



**BALL STATE  
UNIVERSITY**

**Office of Charter Schools**

**Mays Community Academy**

**2022-23 Charter Renewal Application**

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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 2022

Letter of Intent to Renew due to OCS on or before ..... October 1, 2022

Renewal Application Due to OCS ..... October 1, 2022

Onsite School Visits.....June – December 2022

Renewal Decisions..... On or before March 1, 2023

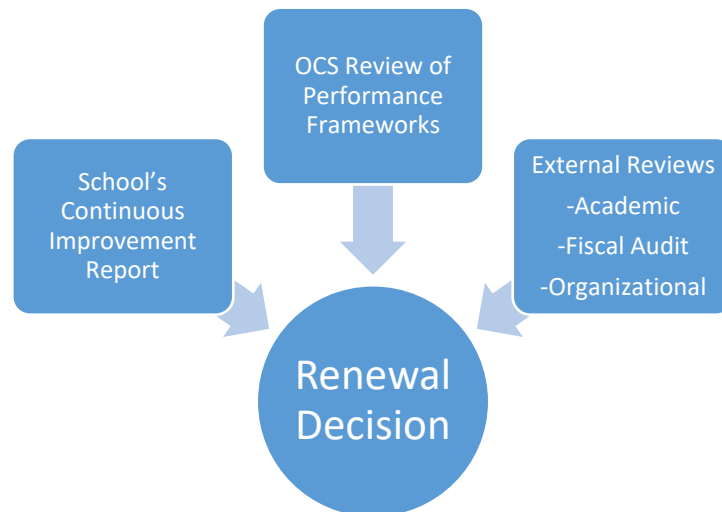
Contract Finalization..... March-June 2023

## 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.

## **2022-23 CHARTER RENEWAL APPLICATION – INSTRUCTIONS AND ONEDRIVE SUBMISSIONS**

### **INSTRUCTIONS:**

Once completed, the Charter Renewal Applications must be submitted to OCS **electronically through ONEDRIVE no later than October 1, 2022.**

### **FORMAT FOR SUBMISSIONS:**

- The Renewal Narrative should not exceed 25 pages, excluding attachments.
- Attachments to the Renewal Narrative (excluding the required ONEDRIVE 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.).

### **ONEDRIVE SUBMISSIONS AND UPDATES:**

The following documents will be reviewed and verified by the OCS remotely through ONEDRIVE during the renewal process. 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 ONEDRIVE is the most current version.

#### **School Documents**

Please review and verify the following in CSAPPHIRE are the most current version. If such a document listed below is not in CSAPPHIRE, please upload the required document in OneDrive. 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)
- 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 in OneDrive.

- Conflict of Interest Policy
- Criminal Background Check Policy
- Deposit of Funds Policy

- Discipline Policy
- Elementary School Reading Plan
- Fundraising Policy and Guidelines
- Graduation Requirements, including diploma types offered (if applicable)
- Medication Policy
- Performance Evaluation Plan for Administrators and Teachers
- 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*)
- Policy and Procedures for Special Education
- Professional Development Methods
- Promotion/Retention Policy
- School Admission Policy
- School Safety and Emergency Preparedness Plan
- Social Media Policy
- Staff Handbook
- Student Handbook
- Student Health Screening Policy
- Student Records Policy
- Teacher and Staff Compensation and Benefits Plans
- 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 in OneDrive.

- Articles of Incorporation (and any Amendments thereto)
- Any Fictitious Name Registrations filed with the Indiana Secretary of State
- Board By-Laws
- Board Member List (including Current Contact Information)
- Calendar of Board Meetings
- 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 in OneDrive.

- School's Budgets for 2021-22 and 2022-23
- School's Audit (if not conducted by Donovan CPAs) for the school years ended 6/30/2021 and 6/30/2022 (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 in One Drive.

- Board Minutes approving School’s Budgets for 2021-2022 and 2022-2023

### **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 in One Drive.

- Certificate of Liability Insurance
- 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 in OneDrive.

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

**RENEWAL NARRATIVE**

**I. Enrollment Diagnostic**

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

- This data has not been released from IDOE yet. We will update as soon as possible.

<b>2022-23 ENROLLMENT &amp; DEMOGRAPHIC INFORMATION</b>		
	#	%
Total Enrollment		
# of Students on Waiting List		
<b>Gender</b>		
Male		
Female		
<b>Ethnicity/Race</b>		
White		
Black		
Hispanic		
Asian		
Native American		
Other		
<b>Special Populations</b>		
Students with IEPs		
English Language Learners		0
Homeless Students		0
Eligible for Free and Reduced Lunch		

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

	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
<b>Total Student Enrollment</b>	212	223	191	155	119

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

	<b>Year 1</b>	<b>Year 2</b>	<b>Year 2</b>	<b>Year 4</b>	<b>Year 5</b>
<b>Grade</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
<b>K</b>	24	32	29	15	16
<b>1</b>	33	23	32	25	17
<b>2</b>	26	31	24	26	18
<b>3</b>	30	22	22	16	17
<b>4</b>	29	25	17	20	14
<b>5</b>	35	27	23	6	19
<b>6</b>	27	36	22	20	6
<b>7</b>	9	12	14	12	8
<b>8</b>	0	10	10	8	7
<b>All Grades</b>	213*	218*	193*	148*	123*

\*Student enrollment is different from our ADM count. We have had additional students enroll after count day.

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	
	<b>2018-19</b>		<b>2019-20</b>		<b>2020-21</b>		<b>2021-22</b>		<b>2022-23</b>	
	#	%	#	%	#	%	#	%	#	%
Autism Spectrum Disorder	14	6.6	13	5.83	11	5.76	4	2.58	6	.05
Blind of Low Vision	1	.47	1	.45	1	.52	2	1.29	3	.03
Cognitive Disability	0	0	0	0	0	0	0	0	2	.02
Deaf of Hard of Hearing	0	0	0	0	0	0	0	0	0	0
Deaf-Blind	0	0	0	0	0	0	0	0	0	0
Development Delay (early childhood)	1	.47	4	1.79	5	2.62	5	3.23	5	.04
Emotional Disability	14	6.6	10	4.48	12	6.28	9	5.81	8	.07
Language or Speech Impairment	21	9.91	29	13	13	6.81	11	7.10	6	.05
Multiple Disabilities	1	.47	0	0	1	.52	1	.65	0	0
Orthopedic Impairment	0	0	0	0	0	0	0	0	0	0
Specific Learning Disability	27	12.74	22	9.87	12	6.28	20	12.9	16	.13
Traumatic Brain Injury	0	0	0	0	0	0	0	0	0	0
Other Health Impairment	8	3.77	5	2.24	5	2.62	8	5.16	7	.06

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

<b>ELL STUDENT POPULATION CHART</b>									
Year 1		Year 2		Year 3		Year 4		Year 5	
<b>2018-19</b>		<b>2019-20</b>		<b>2020-21</b>		<b>2021-22</b>		<b>2022-23</b>	
#	%	#	%	#	%	#	%	#	%
2	-.94	0	0	0	0	0	0	0	0

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

<b>HOMELESS STUDENT POPULATION</b>									
Year 1		Year 2		Year 3		Year 4		Year 5	
<b>2018-19</b>		<b>2019-20</b>		<b>2020-21</b>		<b>2021-22</b>		<b>2022-23</b>	
#	%	#	%	#	%	#	%	#	%
0	0	0	0	0	0	3	1.94	0	0

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

<b>HIGH ABILITY STUDENTS</b>									
Year 1		Year 2		Year 3		Year 4		Year 5	
<b>2018-19</b>		<b>2019-20</b>		<b>2020-21</b>		<b>2021-22</b>		<b>2022-23</b>	
#	%	#	%	#	%	#	%	#	%
0	0	0	0	0	0	0	0	0	0

*Enrollment Projections for the next 5 years*

<b>Academic Year</b>	<b>Planned Number of Students</b>	<b>Maximum Number of Students</b>	<b>Grade Levels Served</b>
2023-24	150	300	K-8
2024-25	170	300	K-8
2025-26	190	300	K-8
2026-27	210	300	K-8
2027-28	250	300	K-8
At Capacity (specify year)	2027-2028	300	K-8

*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.

As the only K-8 charter school in a wide area of east-central Indiana, Mays Community Academy draws from seven regional public-school systems. These are typically rural communities that, unlike their more urban counterparts, offer few educational alternatives. The counties from which these students come typically include Rush, Henry, Fayette, Shelby, and Hancock. The MCA mission is to prepare students for lifelong learning by developing critical thinking, effective communication, and strong academics. The MCA model is one of place-based learning, one our rural families - whose lives are often defined by farm and factory life – appreciate.

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.

Mays Community Academy is rebuilding its student body post-pandemic, currently serving 120 students (although this number often fluctuates higher after the first nine weeks and semester break). It is in the former Mays Elementary School in Mays, Indiana, northern Rush County. Rush and other nearby counties are primarily agrarian, although some county seats employ hundreds in low- and median-wage factory jobs. Apart from Hancock and Shelby Counties, many of these communities continue to lose population. MCA serves a primarily (but by no means exclusively) white population, is a 100% Title school and is 100% free lunch. Gender demographics are evenly divided. Our teaching and school staff are made up of veteran and new educators, many of whom have opted to leave positions in their home public districts.

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.

Mays Community Academy’s goal is to serve and support its families by providing an accessible, quality education that meets or exceeds Indiana state standards through intentionally close communication

with parents and guardians. Our families, many of which have been with us from our first year, appreciate easy access to teachers, aides and administrators, small class sizes and the personalized attention their students receive. They know the children enjoy the expansiveness of our school campus, including our historic building and outdoor classrooms. Attendance at MCA is set apart from other area schools by details such as the martial arts physical and character training program, birthday cupcakes for each student (regardless of month of birth), the Nutrition Club, and our tiger “den” program that allows students of all ages to interact with their peers on goals and projects.

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.

Mays Community Academy does not anticipate any changes to the essential terms of the school’s education program as described in the current charter. We expanded our elementary parameters to include middle school grades at the request of our families who appreciate our methodology and support. Two years post-pandemic, our goal is to in fact strengthen the basics of our education program so our scholars can pursue further education with a firm basis in skills and character expectations. However, it should be noted that since its inception, Mays Community Academy has developed an increasing population of Special Education students, to the point 50% of enrolled scholars now carry an IEP. This is exacerbated by traditional public schools referring families to MCA for an alternative to their own classroom instruction. Families of Special Education students are seeking out MCA to give their children added opportunities. Our staff is dedicated and passionate about rising to meet this need.

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

A positive trend at MCA is that our students by grade always show growth from the beginning of the year to the end of the year by at least 80% on NWEA. The most recent trend that we are seeing is with our upper elementary students performing well on state testing because our K-2

teachers are building a good, solid foundation of skills. We have made advances in implementing our provided curriculum to help fill in the gaps we were seeing in their learning. Curriculum such as Shurley Grammar, Learning Without Tears, Envision Math, Reading Wonders, and online enrichment programs help our teachers effectively implement state standards and achieve academic success for our students.

A negative trend we have experienced is that our students are very transient, and we have a tough time getting them caught up from a learning loss or not having enough time with them to collect data over time. A challenging trend we are experiencing is the dramatic increase in our special education population combined with the teacher shortage. In the last few years, we have been seeing the impact of Covid and how it has affected the learning environment.

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.

The school's assessment of our ILEARN results shows that we are falling short of our district's average in ELA and Math because we have a very transient population of students, we have a high number of students come to us below grade level and the fact that 38% of our enrollment is special education students that do not perform well on state testing. To midgait these results we have purchased supplemental curriculum for our teachers, improved our title services for all students, our special education team are now doing inclusion minutes within the classroom, small group instruction has become more consistent and tailored to the students' learning needs.

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

We have become better at giving weekly assessments that give more immediate input into students' learning and achievement of standards. The weekly assessments that are provided by the curriculum are better to prepare our students for the standardized tests that are taken each year.

#### ***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.

MCA now employs a Family and Community Engagement Coordinator that promotes the school through direct outreach, social events, community events, advertising, and fundraising. We are also partnering with other community agencies, such as Girl Scouts, Boys and Girls Club, Foster Grandparent program, and MORE for Kids to engage with our families in our community. We have a larger presence on social media highlighting our school and our place-based learning curriculum and service learning for our students. Additionally, with the end of the pandemic, we are opening our building to not only our families but the community as well. We are fostering relationships with individuals within the community to be able to grow our school.

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

We utilize the school's assessment system of NWEA for the beginning of, middle of, and end of the year data to better educate our students. Instructional aides and teachers use this data to work together to improve instructional decisions and enrichment for the students. The school also uses this data during professional learning communities (PLC) with the administration to evaluate services and needs for the students. This data gives the administration the ability to assess what is needed for the teaching staff. For example: after analyzing the data, the principal provided professional development for the teachers to be able to implement guided reading strategies. This showed a noticeable change in the student growth for ELA.

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

The school uses weekly assessments, unit assessments, and chapter checkups to evaluate the academic programs provided. The weekly assessments give the teachers immediate data on things that need to be improved. The unit assessments provide data that shows if the students have mastered the skill over a period of time. The chapter checkups assess the overall retention of the specific taught skills.

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

The PLCs provided by the leadership help give direction, support, and feedback to the teachers on a biweekly basis. Regular classroom observations give more detailed feedback on improving the best practices in the classroom. Monthly staff meetings give support on ways to help improve processes in the classrooms. Collaboration between all student service staff members improves the learning process for students.

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

The regular classroom observations and evaluations show remarkable success in communication between leadership and teaching staff. The leadership strives to implement best practices in and out of the classroom. The leadership strives to provide as many opportunities as possible and resources to improve professional practices that can result in student success. The leadership utilizes veteran teaching staff in the building to mentor and support our inexperienced staff members. The leadership is open to input in areas of concern for the students and staff. Having dedicated leadership instills the passion and the drive to inspire and motivate staff to provide the best possible outcome for student success.

### *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.

MCA monitors the progress of individual students through Kickboard (PBIS), case conference meetings, parent-teacher conferences, PowerSchool, and direct communication with school provided phones. We utilize social media and our alert system to provide up-to-date information. Kickboard is our point system that goes with our house system, classroom management tool, and individual rewards. Parents can access the app directly and monitor their child's progress throughout the day.

2. Explain how the school supports diverse learners.

MCA supports diverse learners by providing inclusive and differentiated learning and instruction in the classroom. These supports may come in small groups, Title, Special Education, or individual time. MCA provides needed services to all populations at their level. For example, we provide a low vision teacher to several students within the building for expert accommodations and support.

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

One subgroup that shows a trend of increasing performance are the students that have stayed with us for at least three consecutive years. Please refer to the third and fourth grade ILEARN data from 2021-2022. These classes have the highest percentage of students that have stayed with us for three consecutive years. The next subgroup that shows a trend of decreasing performance are the students that we have had for one year or less or have come to us in their junior high years. Refer to the junior high ILEARN data. Many of these students come to us in hopes of getting a more individualized education.

Name	20-21 Below	20-21 Approaching	20-21 At	20-21 Above	21-22 Below	21-22 Approaching	21-22 At	21-22 Above
			6443			6450		
				6505				6595
			6428					
	6300				6369			
	6357				6319			
		6409				6469		
					6376			
		6424						
				6509				6546
						6448		
		6466				6472		
								6542
	6375							
					6308			
	6339				6387			
					6423			
			6427				6504	
		6384					6495	
			6456				6495	
			6484				6523	
	6317							
	6304				6360			
			6481					6542



						6389							
												6558	
							6490						
Individual %	31.60 %	21.10 %			31.60 %	15.80 %			40.00 %	20.00 %		15.00 %	25.00 %
Students	6	4			6	3			8	4		3	5
TOTAL %	52.70%				47.40%				60.00%			40.00%	
	3rd							4th					

Name	18 - 19 Below	18 - 19 Approaching	18 - 19 At	18 - 19 Above	20-21 Below	20-21 Approaching	20-21 At	20-21 Above	21-22 Below	21-22 Approaching	21-22 At	21-22 Above	
						54	60						
					53	88			54	08			
			54	73	53	90				55	10		
					54	43			53	85			
					53	95							
					53	05			54	08			
									54	19			
					54	42				55	21		
								55	12				
Individual %	0.0 %	0.0 %	10.0 %	0.0 %	75.0 %	12.50 %		12.50 %	0.0 %	66.70 %	33.30 %	0.0 %	0.0 %

Students	0	0	1	0	6	1	1	0	4	2	0	0
TOTAL %	0.00%		100.00%		87.50%		12.50%		100.00%		0.00%	
	4th				4th (A L 5th)				5th			

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

Given the demographic makeup of our school, we are making every effort to close the achievement gaps for all students. The challenges we face as a rural charter school are different than urban schools face. Some of our biggest challenges are poverty, food insecurity, lack of sustainable housing, drug addiction, and children being raised by grandparents or other relatives. Our F.A.C.E. coordinator and staff work with local service agencies to provide additional support to our families.

**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

- Which area(s) indicate the overall highest and lowest levels of satisfaction?
- Which of the above reported findings are consistent with findings from other sources (e.g. surveys, observations, anecdotal, third party reviews), please explain.
- What are the implications and/or challenges related to any negative stakeholder perceptions?
- 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/OneDrive during the renewal process (see above for the specific list of required CSAPPHIRE/OneDrive submissions and updates). It is important for each school to upload the school’s most recent version of each of the required documents for the OCS to make appropriate decisions related to Organizational Performance.

Along with the required CSAPPHIRE/OneDrive 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.
  
2. Please specify whether the board intends to contract or terminate a contract with an education service provider (ESP)<sup>1</sup>. X  YES  NO
  - (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?

NRCS owns the building, and the current condition of our building is satisfactory. We have been able to complete upgrades to the cafeteria and restrooms. We have also been able to install new security entrance doors, a camera system, and a keyless lock system. We have also installed outdoor classrooms and work areas on the school grounds.

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.

NRCS has completed the independent 2021 audit with no findings. All other documents are in CSAPPHIRE.

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<sup>1</sup> “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.

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.

NRCS provides bus transportation along designated routes that are established based geographically on enrollment. Some parents choose to meet one of our buses, while other parents choose to bring their children to and from school.

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?

NRCS will pay a stipend to the family to transport the child. Rates established under GSA rates.

**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).
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.

**VI. Financial Dashboard**

<b>Ball State University Financial Performance Framework Dashboard</b>			Meets
			Does Not Meet
			Falls Far Below
<b>1. NEAR TERM INDICATORS</b>			
<b>1.a.</b>	<b>Current Ratio (Working Capital Ratio)</b>	Current Assets divided by Current Liabilities	0.39
<b>1.b.</b>	<b>Cash to Current Liabilities</b>	Cash divided by Current Liabilities	0.35
<b>1.c.</b>	<b>Unrestricted Days Cash</b>	Unrestricted Cash divided by ((Total Expenses-Depreciation Expenses)/365)	16.85
<b>1.d.</b>	<b>Enrollment Variance</b>	Actual Enrollment divided by Enrollment Projection in Charter School Board-Approved Budget	0.79
<b>1.e.</b>	<b>Default</b>		
<b>2. SUSTAINABILITY INDICATORS</b>			
<b>2.a.</b>	<b>Total Margin</b>	Net Income divided by Total Revenue	0.035
		Aggregated Total Margin: Total 3 Year Net Income divided by Total 3 Year Revenues	
<b>2.b.</b>	<b>Debt to Asset Ratio</b>	Total Liabilities divided by Total Assets	0.812
<b>2.c.</b>	<b>Cash Flow</b>	Multi-Year Cash Flow = (Year 3 Total Cash) - (Year 1 Total Cash); One-Year Cash Flow = (Year 2 Total Cash) -(Year 1 Total Cash)	\$ 88,523.15

2.d.	<b>Debt Service Coverage Ratio</b>	(Net Income + Depreciation + Interest Expense)/ (Annual Principal, Interest, and Lease Payments)	1.89
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<b>Financial Performance Framework – Data Points</b>	
Current Assets	
Current Liabilities	
Cash	
Unrestricted Cash	
Total Expenses	
Depreciation	
Enrollment Projection in Charter School Board-Approved Budget	
Actual Enrollment	
Default	Yes or No
Net Income	
Total Revenue	
Total 3 Year Net Income	
Total 3 Year Revenues	
Total Liabilities	
Total Assets	
Year 1 Total Cash	
Year 2 Total Cash	
Year 3 Total Cash	
Interest	
Annual Principal, Interest, and Lease Payments	