assessment: ISTEP+ and Ilearrn **School:** 21st Century Charter School
Content: Math **Grade Level:** 5th Grade

	Year 1 (2016-2017 ISTEP)			Year 2 (2017-2018 ISTEP)			Year 3 (2018-2019 ILEARN)		
			students at/above	Total number of students	students at/above	students at/above	Total number of students	students at/above	students at/above
21st Century	56	17	30.4%	65	19	29.2%	54	11	20.4%
Gary Lighthouse	103	35	34.0%	103	35	34.0%	92	27	29.3%
Charter School of the Dunes	45	10	22.2%	52	16	30.8%	53	6	11.3%
Gary Public	493	156	31.6%	429	113	26.3%	351	52	14.8%
State	85271	55927	65.6%	85271	55927	65.6%	84648	40474	47.8%



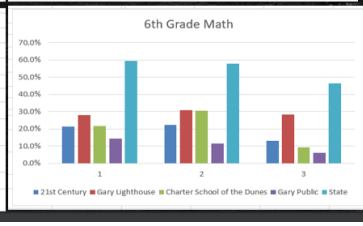
Assessment: ISTEP+ and Ilearrn **School:** 21st Century Charter School
Content: ELA **Grade Level:** 6th Grade

	Year 1 (2016-2017 ISTEP)			Year 2 (2017-2018 ISTEP)			Year 3 (2018-2019 ILEARN)		
	Total number of students	Number of students at/above proficiency	Percentage of students at/above proficiency	Total number of students	Number of students at/above proficiency	Percentage of students at/above proficiency	Total number of students	Number of students at/above proficiency	Percentage of students at/above proficiency
21st Century	61	17	27.9%	54	22	40.7%	53	9	17.0%
Gary Lighthouse	103	47	45.6%	91	41	45.1%	95	19	20.0%
Charter School of the Dunes	50	18	36.0%	49	15	30.6%	66	8	12.1%
Gary Public	463	135	29.2%	444	121	27.3%	298	39	13.1%
State	83810	54706	65.3%	83810	54706	65.3%	84086	40204	47.8%



Assessment: ISTEP+ and Ilearrn **School:** 21st Century Charter School
Content: Math **Grade Level:** 6th Grade

	Year 1 (2016-2017 ISTEP)			Year 2 (2017-2018 ISTEP)			Year 3 (2018-2019 ILEARN)		
	Total number of students	students at/above	students at/above	Total number of students	students at/above	students at/above	Total number of students	students at/above	students at/above
21st Century	61	13	21.3%	54	12	22.2%	53	7	13.2%
Gary Lighthouse	103	29	28.2%	91	28	30.8%	95	27	28.4%
Charter School of the Dunes	51	11	21.6%	49	15	30.6%	66	6	9.1%
Gary Public	465	66	14.2%	447	52	11.6%	300	18	6.0%
State	82002	48844	59.6%	83949	48566	57.9%	84058	38981	46.4%



Assessment: ISTEP+ and Ilearrn School: 21st Century Charter School
Content: ELA Grade Level: 7th Grade

	Year 1 (2016-2017 ISTEP)			Year 2 (2017-2018 ISTEP)			Year 3 (2018-2019 ILEARN)		
	Total number of students	Number of students at/above proficiency	Percentage of students at/above proficiency	Total number of students	Number of students at/above proficiency	Percentage of students at/above proficiency	Total number of students	Number of students at/above proficiency	Percentage of students at/above proficiency
21st Century	73	37	50.7%	68	32	47.1%	69	15	21.7%
Gary Lighthouse	93	41	44.1%	94	33	35.1%	87	32	36.8%
Charter School of the Dunes	55	16	29.1%	52	26	50.0%	56	11	19.6%
Gary Public	242	71	29.3%	273	90	33.0%	242	23	9.5%
State	82813	53872	65.1%	82277	52901	64.3%	82720	41081	49.7%

Assessment: ISTEP+ and Ilearrn School: 21st Century Charter School
Content: Math Grade Level: 7th Grade

	Year 1 (2016-2017 ISTEP)			Year 2 (2017-2018 ISTEP)			Year 3 (2018-2019 ILEARN)		
			students at/above	Total number of students	students at/above	students at/above	Total number of students	students at/above	students at/above
21st Century	73	18	24.7%	64	3	4.7%	70	5	7.1%
Gary Lighthouse	94	26	27.7%	94	28	29.8%	88	17	19.3%
Charter School of the Dunes	47	0	0.0%	43	0	0.0%	56	5	8.9%
Gary Public	251	26	10.4%	275	16	5.8%	246	5	2.0%
State	82827	41912	50.6%	82469	41443	50.3%	82707	34724	42.0%

Assessment: ISTEP+ and Ilearrn School: 21st Century Charter School
Content: ELA Grade Level: 8th Grade

	Year 1 (2016-2017 ISTEP)			Year 2 (2017-2018 ISTEP)			Year 3 (2018-2019 ILEARN)		
	Total number of students	students at/above	students at/above	Total number of students	students at/above	students at/above	Total number of students	students at/above	students at/above
21st Century	73	18	24.7%	74	48	64.9%	70	8	11.4%
Gary Lighthouse	112	29	25.9%	122	34	27.9%	89	24	27.0%
Charter School of the Dunes	42	20	47.6%	49	17	34.7%	43	16	37.2%
Gary Public	242	71	29.3%	273	90	33.0%	186	23	12.4%
State	80754	49924	61.8%	82992	52778	63.6%	81188	41148	50.7%

Assessment: ISTEP+ and Ilearrn School: 21st Century Charter School
Content: Math Grade Level: 8th Grade

	Year 1 (2016-2017 ISTEP)			Year 2 (2017-2018 ISTEP)			Year 3 (2018-2019 ILEARN)		
			students at/above	Total number of students	students at/above	students at/above	Total number of students	students at/above	students at/above
21st Century	73	15	20.5%	75	31	41.3%	70	1	1.4%
Gary Lighthouse	109	17	15.6%	122	32	26.2%	89	17	19.1%
Charter School of the Dunes	39	0	0.0%	49	12	24.5%	43	5	11.6%
Gary Public	251	36	14.3%	275	16	5.8%	197	4	2.0%
State	80868	44526	55.1%	83104	46293	55.7%	81179	30849	38.0%

To address all the above, teacher learning goals have been employed;

Teacher will

- Improve student learning by internalizing lessons and implement instructional strategies related to learning in all curriculum areas, especially involving writing skills as demonstrated by students performing an 80% or higher on assessments.
- Deepen their understanding of the Indiana State Standards by looking at standards and establishing clear, meaningful learning goals for students as demonstrated by students performing an 80% or higher on assessments.
- Use the standards to establish clear and measurable learning goals/targets to prepare students for learning and help them apply and demonstrate their learning as demonstrated by students performing an 80% of higher on assessments.

Optional Student Performance Attachments.

IV. Stakeholder Diagnostic

Recommended surveys to complete this diagnostic: Climate and Culture Surveys for Students and Parents, with option of customized questions

1. Which area(s) indicate the overall highest and lowest levels of satisfaction?
2. Which of the above reported findings are consistent with findings from other sources (*e.g.* surveys, observations, anecdotal, third party reviews), please explain.
3. What are the implications and/or challenges related to any negative stakeholder perceptions?

4. How will survey findings inform school improvement plans? What actionable steps will be taken based on survey results?

Optional Stakeholder Diagnostic Attachments.

V. Organizational and Financial Diagnostic

A. Organizational

The OCS will review and verify the organizational documents submitted through CSAPPHIRE during the renewal process (see above for the specific list of required CSAPPHIRE submissions and updates). It is important for each school to upload the school's most recent version of each of the required documents in order for the OCS to make appropriate decisions related to Organizational Performance.

Along with the required CSAPPHIRE submissions, provide any organizational related evidence, supplemental data, or contextual information. Submissions may include evidence of current compliance in areas for which the school was found previously to be non-compliant or other updates relevant to previous school findings.

1. Provide a reflection of the school's governance and organizational performance over the past charter term. Describe any anticipated changes to the governance and management of the school, including but not limited to:
    - board composition,
    - board member roles
    - member recruitment,
    - committee structure
    - amendments to by-laws.
    - expected or amended changes to board policies, including but not limited policies to deal with board conflicts of interest and grievances by stakeholders.

The Board is obviously well aware of the governance challenges over the past several years, and takes the task of Board improvement quite seriously. To that end, the Board has revised and strengthened its governance model to establish full and complete independence from its management organization, engage independent legal counsel for an extensive review and revision of all governance documents to ensure independence and compliance with all relevant state laws and authorizer policies, and undertake Board training to refresh Board compliance open door/public access laws and Ball State Office of Charter School policies.

The Board feels, due to these intensive and collaborative efforts, the governance structure is solid going forward, and will require no future changes. With that in mind, the next steps will be to strengthen the Board composition. The Board currently has a 5-member Board, all of whom have extensive experience with the school, and have extensive experience with law, education, community relations, and health care. The Board will be working to recruit members of Gary community who can help round out needed areas of expertise in areas such as real estate, fund raising, and finance, or other notable community leaders.

2. Please specify whether the board intends to contract or terminate a contract with an education service provider (ESP)[1]. ☐ YES

[1] "Educational Service Provider" or "ESP" means a service provider that manages or operates a charter school or provides administrative, managerial or instructional staff to the charter school.

- (OPTIONAL) If Yes, describe the relationship between the school governing board and the service provider, specifying how the governing board will monitor and evaluate the performance of the service provider, the internal controls that will guide the relationship, and how the governing board holds the operator accountable for specific academic, operational or financial outcomes from the agreed upon contract.
- (OPTIONAL) If Yes, please describe any anticipated changes to service contract or provider over the next charter term, including, but not limited to, intentions to terminate your contractual relationship with your management organization. If terminating, describe in detail the plans for carrying out the primary operational and educational activities for which the service provider had been responsible.

3. Describe the current condition of the school's facility, and its capacity to serve students. Discuss any anticipated changes in facilities needs and/or location, which includes any changes to lease terms and/or building plan. If the facility is leased, how does the board oversee the terms of the lease agreement?

The school currently occupies four buildings across three sites. The elementary buildings (K-6) are owned by the school through a bond issue, and the secondary buildings (7-12) are currently leased. However, when the bond insurance is available for refinancing in February 2023, the school plans to also purchase the leased facility as part of a comprehensive refinancing strategy. The current facilities are more than sufficient to support enrollment through the maximum anticipated 1600 students.

4. If any organizational deficiencies or findings were noted in any of the annual independent audits, prior notices of deficiencies, onsite reviews, or prior renewal letter, please note such deficiencies and how they were remedied.

No deficiencies noted.

5. If applicable: If the school will provide transportation, describe the transportation arrangements for prospective students. In addition to daily transportation needs, describe how the school plans to meet transportation needs for field trips and athletic events.
6. Required: How will the school comply with the McKinney-Vento Act, which requires all public schools to transport homeless students, even if general transportation is not provided?

The school has appointed a staff member who has been completed all of the McKinney-Vento training through the Indiana Department of Education. This staff member coordinates all transportation needs for homeless students, in compliance with McKinney-Vento.

B. Financial

1. In what ways does the board assure that financial resources provide adequate support for the school's overall program and to improve student achievement? Please reflect on the allocation, challenges, trends and any shifts in resources directed toward Student Academic Achievement, Student Instructional Support, Overhead and Operational, and Nonoperational (See Form 9).

The Board has always reviewed and approved the school budget with an understanding that the finances of the school must be allocated in a fiscally responsible manner, but also must be weighted to support the mission and programs of the school. Adequate funding must be provided to ensure that the college and career programing can not only be sustained, but grow as more students take advantage of the school's

core mission and opportunities. Proper funding must be set aside to support the TAP program to support teacher excellence and growth: master and mentor teacher positions, performance-based bonuses, and professional development. Student must be provided high quality curriculum delivered on modern technology, and teachers must be recruited and retained and provided competitive salaries that meet or exceed the area schools around us. Balancing all of these needs in any typical year is difficult enough, but the Board is well aware that these are the priorities, and must remain so.

Yet the pandemic has added even new challenges. The school must maintain all of these priorities, but do so within a context that no one has ever seen before. Delivering high quality curriculum in a virtual setting, or bringing everyone together while maintaining a safe physical environment have become additional priorities. In 2021-22, the Board is looking at how to allocate all of the federal resources that have been provided, and how to properly allocate them to address not only the loss learning experienced over the past year, but also the social-emotional stressors that students – and staff – have experienced.

2. If any financial deficiencies or findings were noted in any of the annual independent audits, prior notices of deficiencies, onsite reviews, or prior renewal letter, please note such deficiencies and how they were remedied.

The only financial deficiency that has been noted in the annual audit is the need for a waiver on financial covenants in the current bond issue for the elementary buildings. As the school has increased in size from the initial bond issuance, the original covenants have become out of date, and the school will be discussing alternative covenants with the bond issuer in the future to make them more aligned with the school's current status.

VI. Financial Dashboard

Ball State University
Financial Performance Framework Dashboard

Meets
Does Not Meet
Falls Far Below

1. NEAR TERM INDICATORS			
1.a.	**Current Ratio (Working Capital Ratio)**	Current Assets divided by Current Liabilities	2.26
1.b.	**Cash to Current Liabilities**	Cash divided by Current Liabilities	1.95
1.c.	**Unrestricted Days Cash**	Unrestricted Cash divided by ((Total Expenses-Depreciation Expenses)/365)	44.57
1.d.	**Enrollment Variance**	Actual Enrollment divided by Enrollment Projection in Charter School Board-Approved Budget	1.08
1.e.	**Default**		No
2. SUSTAINABILITY INDICATORS			
2.a.	**Total Margin**	Net Income divided by Total Revenue	.07
		Aggregated Total Margin: Total 3 Year Net Income divided by Total 3 Year Revenues	.08
2.b.	**Debt to Asset Ratio**	Total Liabilities divided by Total Assets	.88

2.c.	**Cash Flow**	Multi-Year Cash Flow = (Year 3 Total Cash)-(Year 1 Total Cash); One-Year Cash Flow = (Year 2 Total Cash)-(Year 1 Total Cash)	-399,491
2.d.	**Debt Service Coverage Ratio**	(Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)	1.33

Financial Performance Framework – Data Points *(*unaudited)*	
Current Assets	1,879,829
Current Liabilities	833,237
Cash	1,621,622
Unrestricted Cash	1,621,622
Total Expenses	14,030,603
Depreciation	752,114
Enrollment Projection in Charter School Board-Approved Budget	1260
Actual Enrollment	1357
Default	Yes or No
Net Income	1,120,748
Total Revenue	15,151,351
Total 3 Year Net Income	3,077,881
Total 3 Year Revenues	40,046,870
Total Liabilities	13,441,220
Total Assets	15,138,717
Year 1 Total Cash	2,021,113
Year 2 Total Cash	3,378,856
Year 3 Total Cash	1,621,622
Interest	1,527,329
Annual Principal, Interest, and Lease Payments	2,371,587