



**BALL STATE
UNIVERSITY**

**Office of Charter Schools
Aspire Charter Academy
2024-25 Charter Renewal Application**

October 1, 2024

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Introduction

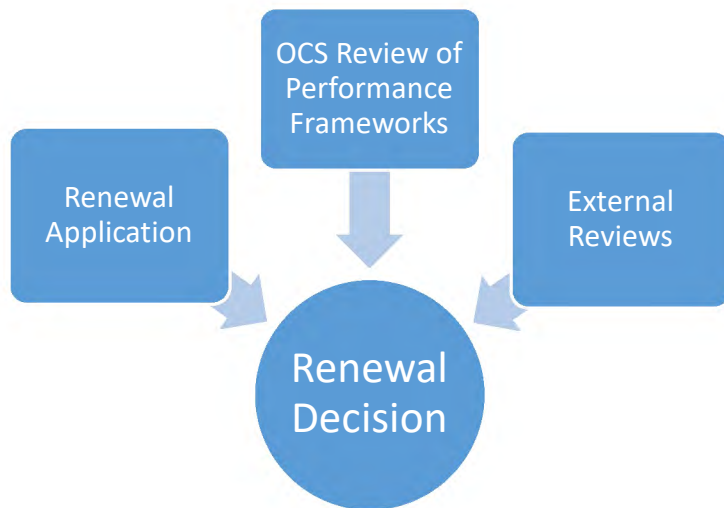
Ball State University, in accordance with IC 20-24-4-1, has developed a charter school renewal process to ensure fair and timely decision-making related to charter renewal. Renewal decisions are based on an analysis of evidence gathered by the Performance Frameworks, renewal application, and on-site review. Renewals will be granted to charter schools demonstrating continuous improvement, clearly defined improvement plans, and adherence to the terms of the charter contract and applicable laws.

Within the application, schools have an opportunity to provide corrections, context, and/or supplement the record with data beyond BSU's Performance Frameworks and state accountability measures (*e.g.*, legacy/cohort group data, formative assessments, etc.).

The renewal review is the culmination of a continuous improvement process and includes analysis by the school, by OCS and, if necessary, external reviewers. External reviews include the required annual fiscal audit, and if necessary external reviews of academic programming, mission specific fidelity (*e.g.* Montessori, alternative education), special education, and/or governance.

OCS staff reviews the school's application, external reviewer reports, and our internal analysis of performance and site visits 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.

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.



Renewal Timeline and Instructions

Renewal Orientation: Meetings with School Leaders and Board Members	August
Letter of Intent to Renew due to OCS	On or before Oct 1
Renewal Application	Oct 1
Onsite School Reviews	October- January
Renewal Decision	On or before March 1
Contract Finalization	March-June

Format of Submission

- The Renewal Narrative should not exceed 25 pages, excluding attachments.
- Attachments to the Renewal Narrative (excluding the required SharePoint 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 meaningfully augments the body of evidence that OCS has already collected on the school's performance or 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.).
- The document checklist below is for your use and is not required as part of the submission.
- Once completed, the Charter Renewal Applications must be submitted to OCS **electronically through SharePoint no later than October 1, 2024.**

Compliance and Contract Document Checklist

Please review the following documents to ensure our office has the *most current* version of each document. The most recent version our office has can be found in the *Schedules* subfolder under *Charter Agreements and Schedules*. If any of these documents have been updated, please submit the most recent version in the *School Updated Plans and Policies* subfolder in the *Renewal Applications* folder in SharePoint. All updated documents will be reviewed by OCS during the renewal process.

Schedule	Current
Anti-Bullying Policy	<input type="checkbox"/>
Articles of Incorporation (and any Amendments thereto)	<input type="checkbox"/>
Any Alternate Name Registrations/Certificate of Assumed Business Names filed with the Indiana Secretary of State	<input type="checkbox"/>
Board Bylaws <i>*Please review to ensure compliance with BSU Policy regarding Organizer Governance</i>	<input type="checkbox"/>
Conflict of Interest Policy	<input type="checkbox"/>
Criminal Background Check Policy	<input type="checkbox"/>
Curriculum and Instructional Methods	<input type="checkbox"/>
Discipline Policy	<input type="checkbox"/>
Elementary School Reading Plan	<input type="checkbox"/>
ESP Agreement (together with all Amendments thereto, if applicable) <i>*Please review to ensure compliance with BSU Policy on Contracting with Educational Service Providers</i>	<input type="checkbox"/>
Graduation Requirements, including diploma types offered (if applicable)	<input type="checkbox"/>

Schedule	Current
Lease Agreement(s) and/or Extension(s) or Deed(s) for All Occupied Facilities	<input type="checkbox"/>
Medication Policy	<input type="checkbox"/>
Methods of Promoting Parent and Community Involvement Practices	<input type="checkbox"/>
Methods of Pupil Assessments	<input type="checkbox"/>
Mission and Purpose	<input type="checkbox"/>
Onboarding and Student Engagement Policies (for virtual schools)	<input type="checkbox"/>
Organizational Chart (updated administrative organizational chart)	<input type="checkbox"/>
Performance Evaluation Plan for Administrators and Teachers	<input type="checkbox"/>
Personnel Plan, including Methods of Selection, Retention and Compensation of Employees	<input type="checkbox"/>
Plans and Programs as to Special Populations and At-Risk Students <i>*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)</i>	<input type="checkbox"/>
Policies and Procedures for Special Education	<input type="checkbox"/>
Professional Development Methods <i>Ensure schedule describes how professional development opportunities align to identified school needs and the key design elements of the school.</i>	<input type="checkbox"/>
Promotion/Retention Policy	<input type="checkbox"/>
Responsibilities of Teachers and Staff	<input type="checkbox"/>
School Admission and Lottery Policy	<input type="checkbox"/>
School Safety and Emergency Preparedness Plan	<input type="checkbox"/>
Seclusion and Restraints Policy	<input type="checkbox"/>
Student Health Screening Policy	<input type="checkbox"/>
Student Records Policy	<input type="checkbox"/>
Supplemental Programs	<input type="checkbox"/>
Teacher and Staff Compensation and Benefits Plans	<input type="checkbox"/>
Transportation Policy	<input type="checkbox"/>

Annual Master Calendar Reporting Requirements

Please ensure the following annual reporting requirements are current, if not please upload to the current version to SharePoint

- (n/a)** Onboarding Policy (virtual schools only)
- Board Member Roster
- Certificate of Liability Insurance
- Evidence of Property Insurance
- Quarterly Financials and Budgets
- Staffing Matrix

Aspire Charter Academy

Cover Sheet

Aspire Charter Academy			
Current Grade Range	K-8	Location	4900 W 15th Avenue, Gary, Indiana
Maximum Enrollment	704	Projected Enrollment for next charter term	704
Number of Instructional Days for the 2024-25 School Year	183 days	Students on Initial Waitlist for 2024-25	51
Mission Statement: Our mission is to offer a high-quality education that emphasizes the learning of core academic knowledge and foundational character values. Parents, students, and staff work together to create a safe and caring environment where quality scholarship, punctuality, and good citizenship are developed; and to encourage in our pupils the desire and capacity to be lifelong learners.			
School Website: https://www.nhaschools.com/schools/aspire-charter-academy/en			
Year Opened: 2008			

Current Board Members

<u>Name</u>	<u>Position</u>	<u>Name</u>	<u>Position</u>
Denise Dillard	President	Sherylin Freeland-McCrady	Director
LaCrecia Lott	Vice President		
Rachael Wright	Treasurer		
Joann White	Secretary		

School Leadership Team

<u>Name</u>	<u>Position</u>	<u>Name</u>	<u>Position</u>
ReNae Robinson	Principal	Erika Martinez	Dean of Special Education
Jenetta Ross-Cooper	Dean of Lower Elementary		
Ashley Green	Dean of Upper Elementary		
Sophia Washington	Dean of Middle School		

Application Narrative

Enrollment Analysis

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

2024-25 Enrollment and Demographic Summary		
	#	%
Total Enrollment	681	
# of Students on Waiting List	51	
Gender		
Male	335	49.2%
Female	346	50.8%
Ethnicity/Race		
White	2	.3%
Black	585	85.9%
Hispanic	82	12.0%
Asian	1	.1%
Native American	8	1.2%
Other	3	.4%
Eligible for Free and Reduced Lunch	653	95.9%
Special Education	93	13.6%
English Language Learners	17	2.5%
Homeless	6	.8%

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

	2020-21	2021-22	2022-23	2023-24	2024-25
Total Student Enrollment	652	662	660	646	681

Enrollment Projections for the next 5 years

Academic Year	Planned Number of Students	Maximum Number of Students	Grade Levels Served
2025-26	704	704	K-8
2026-27	704	704	K-8
2027-28	704	704	K-8
2028-29	704	704	K-8
2029-30	704	704	K-8
At Capacity (specify year)	704 (2025-26)	704 (2025-26)	K-8 (2025-26)

- **If applicable, describe any anticipated enrollment factors during the next charter term (e.g. expected area school openings/closings, local economic factors).**

The City of Gary has long faced challenges with employment and housing shortages, leading to significant population declines. Recent census data confirm this ongoing downward trend, with the poverty rate in Gary at 36.5%, much higher than the state average of 12.6%. As families leave Gary in search of better opportunities, the shrinking population has been a factor in Aspire’s declining re-enrollment.

Aspire Charter Academy

A second contributing factor to declining enrollment is the migration of middle school students to schools that offer high school programs, causing a decline in enrollment in grades 6-8. To address this, we are collaborating with Pathways to College, a program designed to actively involve parents while equipping students with vital life skills and critical thinking abilities, thus encouraging in our scholars the aspiration and capacity to be life-long learners.

With the election of a new mayor and the implementation of planned revitalization projects, we are optimistic that families will choose to remain in Gary and enroll at Aspire. We are confident that Aspire provides scholars with the opportunity to reach their full potential, ensuring success in both their educational journeys and future careers.

Special Populations Detail

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.

	2020-21		2021-22		2022-23		2023-24		2024-25	
	#	%	#	%	#	%	#	%	#	%
Total Special Education Students	86	13.3%	106	16%	108	16.2%	101	16.1%	79	13.6%
By eligibility										
Autism Spectrum Disorder	15	2.3%	13	2.1%	14	2.1%	10	1.7%	13	1.9%
Blind of Low Vision										
Cognitive Disability										
Deaf or Hard of Hearing	1	.2%								
Deaf-Blind										
Development Delay (early childhood)	9	1.4%	14	2.2%	9	1.4%	9	1.6%	8	1.2%
Emotional Disability	8	1.2%	8	1.3%	9	1.4%	5	.9%	4	.5%
Language or Speech Impairment	38	5.8%	38	6%	39	5.9%	40	6.9%	45	6.6%
Multiple Disabilities							1	.2%		
Orthopedic Impairment					1	.2%			1	.1%
Specific Learning Disability	24	3.7%	28	4.4%	33	5%	34	5.9%	24	3.5%
Traumatic Brain Injury										

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Provide the number and percentage of the following student populations, for the length of the current charter contract.

EL STUDENT POPULATION CHART										
	2020-21		2021-22		2022-23		2023-24		2024-25	
	#	%	#	%	#	%	#	%	#	%
All EL Students										
	2	.31%	4	.63%	7	1.05%	12	1.79%	17	2.5
Top Native Languages (include no more than 3)										
English	436	99%	432	98%	399	97%	471	96%	596	96%
Spanish	3	.7%	7	2%	11	3%	18	3.6%	20	3.2%
Yoruba	0	0	0	0	0	0	2	.04%	2	.3%

**2024-25 data as of 10/1/24. Native language include students who may not require EL services.*

HOMELESS STUDENT POPULATION									
2020-21		2021-22		2022-23		2023-24		2024-25	
#	%	#	%	#	%	#	%	#	%
3	.5%	2	.3%	5	.8%	7	1.2%	6	.8%

**2024-25 data as of 10/1/24*

HIGH ABILITY STUDENTS									
2020-21		2021-22		2022-23		2023-24		2024-25	
#	%	#	%	#	%	#	%	#	%
0	0%	0	0%	0	0%	0	0%	0	0%

**2024-25 data as of 10/1/24*

- **If applicable, describe any notable changes in demographic trends, across any groups.**

Aspire serves a population that has been demographically similar throughout the charter term, with the exception of Hispanic student enrollment, which has increased from five percent to 11 percent. The current student population comprises 87 percent Black, 11 percent Hispanic, one percent American Indian/Alaskan Native, and less than one percent White or Asian.

Aspire's student population has observed slight increases in both its homeless and EL populations. The population of SWD has risen by three percentage points since the start of the charter term to the 2023-24 school year. At the time of this application submission, Aspire's SWD population is 14 percent. Additionally, the percentage of students eligible for FRL has remained high throughout the charter term, with a majority of students qualifying for free or reduced-price lunch.

Executive Summary

- **Describe any changes in 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.**

Gary is a resilient city, steadily recovering from long-term economic challenges. The pandemic worsened existing economic difficulties for Aspire families. Additionally, the shift to remote learning led to further academic delays for our scholars, with an ongoing impact on attendance and academic performance. Nevertheless, we are making progress in growing students academically, as outlined in the “Academic Performance and Programming Analysis” section.

Since its opening in 2008, Aspire has been housed at 4900 West 15th Avenue in the northwest Gary community in a building that was newly constructed and tailored to meet the needs of our community. The school has maintained its capacity, serving over 600 students annually throughout the charter term.

Aspire's staff demographics have consistently reflected the diversity of its student body. Over the charter term, 81 percent of staff have identified as Black/African American, 11 percent as multiracial, four percent as Hispanic/Latino, and four percent as White. As noted in the “Enrollment Analysis,” the school has seen increases in enrollment among homeless students, EL, SWD, and FRL students over the charter term. Demographically, our student body is primarily Black, Hispanic, and multiracial. The most notable shift is the more than doubling of our Hispanic population, which has grown from five percent to 12 percent during this period.

- **If applicable, describe any change in the school’s needs-based rationale for focusing on a specific targeted student population or educational model, as was defined in the initial application.**

Aspire’s Board and staff welcome all scholars, supporting a high-need academic community where nearly all scholars qualify for free (89 percent) or reduced-price (seven percent) lunch. Aspire’s educational program is specifically designed to provide the necessary interventions to help scholars thrive academically. We remain dedicated to implementing the educational model outlined in our initial application and to serving every student who enrolls at the school.

- **Provide an overview of the key design elements and how the school is implementing these elements.**

Our school embodies our mission by focusing on four foundational pillars: academic excellence; scholar responsibility; character development; and parental partnerships:

- ***Academic excellence:*** We work intentionally to create a culture of academic excellence by giving scholars a challenging learning environment necessary to acquire the knowledge and skills they will need to thrive in high school, college, and beyond. Aspire deans support this effort by conducting daily classroom walk-throughs to observe instructional practices and provide teachers with coaching on effective teaching strategies. Given our responsibility to act on insights from student data analysis, we hold weekly data-driven discussions centered on student learning, followed by the implementation of action steps.
- ***Scholar responsibility:*** Children excel in environments where expectations are clearly defined and where they take pride in the results of their hard work. Teachers work with students to set goals at the beginning of the year and track their progress throughout. To reinforce their sense

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of responsibility, students recite the school creed daily, which reflects Aspire’s mission and commitment to academic excellence, high standards, and character development.

- *Character development:* We believe we have a responsibility to develop scholars into life-long learners who positively contribute to their community. Our Moral Focus curriculum builds on the virtues of prudence, justice, temperance, and fortitude. Through these lessons, scholars build and maintain strong personal character while also developing the qualities necessary to achieve academic success and become good citizens. Each month, scholars take part in a Moral Focus assembly where both staff and scholars discuss the virtue of the month. To inspire our scholars, we acknowledge those who exemplify these virtues during school assemblies.
- *Parental partnerships:* Aspire remains committed to fostering strong partnerships with parents. We actively engage parents in their children’s learning by dedicating a Parent Room at the school specifically for their use. We consistently communicate with parents about their child several times a week, including updates on academic progress through SchoolConnect, a centralized communication system.
- **If applicable, summarize any anticipated changes to the school’s educational program, as described in the current charter schedules, or any subsequent approved or amendment(s). 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.**

Aspire remains dedicated to fulfilling its mission to offer a high-quality education that emphasizes core academic knowledge and foundational character values. Our mission and educational program have remained consistent, with no planned changes in the next charter term. As part of our ongoing improvement process, we establish goals based on data trends from state assessments, internal evaluations, attendance, behavior, parent and employee satisfaction, enrollment, and attrition. These goals are designed to target areas needing improvement and are aligned with the goals detailed in the “Continuous Improvement Planning” section.

Academic Performance and Programming Analysis

Using the data below, as well as supplemental data, please respond to the questions below.

		2021-22	2022-23	2023-24
Growth*	ELA	42.5	30	
	Math	42	49.5	
	ELA Bottom 25%	62	45.5	
	Math Bottom 25%	45	47	
Proficiency	ELA	28.7%	28%	
	Math	14.1%	19.5%	
	IREAD	96%	92.3%	
Special Education Proficiency	SPED ELA	0 %	1.3%	
	SPED Math	0 %	0%	
College and Career Readiness	4 Year Graduation Rate	n/a	n/a	n/a

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	5 Year Graduation Rate	n/a	n/a	n/a
	11th Grade Met SAT Benchmark	n/a	n/a	n/a

**Growth is measured by the Median Growth Percentile (MGP)*

2023 Federal Report Card Sub Group Analysis			
Subgroup	Rating	Subgroup	Rating
American Indian/Alaskan Native	No Rating	Asian	No Rating
Black	Does Not Meet Expectations	Hispanic Ethnicity	Does Not Meet Expectations
Multiracial	Approaches Expectations	Native Hawaiian or Other Pacific Islander	No Rating
White	No Rating	English Language Learner	No Rating
Free/Reduced Lunch	Does Not Meet Expectations	Special Education	Does Not Meet Expectations

- **Methods of Pupil Assessments Schedule - Ensure Schedule 8/Virtual 9 is accurate, identifies your formative assessments and screenings, and describes how data is used to monitor student progress and support instruction.**

Our amended Methods of Pupil Assessments Schedule is attached to reflect minor changes.

- **Describe at least two academic indicators that show positive and negative trends in performance.**

Student Progress Over Time (Growth)

Growth on state assessments (QI 1.1.a-b): ILEARN growth results show scholars at Aspire made strong growth in 2021-22 and 2022-23 in ELA and math. Each year the median student growth percentile (MSGP) was above the 50th percentile, meaning scholars at Aspire grow more than the average scholar in Indiana, meeting the QI target.

Median Student Growth Percentile				
Subject	2020-21	2021-22	2022-23	2023-24
ELA	NA	64	59	TBD
Math	NA	59	59	TBD

NA = Growth was not calculated in 2020-21.

Growth on state assessments of lowest-performing students (QI 1.1.c-d): In ELA, the median student growth percentile (MSGP) of the lowest quartile of students was at the 65th percentile in 2021-22. In math, the MSGP of the lowest quartile of students was slightly below the 50th percentile; however, progress was made from 2021-22 to 2022-23.

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Median Student Growth Percentile (Bottom Quartile Students)				
Subject	2020-21	2021-22	2022-23	2023-24
ELA	NA	65	46	TBD
Math	NA	45	47	TBD

NA = Growth was not calculated in 2020-21.

Growth on state assessments of top-performing students (IN 1.1.e-f.): Top-performing students at Aspire display above-average growth in ELA and math. The MSGP of top quartile students was above the 60th percentile in ELA and math in 2021-22 and 2022-23.

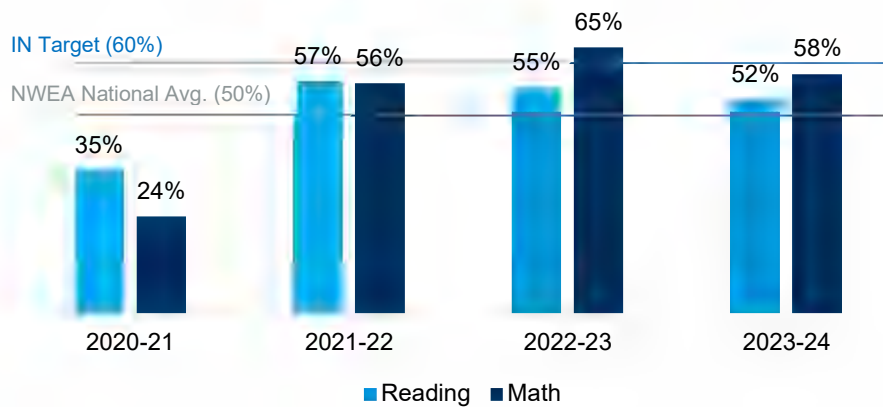
Median Student Growth Percentile (Top Quartile Students)				
Subject	2020-21	2021-22	2022-23	2023-24
ELA	NA	69	61	TBD
Math	NA	62	68	TBD

NA = Growth was not calculated in 2020-21.

Target growth measured by NWEA (IN 1.1.g-g.): NWEA growth results show scholars at Aspire made strong growth from 2021-22 to 2023-24. Each year the percent of scholars meeting typical growth from fall to spring exceeded 50 percent in ELA and math.

Aspire recognizes that in the current term, the percent of scholars meeting typical growth has trended below the Informative Indicator’s (IN) ‘Meets Standard’ target (60 percent) in reading and math; however, this is still a significant achievement as typical growth goals are set by NWEA so that approximately 50 percent of scholars will meet their goals.

NWEA % Meeting Typical Growth (Fall to Spring)



ILEARN proficiency compared to schools in the district (QI 1.2.g-h.): Aspire has consistently performed well above its local district in ELA and math by wide margins, meeting at least the standard QI target each year. In 2023-24, the school outperformed Gary Community Schools by 21 percentage points in ELA and 15 percentage points in math, while serving a larger population of economically disadvantaged students (Aspire: 98 percent, Gary: 62 percent). The school also achieved the target of ‘Exceeds Standard’ in both 2022-23 and 2023-24.

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Additionally, in 2023-24, the school outperformed each individual school in Gary Community Schools by at least 15 percentage points in ELA and five percentage points in math, showing that Aspire is the best school option for scholars in the area.

	2020-21		2021-22		2022-23		2023-24	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math
Aspire	18%	8%	29%	14%	28%	19%	31%	20%
Gary Community Schools	8%	2%	8%	4%	9%	4%	10%	5%

Student Achievement (Proficiency)

ILEARN proficiency (QI 1.2.a-b): Evidence of Aspire’s academic success in ELA and math is reflected over the current charter term, with proficiency increasing overall in both subjects. The school showed notable progress in increasing achievement following the COVID-19 pandemic, with proficiency increasing 10 percentage points in ELA and six percentage points in math from 2020-21 to 2021-22. The school continued to raise student proficiency with an overall increase of 12 percentage points in both ELA and math from 2020-21 to 2023-24.

Aspire recognizes its current ILEARN proficiency rate in ELA and math falls below the QI-associated targets and that proficiency in 2023-24 had incremental gains. However, the school has displayed evidence over the charter term that it is trending in the right direction.

Subject	2020-21	2021-22	2022-23	2023-24
ELA	18%	29%	28%	31%
Math	8%	14%	19%	20%

The school also achieved marked performance gains in science and social studies from 2020-21 to 2023-24. Proficiency increased by seven percentage points in science and 24 percentage points in social studies overall during the current term.

Subject	2020-21	2021-22	2022-23	2023-24
Science	5%	8%	12%	TBD
Social Studies	3%	16%	10%	27%

Proficiency on IREAD-3 assessment (QI 1.2.I): From 2020-21 to 2023-24, the percentage of grade 3 scholars achieving proficiency on the spring administration of the IREAD-3 assessments has declined.

IREAD-3 proficiency				
Administration	2020-21	2021-22	2022-23	2023-24
Spring	65%	65%	65%	52%
Spring/Summer	64%	78%	77%	61%

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Aspire recognizes its current IREAD-3 performance falls below the QI-associated targets; however, during the current term, the school has consistently outperformed the local district in combined spring/summer IREAD-3 proficiency. However, in 2023-24, the gap between the district and the school decreased.

Comparative Spring/Summer IREAD-3 proficiency					
Year	Aspire	Gary (+/-)	State (+/-)		
2023-24	61%	49% 12%	82%	-21%	
2022-23	77%	47% 30%	81%	-4%	
2021-22	78%	42% 36%	81%	-3%	
2020-21	64%	37% 27%	80%	-16%	

(+/-) = difference in percentage points.

State Accountability

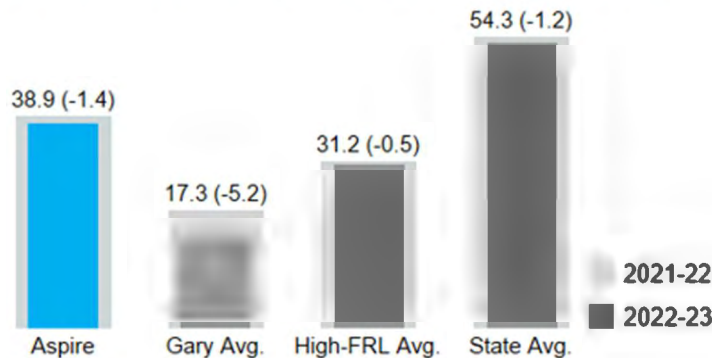
State Accountability (QI 1.3a.): In the current charter term, Aspire has earned an overall rating of ‘Does Not Meet Expectations’. The school was only two points short of earning an overall rating of ‘Approaches Expectations’ in 2022-23. From 2021-22 to 2022-23, Aspire’s overall score slightly declined (-1.3 points); however, the decline was similar to that at the state level (-1.2 points avg.).

Indiana federal report card - overall rating		
Overall	2021-22	2022-23
Rating	Does Not Meet	Does Not Meet
Points	40.2	38.9

Note: Results were not calculated in 2019-20 and 2020-21.

Performing well on Indiana’s federal report card is challenging, especially for high-FRL (80 percent or higher) schools. Statewide, 35 percent of all schools and only four percent of high-FRL schools earned a rating of ‘Meets Expectations’ or higher in 2022-23. However, Aspire earned a higher overall score than all schools in Gary Community Schools and the average of high-FRL schools statewide in 2021-22 and 2022-23.

2022-23 Overall Points Earned by K-8 Schools (YOY)



The school has developed a comprehensive plan to address specific areas needing improvement. This detailed plan outlines targeted strategies and actions designed to drive progress in the attached “School Improvement Initiatives.”

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- **Describe how your school measures, monitors, and recognizes student growth.**

Aspire uses a range of assessments to monitor student progress effectively, including:

- *State assessments*: School leadership uses state assessment data to identify trends by subject and grade level. This information informs action steps, which may include adjusting instructional plans, reviewing vertical planning, and identifying professional development (PD) needs.
- *Interim assessments*: Aligned with state standards, interim assessments offer predictive insights into potential outcomes on state assessments. These data help in refining instructional strategies and reteaching objectives when necessary.
- *Norm-referenced assessments*: At the beginning of the year, norm-referenced assessments benchmark student performance against national standards, guiding the implementation of intervention strategies. These strategies are adjusted throughout the year based on ongoing progress monitoring.
- *Formative assessments*: Quizzes provide immediate feedback on learning related to current lessons. Teachers use this data to adjust instruction through re-teaching concepts to the whole class or in small groups, or by incorporating missed objectives into future lessons. Exit tickets can also offer quick feedback on daily lesson standards.

Data analysis focuses on individual scholars, grade levels, and the school as a whole. School leaders use aggregate data to evaluate classroom performance and guide schoolwide improvements. Team One, consisting of the principal and deans, meets weekly to review academic and non-academic data trends and determine necessary actions. This includes setting focus areas for daily classroom observations and discussing these during weekly one-on-one meetings (O3s) with teachers.

Teachers use formative assessment data to track student growth by comparing current and past performance and evaluating skill mastery. These data help identify trends and gaps, allowing for instructional adjustments. By analyzing results, teachers can differentiate instruction to meet diverse student needs and set clear, measurable goals. Personalized feedback recognizes individual progress, fostering motivation and a growth mindset.

Student achievements are celebrated through personalized communications to parents, displays of work in classrooms or hallways, and public recognition during school assemblies. These acknowledgments honor student accomplishments and inspire others to aim for similar success.

- **Describe how your school analyzes data and applies this analysis to instruction and professional development.**

Aspire uses a shared leadership approach to school improvement, with teacher leaders facilitating weekly grade-level meetings as part of a professional learning community (PLC). In these meetings, teachers review common assessment data, evaluate questions and student responses, and plan next steps for improvement using a standardized PLC format to guide consistent analysis. Each PLC analysis is reviewed by deans who may provide additional insight and guidance. The intervention team follows the same process for students receiving targeted support.

Deans support teachers through weekly O3s to discuss student performance data, adjust instruction, and develop strategies to meet student needs. They also lead weekly wing-level meetings to analyze assessment data, identify learning gaps, and set improvement goals. Deans use

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data analysis and classroom walkthroughs to identify instructional trends and teacher coaching needs, which inform targeted professional development during PD days.

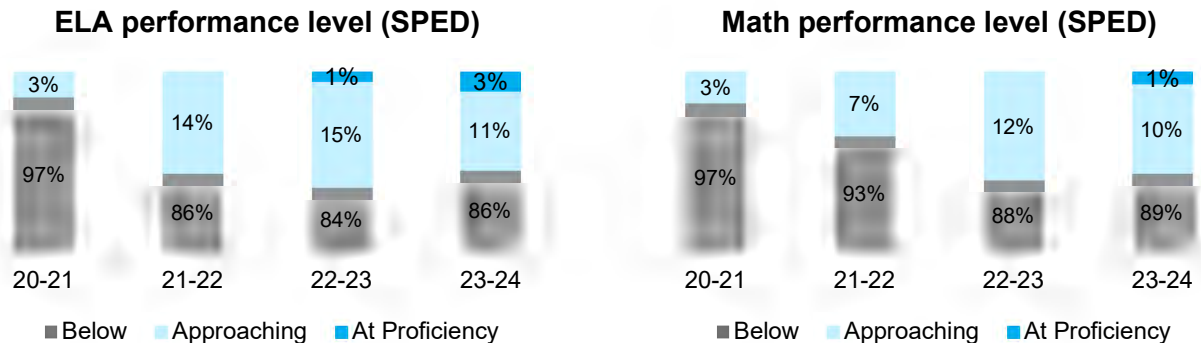
In the 2023-24 school, teachers benefited from various PD opportunities, such as training in data analysis and math instruction, led by deans, Principal Robinson, curriculum specialists, and the Director of School Quality, Staci Bennett.

- **Describe any successes or challenges your school has had in addressing achievement gaps between student groups (e.g., grade levels, gender, language, special education, racial/ethnic), and strategies being used to address those gaps. Please support with data (e.g., growth, proficiency, graduation, attendance).**

Student Achievement (Proficiency)

ILEARN proficiency of special education students (IN 1.2.e-f). The proficiency of SWD has been a challenge, and we continue to implement strategies to make further gains. Our strategies are further outlined in the attached “School Improvement Initiatives”. However, from 2022-23 to 2023-24, Aspire has shown progress in increasing the percentage of SWD achieving proficiency in ELA and math as well as decreasing the percentage of SWD scoring in the bottom performance level.

The percentage of SWD scoring in the bottom performance level decreased by 11 percentage points in ELA and eight percentage points in math from 2020-21 to 2023-24, meaning that even though SWD who are not yet at proficiency, they are improving academically.

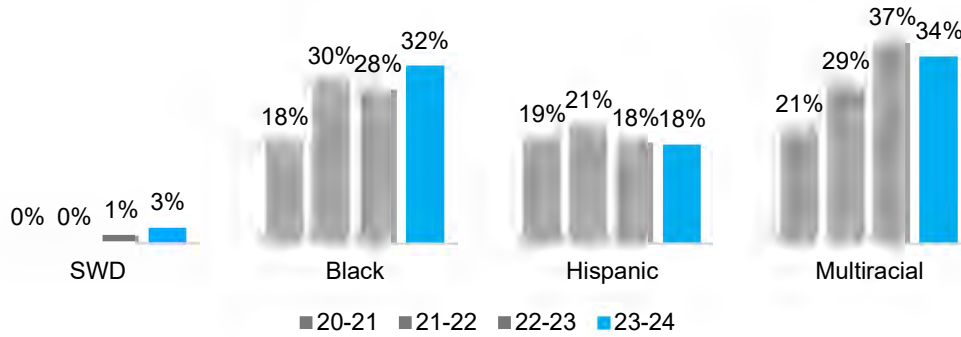


Further, Aspire has conducted a deeper analysis of the performance of SWDs to understand where scholars have made progress and where work is needed. We have provided a summary of this analysis in the attached “Supplemental Special Education Data”.

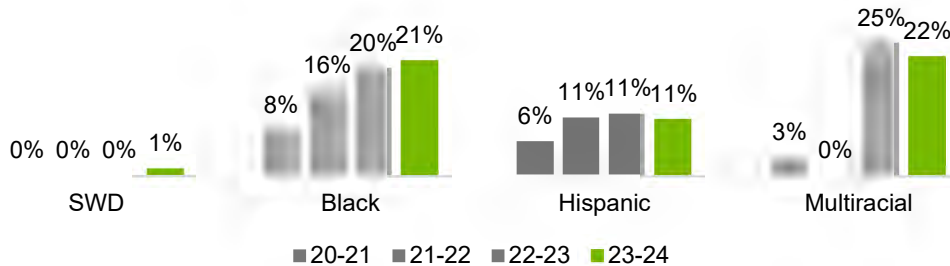
From 2022-23 to 2023-24, Aspire has shown progress in increasing the percentage of SWD, Black, and multiracial scholars achieving proficiency in ELA and math. The ELA and math proficiency of Hispanic scholars has been relatively stable over the current charter term.

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ELA Proficiency (Subgroups)



Math Proficiency (Subgroups)



- **Describe activities and programs implemented at the school to support both non-proficient and advanced students with effective and timely additional assistance.**

As referenced in the “Enrollment Analysis,” Aspire’s student population is predominantly economically disadvantaged. We understand that economically disadvantaged scholars frequently encounter more obstacles in achieving academic success. However, we are confident that these achievement gaps can be narrowed when teachers consistently deliver targeted instruction, with fidelity to the curriculum, and actively monitor student progress.

Non-proficient students: Aspire has a comprehensive process to ensure that educators consistently identify, support, and monitor scholars in need of intervention. Our systematic intervention program is designed to stimulate early action, prevent academic failure, and maximize the effectiveness of grade-level instruction. This process is based on a framework of six key practices:

- ***Schedule intentionally:*** A strategic and comprehensive schedule is established to ensure the delivery of all necessary services to each identified scholar. This scheduling also ensures that the most skilled interventionists are assigned to scholars with the highest needs.
- ***Create collaborative teams:*** Intervention staff and classroom teachers meet frequently to discuss student assessment data, monitor progress, and update intervention plans. This monitoring includes scholars who recently exited from intervention services.
- ***Identify students and allocate resources appropriately:*** All staff are trained to understand the process of reviewing student performance data and the thresholds established to qualify scholars for intervention services. School leaders work to ensure that funds are allocated effectively to address all identified scholar needs, monitor progress, provide intervention tools, and fund qualified staff to deliver services.

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- *Develop intervention plans:* Aspire uses internal diagnostic assessments to determine scholar needs, with data supporting decisions to offer intervention services. Teachers develop a written plan detailing the interventions to meet scholar needs. This plan is regularly updated and used to make decisions on the scholar's learning. A team of interventionists, including paraprofessionals, tutors, and specialists, implements the plan.
- *Monitor progress:* We use classroom assessments, norm-referenced assessments, and curricular program assessments to closely monitor the progress of identified scholars.
- *Provide professional development:* Regular O3 meetings between the dean of academic intervention, who manages Aspire's intervention program, and the intervention staff focus on individual scholar data and strategies to meet scholar needs.

Interventions encompass activities both within and outside of regular classroom settings. Recognizing that various factors can influence student learning, these supports address both academic and non-academic needs. Scholars struggling to meet state academic standards receive tailored support based on their specific learning needs and areas of deficiency, which may include:

- Differentiated instruction is delivered in the regular classroom in each core content area by teachers and supplemental staff. Differentiated instructional strategies for scholars include, but are not limited to, additional repetition of content expectations, small group strategies, and individualized strategies.
- Intervention program materials are implemented to differentiate instruction and reinforce content. This includes using adaptive programs, such as Corrective Reading, Reading Mastery, and Dreambox, which meet a scholar at their current level to provide lessons that adapt as the scholar learns.
- Targeted instruction is provided in small groups or one-on-one by interventionists.
- Before and after school programs are provided for continued support in core areas for at-risk scholars.
- To provide ongoing support for at-risk scholars, we offer summer learning programs focused on core academic areas. These programs are designed to help students maintain and enhance their skills during the summer months, addressing learning gaps and preparing them for the upcoming school year.
- Behavioral and emotional support is offered to address non-academic factors that may affect student performance. This support is built on fostering relationships with scholars and their families to better understand the challenges impacting scholar learning. A collaborative approach is taken, where teachers, paraprofessionals, and the academic behavioral support specialist work together to implement strategies tailored to each scholar's needs.

These interventions are tailored to meet the individual needs of each scholar, to help them achieve proficiency in state standards. Student progress is consistently monitored to ensure they are receiving the appropriate level of support and to track their ongoing development. Staff regularly discuss student progress in team data meetings, allowing them to make any necessary adjustments to the duration of service and strategies to meet each scholar's needs. As scholars reach their goals, the support is modified to align with their current needs. If further intervention is required, planning, instructional strategies, and workshop time are adjusted accordingly.

Advanced students: Our curriculum offers opportunities to challenge advanced learners through differentiated instruction, including higher-order thinking questions and advanced reading materials. Our computer-adaptive curricular tools also allow a scholar to accelerate learning based

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on their ability level. Advanced scholars have an opportunity to participate in Excel-erate, an advanced learning program for scholars who are ready to progress beyond grade level.

- **Briefly describe how teachers use technology to support instruction.**

Technology is integrated throughout the school to enhance scholar engagement, provide academic support, and involve parents in their child's education.

Computer-adaptive tools like Lexia and DreamBox play a key role in our ELA and math instruction, respectively. Lexia supports scholars in developing foundational reading skills, comprehension, and critical thinking, while DreamBox focuses on mathematics by offering lessons that build conceptual understanding, procedural fluency, and problem-solving abilities. Both programs personalize instruction, adjusting the level of difficulty based on each student's performance to ensure that every child receives tailored instruction. Teachers benefit from real-time data and reports, enabling them to provide targeted interventions as needed.

Every scholar is equipped with a Chromebook for use during the school day and at home. This allows them to access homework, complete assignments, and track their academic goals. Safeguards are in place to ensure safe online learning.

To maintain strong communication between the school and families, Aspire utilizes an online platform called SchoolConnect for weekly updates. This platform also offers guidance on how parents can support their child's academic growth at home.

- **High School Only. Summarize how your school supports the college and career readiness of students (e.g., internships, dual credit)**

Not applicable.

- **Describe any grant opportunities and partnerships you use to support and expand student learning opportunities.**

By leveraging grant funds and forging strategic community partnerships, we have been able to significantly expand student learning opportunities. These resources have allowed us to enhance our educational programs, implement targeted interventions, and provide additional support services, ensuring that every student has the tools and opportunities to succeed academically. Through these collaborative efforts, we are committed to creating an enriched learning environment that meets the diverse needs of our student population.

Communities in Schools has played a role in addressing our chronic absenteeism by providing families with wraparound services that extend beyond academics. By helping families meet these external needs, they enable students to focus more effectively on their education. This comprehensive support system is complemented by our collaboration with Pathways to College, which targets support to our middle school students to prepare for higher education. This support may include activities to strengthen students' academic skills, guidance on college readiness, exploration of different career paths, and personalized advisement.

In response to the challenges posed by the COVID-19 pandemic, we allocated a significant portion of the related funding to instruction and scholar support services. This investment enhanced at-risk programs specifically designed to address the needs of scholars who are academically or

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economically disadvantaged. Through these efforts, we were better equipped to support our students and help them overcome the obstacles they face.

We have created numerous partnerships with professionals from diverse fields to engage with scholars during our annual Career Extravaganza event. This event provides scholars with opportunities to explore their interests and learn about the various career paths available to them and the steps necessary to achieve their career goals.

Chronic Absenteeism:

Chronically Absent Students, missing 10% or more of school	21-22		22-23		23-24	
	#	%	#	%	#	%
	257	38.7	245	32.6	233	30.5%

Conduct an analysis of chronic absenteeism, and address the following questions:

- Are there notable disparities in attendance across student groups (grade levels, gender, language, special education, racial/ethnic)?
- What procedures and practices are being implemented to address chronic absenteeism and how does the school monitor results?
- Evaluate the severity of absenteeism. To what extent are students severely (more than 20%) and extremely (more than 50%) absent?

Improving chronic absenteeism, a significant barrier to scholar success, has been a focus area for Aspire during the charter term. As part of our annual school improvement process, we review attendance and chronic absenteeism data to understand underlying causes, identify effective solutions, and set goals. This data-driven approach has enabled Aspire to implement focused improvement efforts that address the specific needs of affected scholars, resulting in improved attendance.

Key Factors: In our analysis of chronic absenteeism, we have identified several key factors affecting attendance:

- The mobility of families in Gary contributes to our higher chronic absenteeism rates. Often, families relocate without formally withdrawing their children from school, leading to reported absences for students who are no longer enrolled.
- The development of strong school-to-family relationships can take time, which may hinder effective communication about the importance of attendance. This delay can also make it challenging for families to feel comfortable sharing underlying issues, such as transportation, that affect student attendance.
- Challenges associated with remote learning during the pandemic resulted in nearly 50 percent of students chronically absent during the 2020-21 school year. Factors like home environment distractions and decreased motivation from the absence of classroom structure made it challenging for scholars to consistently attend virtual classrooms. The shift to online education led to reduced engagement, which significantly contributed to the rise in chronic absenteeism. Although Aspire continues to experience some lingering effects from the pandemic, it is making progress in improving attendance.

Subgroup Trends: Our data analysis has revealed specific groups of scholars who experienced higher levels of chronic absenteeism:

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- Grade levels: Kindergarten, seventh grade, and eighth grade scholars exhibited significantly higher rates of chronic absenteeism compared to the schoolwide average.
- Racial/ethnic groups: Hispanic scholars had a chronic absenteeism rate above the school average, and Black or African American scholars were slightly above the overall average. However, absenteeism among these groups has decreased by 15 and 19 percentage points, respectively, since the start of the charter term.
- Special education scholars: Although SWD have experienced higher than average rates of chronic absenteeism throughout the charter term, it has declined by 16 percentage points since the start of the charter term.

Subgroup Chronic Absenteeism (% of Students)				
Subgroup	2020-21	2021-22	2022-23	2023-24
Hispanic	51%	33%	45%	36%
Black/African American	48%	32%	33%	29%
Special Education	54%	39%	38%	38%

Severely chronically absent: Scholars severely (more than 20 percent) and extremely (more than 50 percent) absent have also experienced declines. Only one percent of scholars experienced extreme absenteeism in the most recent years of the charter term.

Severity of Absenteeism (% of Students)				
Severity	2020-21	2021-22	2022-23	2023-24
> 20% Absent	26%	9%	11%	8%
> 50% Absent	6%	0%	1%	1%

Improvement efforts: Our focused efforts have led to significant improvements in attendance and chronic absenteeism over the term. Aspire successfully reduced chronic absenteeism from 48 percent in 2020-21 to 30.5 percent in 2023-24. This progress is the result of the collaborative work of classroom teachers, the student family liaison, the attendance liaison, and our parents, who have all contributed to identifying and addressing barriers to attendance.

By fostering strong relationships and creating a supportive environment, we have been able to re-engage scholars in their education, leading to improved attendance and enhanced academic success. Our efforts to improve attendance include:

- An Attendance Committee meets monthly with the Building Leadership Team to review attendance data and set goals to improve overall attendance.
- Two positions were added to the staff, an attendance liaison, whose position is dedicated to attendance, and a student family liaison, who connects with families to increase engagement.
- Incentives are provided for attendance for both scholars and parents, including recognition in the school newsletter, scholar rewards, and gas cards for parents.
- All absences are verified through communications from parents to report data accurately and as a way to identify barriers to attendance and provide support.
- When scholar attendance is not on track, the school holds a parent meeting to discuss barriers to attendance, provide resources, and encourage attendance. A plan is put in place to outline the school and parents' commitment to attendance expectations.

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- Communities in School site coordinators work directly with scholars and families, to provide individualized support connecting families with resources and interventions that address barriers to regular attendance.
- Aspire recently partnered with Geminus to support families in preventing and addressing truancy, offering resources to help families.
- Aspire emphasizes daily attendance as an expectation through daily interactions with scholars. The school celebrates exemplary attendance and motivates scholars by conducting 10-day attendance challenges and offering incentives at key milestones.
- **(Optional) Provide any supplemental academic performance-related evidence, qualitative or quantitative, or contextual information that may not be captured in academic framework.**

As previously mentioned, we are providing additional information for consideration in the attached “Supplemental Special Education Data.”

Organizational Performance Analysis

OCS will review and verify the organizational documents submitted through SharePoint during the renewal process. See instructions for the specific list of required SharePoint submissions and updates). It is important for each school to upload the school’s most recent version of each required documents in order for OCS to review a school’s Organizational Performance.

Along with the required SharePoint 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.

Governing in the Public Interest

- **If applicable, describe any anticipated changes to the governance and management of the school (e.g. organizational structure, board membership composition, bylaws, policies).**

Aspire’s Board does not anticipate significant changes to its governance or management of the school. Currently governed by five members as stipulated in its Bylaws, the Board has the option to expand its membership to a maximum of nine members. The Board is in the process of adding new members, including one who has already been identified and is expected to join the Board soon.

- **Describe how the board monitors academic, financial, and organizational performance to ensure all students are learning and the school is meeting performance expectations as outlined in the charter contract.**

The Board has contracted with National Heritage Academies (NHA) to manage the daily operations of the school. While NHA handles the operational aspects, the Board’s primary responsibility is to govern the school and provide oversight by monitoring the school’s academic, financial, and organizational performance. This ensures that the school aligns with its mission, goals, and charter contract.

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At each Board meeting, Principal Robinson presents a comprehensive report on various aspects of the school's progress, including charter goals, academic growth and proficiency, enrollment trends, student attrition, behavior, parent satisfaction, and other key metrics. The Board is also provided with financial reports by NHA. These reports enable the Board to assess whether scholars, including specific subgroups, educators, and the school as a whole, are meeting established expectations. If any outcomes fall short of expectations, the Board collaborates closely with school leadership and NHA to identify concerning trends and develop corrective actions.

To facilitate effective communication and decision-making, NHA appoints a board relations representative who attends every Board meeting. This representative provides relevant information and addresses any questions or concerns raised by Board members, ensuring that the Board is well-informed and equipped to guide the school toward its goals.

- **Describe the strategic priorities of the board in the next charter term.**

The Board's primary focus is on the academic success of its scholars, with particular attention to key factors such as the retention of high-quality teachers and the effective utilization of the school facility. Additionally, the Board is committed to supporting the broader well-being of scholars by ensuring the availability of comprehensive services for families, both through school initiatives and community resources. In line with this commitment, the Board recently sought out a partnership with Pathways to College, providing additional social-emotional support specifically for middle school scholars. This partnership is intended to further enrich the resources available to students, helping them to thrive academically and personally.

- **If any organizational deficiencies or findings were noted in any annual independent audits (by BSU or external agencies), prior notices of deficiencies, onsite reviews, or prior renewal letter, advise what policies/procedures the board has put in place to prevent reoccurrence of such deficiencies and monitor compliance with such policies/procedures.**

Over the charter term, Aspire has experienced regular monitoring and audits. Occasionally, the school was required to implement action steps to quickly resolve findings. Below is a summary of action steps taken:

- In July 2024, an ESSA Programmatic Desk Monitoring resulted in the school making updates to templates, incorporating evaluations on the effectiveness of PD, and archiving data-driven analysis documentation. The school received confirmation that the findings were resolved.
- In 2023-24, the school received notice of noncompliance from the Indiana Department of Education related to transition services being outlined for scholars transferring to high school. The school updated student files to resolve the finding.
- As part of the 2022-23 independent financial audit, Aspire's enrollment documents were reviewed and received an organizational finding. Of the 60 records tested, five records were found to be missing residency documents. Of the five records, three were for scholars who withdrew before the records could be made complete and their student file was forwarded to the new school. As part of its corrective action plan, the school has reviewed its policy for the collection of required documentation to ensure that documents are collected for a complete file. This finding was resolved.

For schools with an ESP only

- **If applicable, describe the relationship between the school governing board and the educational service provider (ESP), specifying how the governing board monitors and evaluates 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 and the BSU Performance Framework.**

Our agreement with NHA grants them full responsibility and risk for building, maintaining, and operating the school. Their investment includes:

- **School Building:** NHA acquired land and constructed the school at no cost to local taxpayers, ensuring it remains clean and well-maintained.
- **Professional Team:** NHA recruits and hires staff, including a principal and deans who support and mentor teachers. They also assist teachers with permit and licensure requirements.
- **Professional Development:** NHA provides extensive training for teachers and leaders through specialized programs and regional trainings.
- **Infrastructure:** NHA supplies essential school equipment, including textbooks, desks, and technology, to support high-quality instruction.
- **Financial Contributions:** NHA invests additional funds to balance the budget and enhance academic performance as needed, with no expectation of repayment.
- **Back Office Support:** NHA provides HR, IT, parent relations, financial services, curriculum support, special education assistance, and more through their Service Center.

NHA assumes significant risks, such as building single-use facilities, investing in communities with limited development potential, and operating under the possibility of charter school closure or contract termination.

The Board is diligent in its oversight of the school and NHA, monitoring and evaluating through various methods:

- At every Board meeting, Principal Robinson presents a comprehensive report that includes updates on the school's performance against charter goals and available data in key areas such as employee satisfaction, parent satisfaction, student behavior, attendance, teacher turnover rates, and more. She also provides updates on school events, enrollment figures, student demographics, and extracurricular activities.
- An NHA board representative attends each meeting to present information, collect Board feedback, and address any questions from the Board.
- The Board reviews financial reports, including the Board Fund Report and ESSER Funds Report, selects its audit firm, and reviews other financial matters.
- The Board approves both initial and amended budgets, ensuring financial plans are well-aligned with school needs. Additionally, the Board reviews and approves NHA invoices to confirm they adhere to the approved budgets.
- The Board approves policies, handbooks, and more in its governance role.
- The Board selects legal counsel and works with them as needed to ensure compliance with laws and regulations.
- The Board stays informed about school activities through updates from meeting attendees. For example, representatives from Pathways to College provide insights on student services. Additionally, educators from different grade levels share the topics and lessons

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their classes are learning. The Academic Behavioral Support Specialist team also presents their focus on achievement, behavior, and social-emotional learning.

- Board members provide feedback to NHA through an annual satisfaction survey, which allows them to assess the effectiveness of NHA's support, resources, and overall management of the school.
- Board members have met with members of the NHA executive team to engage in detailed discussions about the school's performance and the services provided by NHA, ensuring alignment between the school's goals and the support offered by NHA.

Our Board remains engaged with NHA to improve academic performance and expand community partnerships. We are committed to holding NHA accountable for delivering the quality education and support our scholars need to succeed.

- **If applicable, 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 the ESP. If terminating, describe in detail the plans for carrying out the primary operational and educational activities for which the service provider had been responsible.**

The Aspire Board plans to continue its partnership with NHA for school operations. We are assured that both NHA and the Board share a strong commitment to supporting the scholars we serve, with a clear focus on driving significant improvements in academic outcomes. Together, we are dedicated to ensuring that our scholars receive the high-quality education they need to succeed.

School Environment

- **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 and determine long-term facility needs?**

The Board leases a building from NHA that was newly constructed in 2008, specifically designed for our community. NHA has consistently maintained the facility and grounds. At this time, no facility changes are anticipated, however, the usage of the building and lease terms are reviewed whenever changes occur.

- **Describe strategies the school has in place to recruit, train and retain highly qualified staff.**

Aspire, in partnership with NHA, employs various strategies to recruit and retain top talent, including early hiring, partnerships with local universities for alternative certifications, and advertising through job sites, social media, and a careers website. Aspire offers a competitive compensation package, including above-market starting pay, comprehensive benefits, thorough onboarding, and ongoing PD. Engagement surveys are conducted twice a year to inform continuous improvement, and opportunities for growth and promotion are prioritized.

Facing challenges in recruiting licensed teachers, Aspire has partnered with Ball State University's Transition to Teaching program, offering free tuition and fees for teachers moving from a teaching permit to full certification. NHA supports this by covering application fees, test fees, tutoring costs, and providing bonuses for enrollment and completion.

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Aspire's training program includes comprehensive orientation, mentoring, and induction, as well as opportunities for teachers to enhance their instructional skills through 03 meetings with deans, PD, and involvement in school improvement initiatives.

- **Describe any community partnerships that align to the school's needs and are culturally reflective of the school's community.**

In addition to working with Pathways to College and Communities in Schools, Aspire works with the following community partners to meet the needs of our families:

- The health department brings essential immunizations directly to our scholars, ensuring they receive timely and necessary vaccinations.
- Gerald Steward, a prominent educational leader in our community, offers invaluable support, including strategies to enhance scholar success and overall educational outcomes.
- The fire department conducts comprehensive fire safety education for our scholars, including important lessons on fire safety, practical fire drills, and emergency response procedures.
- Local dental groups provide free dental services, including screenings, cleanings, and oral hygiene education. They also distribute dental supplies and offer guidance to help scholars maintain good oral health.
- Eye doctors visit our school to perform vision screenings and eye exams, helping to identify and address any vision issues that may affect scholars' learning and development.
- The Gary Literacy Coalition supports literacy development through targeted workshops and activities that raise awareness and build reading skills.
- N.E.R.D.s Youth Services provides tutoring and guidance to empower scholars to achieve both academic and personal goals.

Financial Performance Analysis

- **In what ways does the board ensure 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 and support services, overhead and operational and nonoperational expenses.**

Since 2008, Aspire has partnered with NHA to manage day-to-day operations. The Board approves the budget, as well as reviews and approves invoices to reimburse NHA for expenses, reserving the right to disapprove expenditures not within the approved budget. NHA has fulfilled its commitment to provide significant resources to the school, including funding for facilities, real estate, and both start-up and ongoing operating expenses. Importantly, these start-up funds and additional investments are contributions to the school, not loans. Because of this model and our relationship with NHA, our Board is relieved entirely of the burdens of fundraising, real estate, construction, or other aspects of school operations. NHA assumes all financial risks associated with launching and operating our charter school.

We have allocated resources based on the needs of all our scholars. For example, a substantial portion of COVID-related funding was invested in instruction and student support services, enhancing programs for academically and economically disadvantaged students. Additionally, the Board reviews and approves NHA invoices before funds are transferred. By reviewing these

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invoices, the Board ensures that resources are allocated effectively, supporting our scholars and promoting academic achievement in alignment with our school’s mission.

- **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, advise what policies/procedures the board has put in place to prevent reoccurrence of such deficiencies.**

During its charter term, Aspire has not experienced any notices of deficiencies or findings.

Financial Performance Framework Dashboard		6/30/2020	6/30/2021	6/30/2022	6/30/2023	6/30/2024 unaudited
		Meets	Meets	Meets	Meets	Meets
Aspire Charter Academy		Does Not Meet	Does Not Meet	Does Not Meet	Does Not Meet	Does Not Meet
		Falls Far Below	Falls Far Below	Falls Far Below	Falls Far Below	Falls Far Below
1. NEAR TERM INDICATORS						
1.a.	Current Ratio (Working Capital Ratio) - Current Assets divided by Current Liabilities	1.0	1.0	1.0	1.1	1.0
1.b.	Cash to Current Liabilities - Cash divided by Current Liabilities	0.9	0.8	0.9	0.6	.9
1.c.	Unrestricted Days Cash - Unrestricted Cash divided by ((Total Expenses- Depreciation Expenses)/365)	74	101	118	23	75
1.d.	Enrollment Variance - Actual Enrollment divided by Enrollment Projection in Charter School Board-Approved Budget	89%	104%	112%	100%	100%
1.e.	Default	No	No	No	No	No

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2. SUSTAINABILITY INDICATORS						
2.a.	Total Margin - Net Income divided by Total Revenue	0.0%	-0.1%	0.9%	-0.1%	-0.4%
	Aggregated Total Margin: Total 3 Year Net Income divided by Total 3 Year Revenues	-0.2%	-0.1%	0.3%	0.2%	.1%
2.b.	Debt to Asset Ratio - Total Liabilities divided by Total Assets	0.97	0.98	0.96	0.90	.97
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)	\$753,096	\$939,303	\$1,296,600	-\$1,632,787	-\$496,554
2.d.	Debt Service Coverage Ratio - (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)	0.02	0.00	0.10	0.00	0.00
Financial Performance Framework Input Data						
		<i>6/30/2020</i>	<i>6/30/2021</i>	<i>6/30/2022</i>	<i>6/30/2023</i>	<i>6/30/2024 unaudited</i>
	Current Assets	\$1,727,093	\$2,775,308	\$3,289,793	\$1,177,109	\$2,693,149
	Current Liabilities	\$1,690,843	\$2,737,069	\$3,158,716	\$1,055,935	\$2,614,382
	Cash	\$1,536,248	\$2,246,136	\$2,832,848	\$613,349	\$2,336,294
	Unrestricted Cash	\$1,536,248	\$2,246,136	\$2,832,848	\$613,349	\$2,336,294
	Total Expenses	\$7,576,856	\$8,118,761	\$8,757,912	\$9,866,761	\$11,416,508
	Depreciation	\$15,400	\$9,167	\$6,900	\$6,900	\$6,900
	Enrollment Projection in Charter School Board- Approved Budget	704.5	624	593.2	662	647
	Actual Enrollment	624	652	662	660	644
	Default	No	No	No	No	No
	Net Income	\$3,703	-\$8,373	\$83,484	-\$11,414	-\$43,341

Aspire Charter Academy

Total Revenue	\$7,580,559	\$8,110,388	\$8,841,396	\$9,855,347	\$11,373,077
Total 3 Year Net Income	-\$38,983	-\$29,146	\$78,814	\$63,697	\$28,729
Total 3 Year Revenues	\$23,075,046	\$23,612,285	\$24,532,343	\$26,807,131	\$30,069,820
Total Liabilities	\$1,690,843	\$2,737,069	\$3,158,716	\$1,055,935	\$2,614,382
Total Assets	\$1,749,341	\$2,787,194	\$3,292,325	\$1,178,130	\$2,693,149
Year 1 Total Cash	\$783,152	\$1,306,833	\$1,536,248	\$2,246,136	\$2,832,848
Year 2 Total Cash	\$1,306,833	\$1,536,248	\$2,246,136	\$2,832,848	\$613,349
Year 3 Total Cash	\$1,536,248	\$2,246,136	\$2,832,848	\$613,349	\$2,336,294
Interest	\$0	\$0	\$0	\$0	\$0
Annual Principal, Interest, and Lease Payments	\$912,800	\$912,800	\$907,358	\$907,358	\$907,358

Continuous Improvement Planning

Summarize at least three school improvement priorities over the next charter term, identifying the goal, benchmark targets and methods of measurement.

Academic Goals

-at least two required

Baseline Data	3 Year Target	5 Year Target	Method of Measurement
23-24 Proficiency: ELA: 31%	Increase overall student proficiency to 47% in ELA.	Increase overall student proficiency to 51% in ELA.	State assessment
23-24 Proficiency: Math: 20%	Increase overall student proficiency to 38% in math.	Increase overall student proficiency to 43% in math.	State assessment
23-24 growth of SWD: Reading – 94% Math – 128%	SWD will average a 100% rate of growth.	SWD will average a 100% rate of growth.	NWEA Fall to Spring

Non-Academic Goals (i.e. attendance, college and career readiness, engagement)

- at least one required

Baseline Data	3 Year Target	5 Year Target	Method of Measurement
23-24 Chronic absenteeism: 30%	Reduce chronic absenteeism to 26%.	Reduce chronic absenteeism to 24%.	Daily attendance tracking

Organizational or Financial Goal

-at least 1 goal

Baseline Data	3 Year Target	5 Year Target	Method of Measurement
The 2024-25 school year will be used to collect baseline data.	To promote college and career readiness, 50% of the 8th grade	To promote college and career readiness, 75% of the 8th grade	Student proof of registration

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To promote college and career readiness, a minimum of 25% of 8th grade students will register as 21st century scholars program for the state of Indiana.	students will be registered in the 21st century scholars program for the state of Indiana.	students will be registered in the 21st century scholars program for the state of Indiana.	
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Mission Specific Goal (Optional)

Baseline Data	3 Year Target	5 Year Target	Method of Measurement
23-24 Teacher effectiveness is at or above the 7 box: 22.6%	To increase teacher effectiveness, 30% of the staff rating at or above the 7 box.	To increase teacher effectiveness, 50% of the staff rating at or above the 7 box.	9 box rubric




<p>The charter school (Organizer) agrees to comply to all of the following provisions: <i>Read and check to acknowledge.</i></p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> 1. A resolution or motion has been adopted by the charter school Organizer’s governing body that authorizes the submission of this application, including all understanding and assurances contained herein, directing and authorizing the Organizer’s designated representative to act in connection with the application and to provide such additional information as required. <input checked="" type="checkbox"/> 2. Organizer operates (or will operate if not yet open) a charter school in compliance with all federal and state laws, including the Indiana Charter Schools Law as described in all relevant sections of IC § 20-24. <input checked="" type="checkbox"/> 3. Organizer will comply with the Open Door Law as described in IC § 5-14-1.5. <input checked="" type="checkbox"/> 4. Organizer will, for the life of the charter, participate in all data reporting and evaluation activities as required by Ball State University (BSU) and the Indiana Department of Education. See in particular IC § 20-20-8-3 and relevant sections of IC § 20-24. <input checked="" type="checkbox"/> 5. Organizer will comply with all relevant federal laws including, but not limited to, the <i>Age Discrimination in Employment Act</i> of 1975, Title VI of the <i>Civil Rights Act</i> of 1964, Title IX of the <i>Education Amendments of 1972</i>, section 504 of the <i>Rehabilitation Act</i> of 1973, Part B of the <i>Individuals with Disabilities Education Act</i>, and section 427 of the <i>General Education Provision Act</i>. <input checked="" type="checkbox"/> 6. Organizer will comply with all provisions of the Non regulatory Guidance—Public Charter Schools Program of the U.S. Department of Education, which includes the use of a lottery for enrollment if the charter school is oversubscribed, as well as with applicable Indiana law. See also relevant sections of IC § 20-24. <input checked="" type="checkbox"/> 7. Organizer shall ensure that a student’s records, and, if applicable, a student’s individualized education program as defined at 20 U.S.C. § 1401(14) of the <i>Individuals with Disabilities Education Act</i>, will follow the student, in accordance with applicable federal and state law. <input checked="" type="checkbox"/> 8. Organizer will comply with all provisions of the <i>No Child Left Behind Act</i>, including but not limited to, provisions on school prayer, the Boy Scouts of America Equal Access Act, the Armed Forces Recruiter Access to Students and Student Recruiting Information, the Unsafe School Choice Option, the Family Educational Rights and Privacy Act (FERPA) and assessments. <input checked="" type="checkbox"/> 9. Organizer shall maintain accounting records and other evidence pertaining to costs incurred, with the provision that the records shall be kept available by the grantee during the grant

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- period and thereafter for five full years from the date of final payment. BSU must be permitted to audit, review, and inspect the grantee’s activities, books, documents, papers and other records relating to the expenditures of grant proceeds. The Organizer further agrees to comply with all federal and state audit requirements and ensures that arrangements have been made to finance those mandatory audits
- 10. Organizer will at all times maintain all necessary and appropriate insurance coverage.
 - 11. Organizer will maintain compliance with all applicable BSU policies, including the BSU Policy Regarding Organizer Governance.
 - 12. Organizer is required to keep and maintain all equipment purchased with grant funds in accordance with federal law and regulation.
 - 13. Organizer will comply with the federal McKinney-Vento Homeless Assistance Act, 42 USC 11431, for homeless students, as well as the Individuals with Disabilities Education Act and 511 IAC 7-43-1(u), if and as applicable.
 - 14. Organizer understands that if any findings of misuse of funds are discovered the said funds must be returned to the Indiana Department of Education, and BSU may revoke the charter if it deems that the recipient is not fulfilling the academic goals and fiscal management outlined in the charter.
 - 15. Organizer will indemnify and hold harmless BSU, the Indiana Department of Education, the State of Indiana, all school corporations providing funds to the charter school (if applicable), and their officers, directors, agents and employees, and any successors and assigns from any and all liability, cause of action, or other injury or damage in any way relating to the charter school or its operation.

Board Signatures

I, the undersigned, do hereby agree to the assurances contained above.
Signatures must reflect at least a quorum of the Board.

Signature of Charter School Organizer Authorized Representative	Date
Denise Comer Dillard 	9-30-2024
	9-26-2024
	9-26-2024

School Improvement Initiatives

Our primary goal is to improve scholar proficiency across all grade levels and subjects, with a special emphasis on mathematics and the success of our students with disabilities (SWD). Additionally, we remain committed to reducing chronic absenteeism, recognizing that consistent attendance is essential for learning. To achieve these objectives, we are implementing targeted interventions tailored to our scholars' specific needs, ensuring that every learner receives the support required to thrive.

By fostering strong relationships and creating a supportive environment, Aspire has successfully re-engaged scholars in their education, leading to improved attendance and academic success. We plan to continue to improve attendance and reduce chronic absenteeism through the efforts we've outlined in the "Academic Performance and Programming Analysis" section of the charter renewal application.

Developing our teachers is an essential part of our improvement efforts. We believe that by equipping our educators with the skills, knowledge, and strategies they need, we can positively impact student outcomes. This includes intensive professional development in data-driven instruction, differentiated teaching practices, and strategies that deepen teachers' content knowledge, particularly in mathematics.

Intervention program

As mentioned in the charter renewal application in our description of services we provide for non-proficient students, we have a comprehensive plan to address both academic and non-academic needs:

- Differentiated instruction is delivered in whole group, small group, and one-on-one.
- Targeted instruction is provided in small groups or one-on-one customized interventions specifically designed for each scholar.
- Additional support is provided by paraprofessionals in small group and one-on-one.
- Before and after school programs are provided for continued support in core areas for at-risk scholars.
- Math intervention is a focus area and specific initiatives are detailed below.
- Reading intervention is addressed through:
 - Independent reading to increase reading proficiency, comprehension, and increase stamina for state assessments.
 - Conferring with teacher
 - Utilizing Reading Mastery and Corrective Reading as intervention tools in K-8 to increase reading comprehension and fluency.
- Summer learning programs designed to help scholars maintain their skills, address learning gaps, and prepare them for the upcoming school year.
- Behavioral and emotional support is provided to address non-academic factors impacting student performance:

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- Achievement and behavior support specialists (ABSS) provide direct services to scholars through individualized behavioral planning for identified scholars and assist scholars in the responsible thinking process allowing scholars to be proactive in making choices leading to academic success.
- A student family liaison seeks partnerships with community agencies to ensure there is a connection between services provided at the school and in the home to remove barriers to success.
- A counselor works collaboratively with scholars and families to remove social-emotional barriers to success.

Teacher development

At Aspire, we recognize that many of our teachers join us on permits and need to not only learn how to teach effectively but also to deepen their content knowledge. Our environment is one of continuous coaching, feedback, and observation, creating a supportive space where teachers can thrive and grow in a variety of ways.

Leadership coaching: Our leadership team remains actively engaged in the daily operations of the classroom through daily classroom walk-throughs. These visits are not just about ensuring consistency with the school's mission and educational program but also about fostering a positive classroom culture, upholding moral focus virtues, and maintaining instructional excellence. The motto for our leadership, "every class, every day," underscores the importance of being present in the classroom daily to stay connected with what is happening and to support teachers.

This approach is further reinforced by NHA content specialists who conduct thorough classroom observations. These specialists not only identify schoolwide trends but also tailor professional development sessions to address the unique needs of each teacher.

New Teacher Summit: NHA provides an intensive summer professional development experience for new teachers before school begins. This PD includes general sessions on classroom management, curriculum, and best practices as well as opportunities for teachers to have breakout sessions with other teachers in their content area.

Professional Learning Communities (PLCs): Teacher team leads guide their colleagues in diving deep into data and instructional strategies. During PLCs, teachers are trained to interpret data, identify instructional needs, and implement strategies that will most effectively support student learning.

Partnerships: We have partnered with Solution Tree to enhance our Professional Learning Communities (PLCs), to place a strong emphasis on mathematics, focusing on how scholars approach problem-solving and the cognitive processes behind their thinking.

Upcoming PD: In addition to the above, our PD will include training on differentiated instruction, to equip teachers and instructional staff with strategies to meet the diverse needs of our scholars. Additionally, we will continue to conduct quarterly data dives to provide targeted feedback, ensuring continuous improvement.

Improving math proficiency

Aspire recognizes that math proficiency has remained flat in 2023-24, highlighting the need for targeted improvements. In response, we are making strategic adjustments to both assessments and curriculum to enhance our instruction and the way we measure scholar progress. Our curriculum revisions will focus on aligning sequencing and pacing with assessments, ensuring key concepts are taught in the order they are evaluated. This approach will yield valuable insights and drive gains in math proficiency for all scholars.

Assessments

Aspire has adopted the ILearn Checkpoints assessments to ensure that our scholars encounter the rigor expected on state assessments. This approach will allow us to respond to data effectively throughout the school year.

NHA has developed K-8 teaching resources to assist educators in addressing data from quizzes, unit assessments, and ILearn Checkpoints regularly. These resources are organized by standard and address common student misconceptions with:

- Scripts for re-teaching based on standard misconceptions.
- High-impact instructional strategies to re-teach concepts.

Curriculum improvements

3-5 math curriculum: With the introduction of ILearn Checkpoints, NHA has revised the scope and sequence for grades 3-5 to align with the order of standards on these assessments. This ensures that scholars are familiar with the content before the assessments and allows teachers to analyze and respond to assessment data effectively.

6-8 math curriculum: Aspire will continue using the Illustrative Mathematics (IM) curriculum for grades 6-8. For the 2024-2025 school year, we will supplement this with instructional videos and online lessons through Zearn, which are aligned with IM. Zearn reinforces learning by presenting concepts twice—once with the teacher and once digitally—promoting a deeper understanding of mathematics. Zearn’s built-in differentiation, practice problems, and immediate feedback have been shown to improve math scores in similar educational settings. This approach allows teachers to concentrate on delivering core math instruction while scholars benefit from additional practice and feedback through Zearn.

Math instructional approach



Fidelity to the curriculum remains a priority at Aspire. Deans and NHA math specialists will continue supporting teachers through unit unpacking, lesson preparation, and ongoing observations and coaching.

Improving proficiency of SWD

Staffing initiatives

Like many schools across the nation, Aspire has faced challenges in staffing special education positions, largely due to a nationwide shortage of qualified professionals and the statistically higher turnover rates among special education teachers. These issues are not unique to our school but reflect broader challenges in the education sector. Additionally, the significant number of SWD at Aspire with diverse disabilities adds complexity to meeting their unique needs. To address these challenges, we have implemented a strategic approach to staffing and professional development. This ensures that services are delivered in accordance with each student's Individualized Education Program (IEP) and promotes increased student proficiency.

Aspire has implemented the following staffing strategies:

- Partnered with staffing agencies to attract qualified special education teachers and we have increased salaries to recruit and retain staff.
- Maintained lower student-to-teacher ratios in special education, which helps support teachers and reduce burnout. In addition, students receive services in smaller groupings based on their specific needs.
- Introduced new staff positions over the charter term tailored to the emerging needs of students with IEPs. This includes hiring a behavioral support aide with certification as a Registered Behavior Technician and adding a special education teacher position to the team.
- Rehired Erica Martinez as the Dean of Special Education, recognizing that her previous experience in this role, along with her background as a certified special education teacher, will be invaluable to our program.

Training initiatives

We have implemented comprehensive teacher training initiatives to support special education staff and all teachers:

- *Data-driven instruction:* Regular meetings between leaders and teacher teams ensure that assessment results are reviewed, and intentional responses to student data are identified. This data-driven approach is inclusive of all students, including those with disabilities.
- *Differentiated instruction:* Over the past two school years, our leaders and teachers have received specialized training focused on differentiation, with a particular emphasis on supporting students with disabilities. In the 2024-25 school year, training will include Universal Design for Learning, a framework that helps teachers with strategies for inclusive instruction and learning for SWD.
- *General education teachers:* Our leadership team collaborates closely with special education staff to assess and coach all educators, including general education teachers, on strategies to enhance student engagement and growth, de-escalation techniques, and the IEP process, ensuring compliance with legal requirements.
- *Targeted observations and coaching:* Each month, a two-day classroom observation and coaching session is dedicated to improving special education instruction.

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- *Autism-specific training:* For several years, Melissa Dubie from the Indiana Resource Center for Autism, has provided all-day PD sessions to our staff on implementing evidence-based practices to support students with autism and we plan to continue this beneficial PD.
- *Ongoing professional development:* Aspire prioritizes regular professional development, offering two teacher cohort learning opportunities per year, each providing six hours of specialized training focused on students with disabilities.
- *IEP Technical Assistance and BSU trainings:* Our teachers have participated in IEP Technical Assistance Center offerings, focused on IEP development, Specially Designed Instruction, and best practices for writing skill-based and measurable goals. Additionally, they attend BSU training on modifications and accommodations for SWD.

Aspire has undertaken significant measures to strengthen our program and better serve our scholars. Aspire is well-positioned to deliver services that are in strict alignment with each scholar's Individualized Education Program (IEP), fostering greater proficiency and ensuring compliance with state and federal regulations. These efforts underscore our dedication to providing a high-quality education for all scholars, particularly those with disabilities, and reflect our unwavering commitment to their success.

Supplemental Special Education Data

Student Population and Program Overview

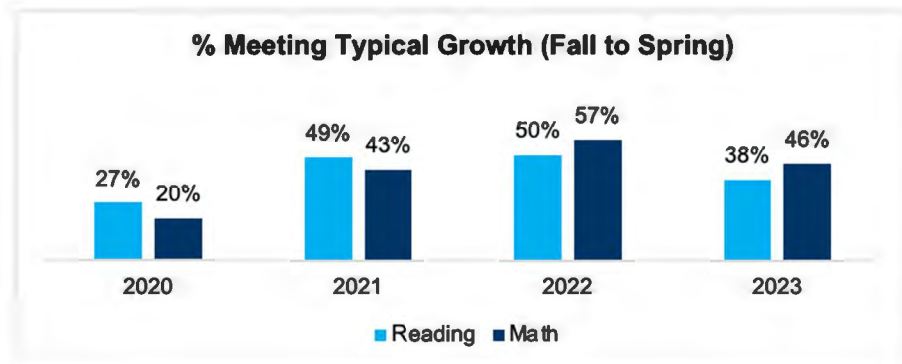
Aspire Charter Academy, as of the 2023-2024 school year, supports students with disabilities (SWD) who are eligible in the areas of autism, developmental delay, emotional disability, intellectual disability, speech and language impairment, multiple disabilities, other health impairment, orthopedic impairment, and specific learning disability.

Aspire provides all required related services and supports as determined by IEP teams, including but not limited to, speech and language pathology, occupational therapy, physical therapy, social work, and psychological services.

Aspire scholars receive special education and related services across a variety of settings, including general education classrooms, resource rooms, self-contained classrooms, separate school facilities, and medical-based homebound placements. Aspire has dedicated significant effort to creating a balanced, inclusive service delivery model while maintaining a full range of placement options. As of the 2023-2024 school year, 78 percent of Aspire's SWD spent more than 80% of their day included with their general education peers.

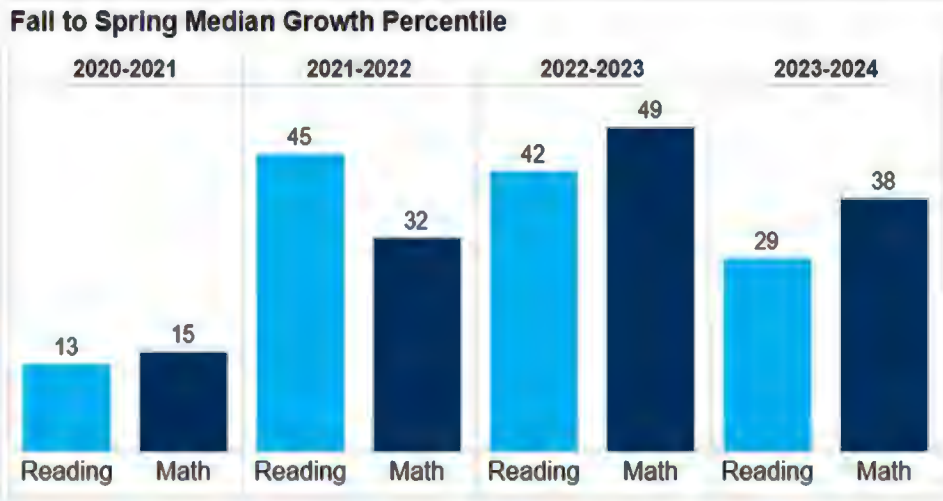
NWEA MAP Assessment Results

Aspire uses NWEA as a metric for monitoring all scholars' growth, including SWDs. Since 2020, Aspire has increased the percentage of SWD students meeting typical growth by 11 percentage points in reading and 26 percentage points in math.



The fall-to-spring median growth percentile increased from the 13th to the 29th percentile in reading and from the 15th to the 38th percentile in math in the same time period.

Aspire Charter Academy



State Assessment Results

During the 2023-2024 school year, Aspire SWDs performed better in math and ELA than most surrounding district schools and Gary Community School’s charter schools. Aspire acknowledges that SWD is low and remains committed to increasing the proficiency of SWDs, regardless of the comparison to surrounding schools.

SWD: ELA (Gary Community School Corporation)			
School	Prof	Tested	% Prof
Banneker Elem. at Marquette	2	27	7%
Bailly Middle School	2	63	3%
Aspire Charter Academy	2	74	3%
Gary Middle School	1	50	2%
Glen Park Acad for Excel	1	62	2%
Beveridge Elementary School	0	25	0%
Gary Virtual Academy	0	18	0%
Frankie Woods McCullough	0	44	0%
Daniel Hale Williams Elem	0	45	0%

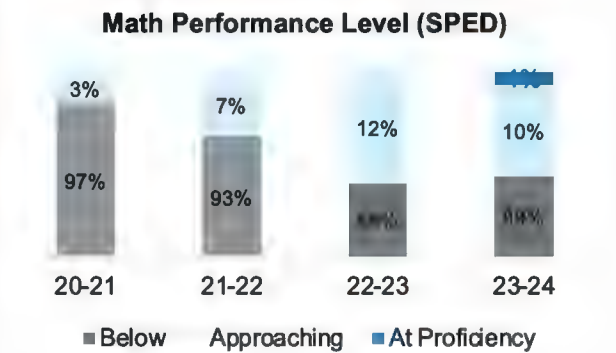
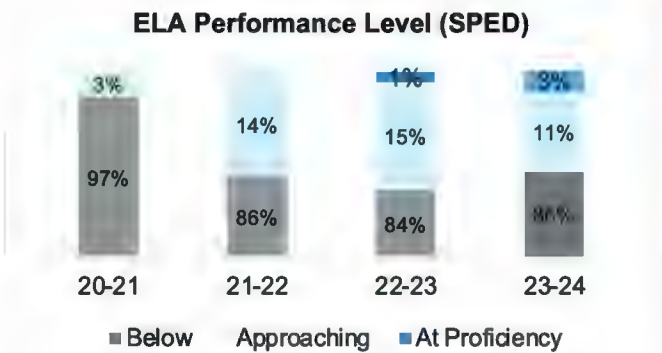
SWD: Math (Gary Community School Corporation)			
School	Prof	Tested	% Prof
Banneker Elem. at Marquette	2	27	7%
Bailly Middle School	1	61	2%
Glen Park Acad for Excel	1	62	2%
Aspire Charter Academy	1	71	1%
Beveridge Elementary School	0	24	0%
Gary Virtual Academy	0	18	0%
Frankie Woods McCullough	0	44	0%
Daniel Hale Williams Elem	0	45	0%
Gary Middle School	0	50	0%

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ELA (charter schools)			
School	Prof	Tested	% Prof
Thea Bowman Leadership	1	35	3%
Aspire Charter Academy	2	74	3%
Gary Lighthouse Charter	1	59	2%
Charles N Scott Middle	1	77	1%
Beveridge Elementary	0	25	0%
Frankie Woods McCullough	0	44	0%

Math (charter schools)			
School	Prof	Tested	% Prof
Gary Lighthouse Charter	1	59	2%
Aspire Charter Academy	1	71	1%
Thea Bowman Leadership	0	36	0%
Charles N Scott Middle	0	76	0%
Beveridge Elementary	0	24	0%
Frankie Woods McCullough	0	44	0%

Over the charter term, Aspire has consistently demonstrated the ability to grow more SWDs into the 'approaching' and 'proficient' groups year over year. The percentage of SWDs scoring below proficient decreased by 11 percentage points in ELA and eight percentage points in math, meaning that even though special education students are not yet proficient they are improving academically.



Scholars enrolled two or more years

Aspire has successfully advanced SWDs from 'below' to 'approaching' in both ELA and math, with greater movement among those who reenroll. This suggests that the longer these scholars stay with us, the more their performance improves.

ELA				
Year	Tenure	Below	Approach	Prof
20-21	New	100%	0%	0%
	2+ years	95%	5%	0%
21-22	New	100%	0%	0%
	2+ years	81%	19%	0%

Math				
Year	Tenure	Below	Approach	Prof
20-21	New	100%	0%	0%
	2+ years	95%	4%	2%
21-22	New	86%	14%	0%
	2+ years	96%	4%	0%

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22-23	New	90%	10%	0%
	2+ years	80%	18%	2%
23-24	New	80%	20%	0%
	2+ years	86%	11%	3%

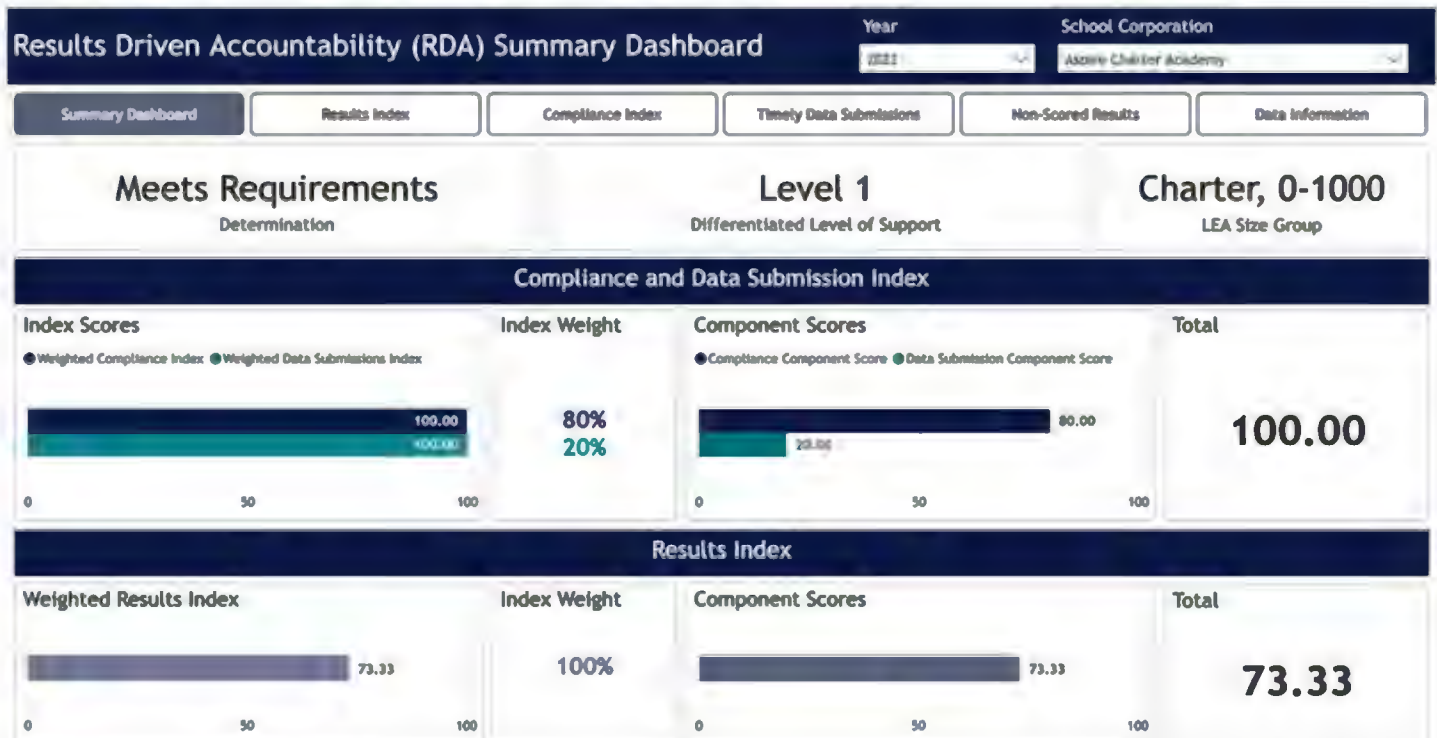
22-23	New	95%	5%	0%
	2+ years	85%	15%	0%
23-24	New	93%	7%	0%
	2+ years	87%	13%	0%

Results Driven Accountability

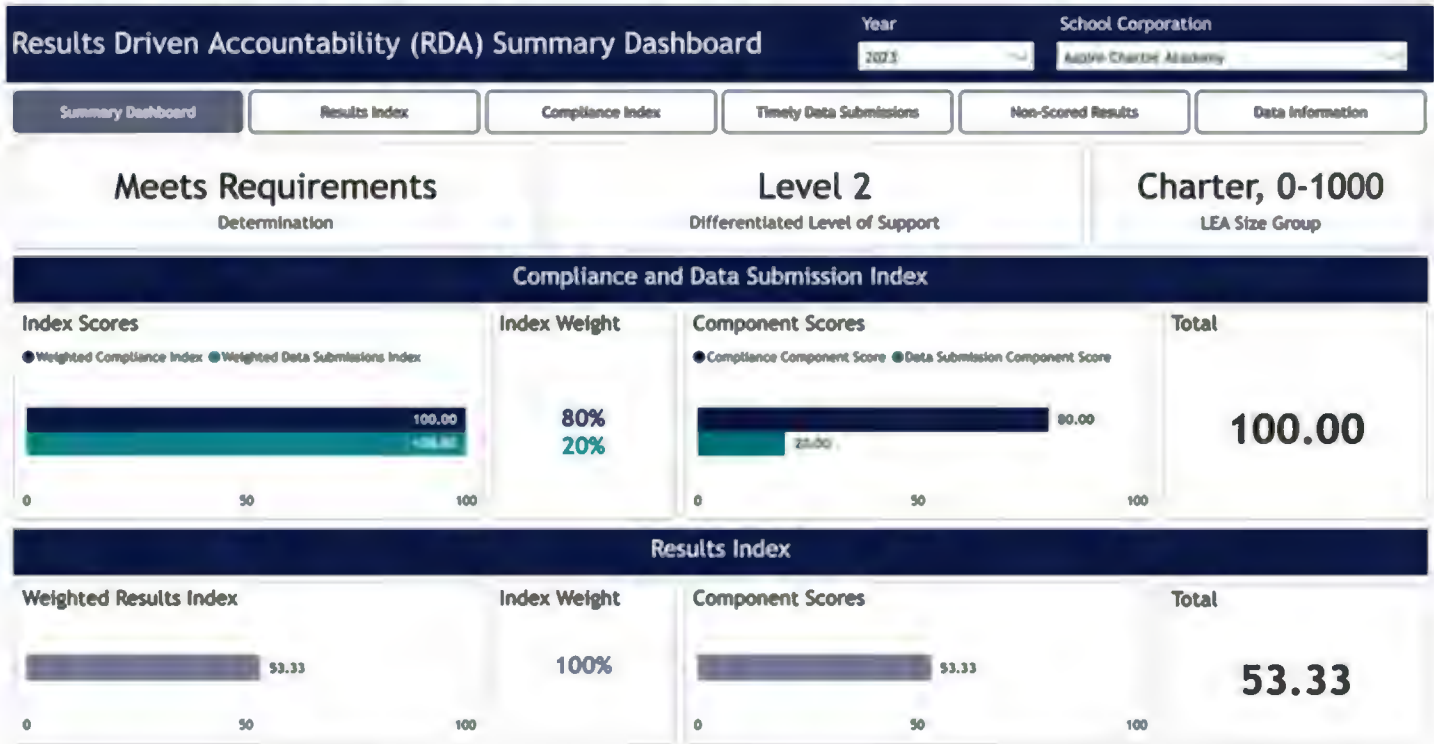
Results Driven Accountability (RDA) is a framework used to evaluate school districts based on their performance in key areas of special education, in both compliance and academic results. On the compliance portion of the framework, schools are provided a score of 1 to 5 based on their compliance with state requirements on federal indicators and, if found to be non-compliant, the degree of deviation from compliance. On the results portion of the framework, schools earn a score based on their academic results after comparison to their cohort of schools. For Aspire, that cohort is made up of all charter schools, lab schools, and state schools within Indiana.

Overall, in both years 2022 and 2023, Aspire earned a ‘meets requirements’ designation on the RDA framework, with a level 1 and level 2 designation of support respectively. The designation of support is a level of support from the state given results on either compliance or results indicators with higher levels noting greater support and/or intervention from the department of education.

Results Driven Accountability – Summary (2022)



Results Driven Accountability – Summary (2023)



Compliance indicators: Within the compliance portion of the framework, Aspire earned a score of 100, the highest possible score in both 2022 and 2023. In 2022, Aspire was monitored for compliance on federal Indicators 9, 10, and 11. Indicators 9 and 10 monitor disproportionate representation of scholars by race and ethnicity. Indicator 11 monitors evaluation timeliness for scholars referred for special education eligibility. In 2023, Aspire was monitored for compliance on federal Indicators 11 and 13. Indicator 13 monitors compliant post-secondary education planning for SWDs. Aspire earned the top score of 5 for each indicator in both years.

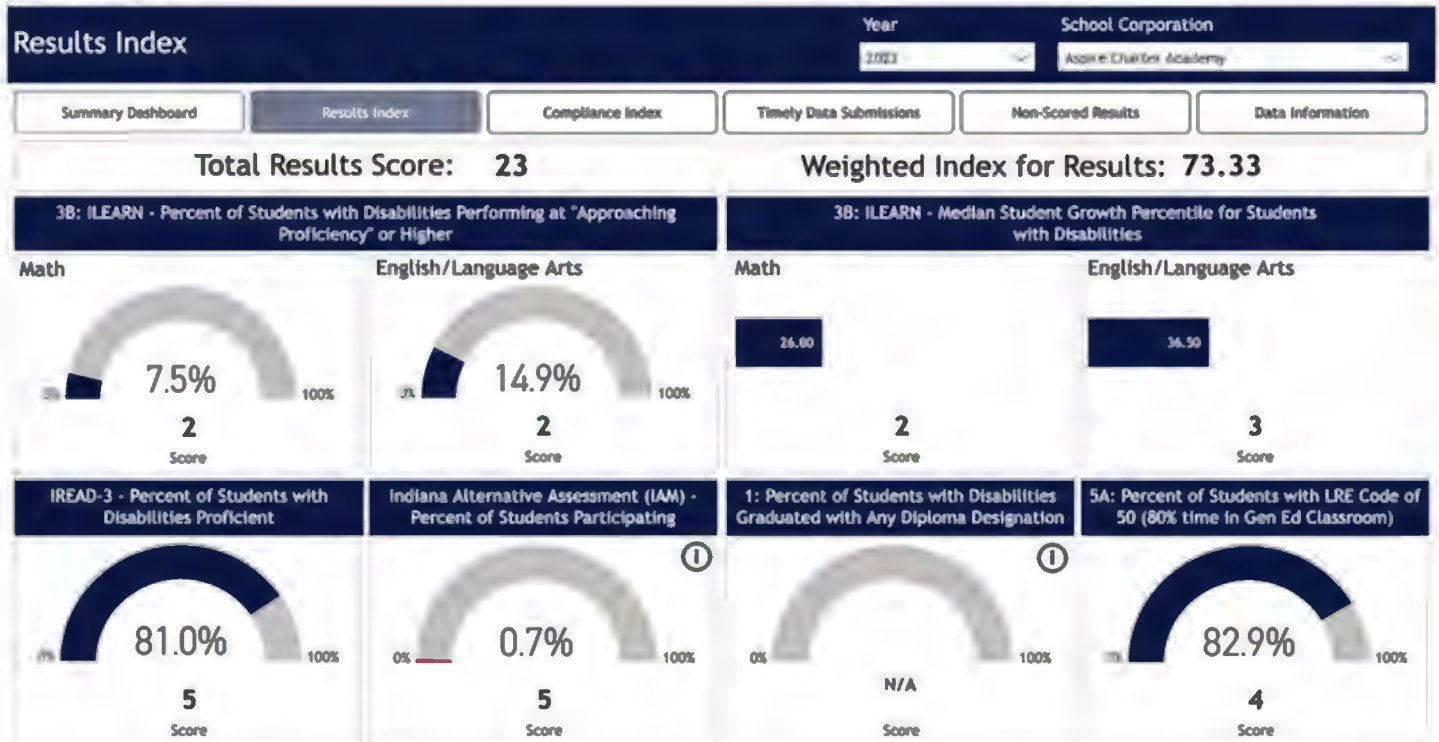
Academic results: Within the results portion of the framework, Aspire showed improvements in the following areas:

- In 2022, for Indicator 3B, “percent of students with disabilities performing at ‘approaching proficiency’ or higher,” Aspire earned a score of 2 for both ELA and math assessments. For the same indicator in 2023, Aspire increased its score to 3, reflecting progress in student ‘approaching’ and ‘proficient’ rates across the two years.
- In 2022, for Indicator 3B, “median student growth percentile for students with disabilities,” Aspire earned a score of 2 in math and a score of 3 in ELA. For the same indicator in 2023, Aspire increased its score to the highest score of 5, reflecting significant growth for SWDs.
- On ILEARN, Aspire decreased the gap between SWDs and all scholars, on both ELA and math assessments over the two years (see chart below for Non-scored Results Indicators from RDA).

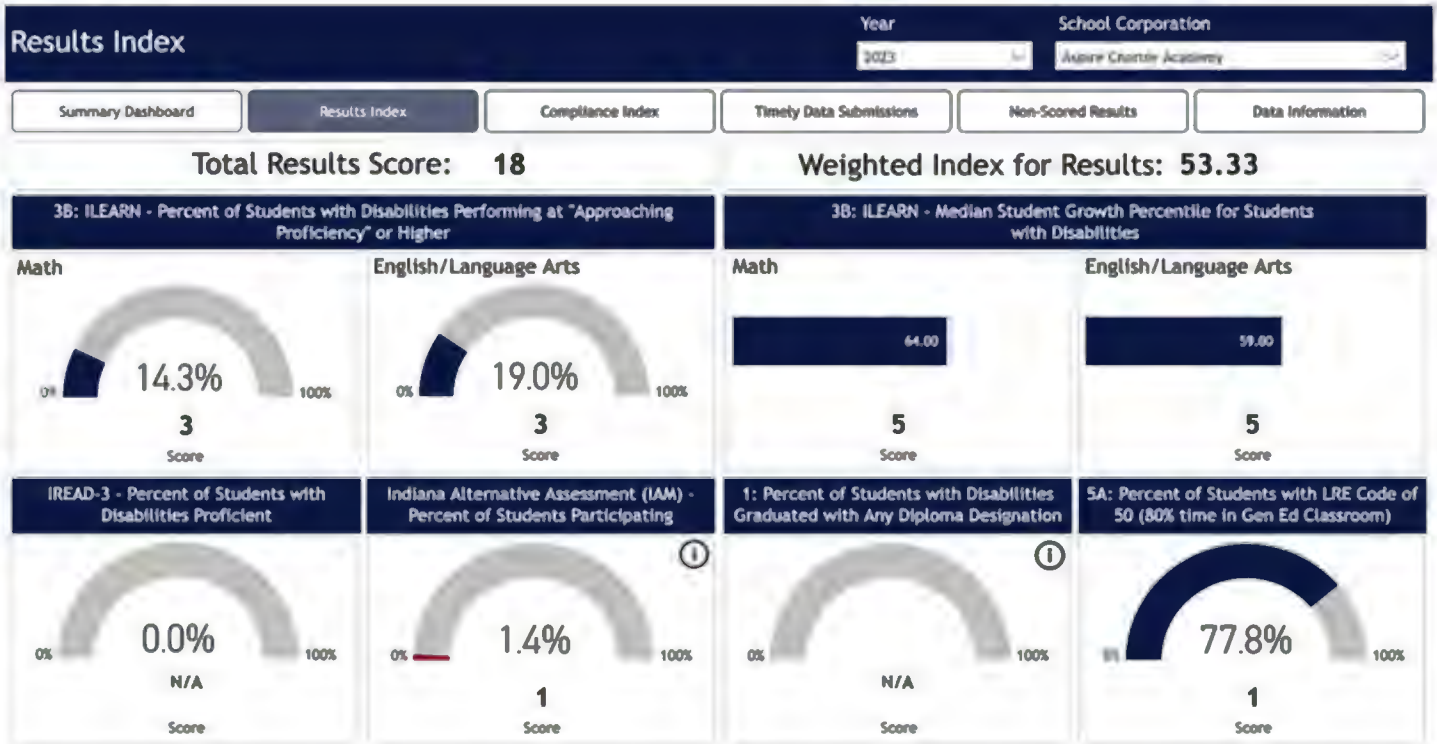
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- In 2022, Aspire also earned the highest score of 5 for SWD proficiency on the IREAD-3 assessment. In 2023, Aspire was not scored because there were not enough student participants for the data to be publicly reportable.
- From 2022 to 2023, Aspire lost points in two categories, those are “percent of students participating in IAM” and “Percent of students spending 80% or more of their day in the general education classroom.” This is consistent with the influx of scholars from more restrictive placements enrolling at Aspire during the school year. However, when reviewing Indiana’s Alternative Measure (IAM) performance data for the 2022 and 2023 years, Aspire showed improved scholar performance on the IAM.

Results Driven Accountability – Results Index (2022)



Results Driven Accountability – Results Index (2023)



Non-scored results indicators - IAM

2022

2023

