RENEWAL NARRATIVE
Aspire Charter Academy

I. **Executive Summary**

    A. **Enrollment and Demographic Overview**

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

CURRENT YEAR ENROLLMENT & DEMOGRAPHIC INFORMATION	
Total Enrollment	659
# of Students on Waiting List	65
Gender	
# Male	370
# Female	289
Ethnicity/Race	
# White	5
# Black	622
# Hispanic	32
# Asian	0
# Native American	0
# Other	0
Special Populations	
# Students with IEPs	59
# English Language Learners	1
# Homeless Students	8
# Eligible for Free and Reduced Lunch	596

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

TOTAL STUDENT ENROLLMENT				
Year 1 2008-09	**Year 2 2009-10**	**Year 3 2010-11**	**Year 4 2011-12**	**Year 5 2012-13**
413	494	598	666	659

        3. Provide the number and percentage of students eligible for special education by elgibility category for the length of the charter contract.

SPECIAL EDUCATION STUDENT POPULATION BY CATEGORY												
Disability	**Year 1**		**Year 2**		**Year 3**		**Year 4**		**Year 5**		**Year 6**	
	#	**%**	**#**	**%**	**#**	**%**	**#**	**%**	**#**	**%**	**#**	**%**
Autism Spectrum Disorder	3	10	2	4	7	13	5	8	6	10	-	-
Blind or Low Vision	0	0	0	0	0	0	0	0	0	0	-	-
Cognitive Disability	6	21	12	26	8	15	7	11	4	7	-	-
Deaf or Hard of Hearing	0	0	0	0	0	0	0	0	0	0	-	-
Deaf-Blind	0	0	0	0	0	0	0	0	0	0	-	-

SPECIAL EDUCATION STUDENT POPULATION BY CATEGORY												
Disability	**Year 1**		**Year 2**		**Year 3**		**Year 4**		**Year 5**		**Year 6**	
	#	**%**	**#**	**%**	**#**	**%**	**#**	**%**	**#**	**%**	**#**	**%**
Development Delay (early childhood)	0	0	0	0	0	0	0	0	1	2	-	-
Emotional Disability	2	7	3	7	2	4	2	3	2	3	-	-
Language or Speech Impairment	8	27	15	33	19	37	19	29	18	31	-	-
Multiple Disabilities	0	0	1	2	1	2	1	2	1	2	-	-
Other Health Impairment	2	7	2	6	4	8	9	14	10	17	-	-
Orthopedic Impairment	0	0	0	0	0	0	0	0	0	0	-	-
Specific Learning Disability	8	28	11	31	11	21	23	35	17	29	-	-
Traumatic Brain Injury	0	0	0	0	0	0	0	0	0	0	-	-

4. **Provide the number and percentage of ELL students for length of charter.**

ELL STUDENT POPULATION CHART									
Year 1 2008-09		**Year 2 2009-10**		**Year 3 2010-11**		**Year 4 2011-12**		**Year 5 2012-13**	
#	**%**	**#**	**%**	**#**	**%**	**#**	**%**	**#**	**%**
0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	0.15%

5. **Provide the number and percentage of Homeless students for length of charter.**

HOMELESS STUDENT POPULATION									
Year 1 2008-09		**Year 2 2009-10**		**Year 3 2010-11**		**Year 4 2011-12**		**Year 5 2012-13**	
#	**%**	**#**	**%**	**#**	**%**	**#**	**%**	**#**	**%**
2	.48%	6	1.21%	4	.67%	28	4.2%	8	1.21%

B. **Academic Performance Overview. The chart below provides an overview of the school's academic performance for the length of the charter contract. This snapshot of academic data provides information to assist schools in the process of completing Sections II and III of the Renewal Application.**

Aspire Charter Academy (2008)								
School Year	AYP	PL 221	NWEA % meeting F-S math growth target	NWEA % meeting F-S reading growth target	NWEA % meeting F-S LA growth target	ISTEP % Passing Math	ISTEP % Passing ELA	ISTEP % Passing Math & ELA
SY 2008-09	n/a	n/a	66.0%	62.4%	62.2%	37.50%	41.48%	29.55%
SY 2009-10	No	Probation	68.4%	57.2%	61.9%	39.02%	45.53%	28.86%
SY 2010-11	No	C (Academic Progress)	54.8%	51.2%	56.1%	55.02%	53.27%	39.14%
SY 2011-12	n/a	C	65.0%	61.9%	62.6%	59.32%	58.68%	47.35%

C. **Written Overview. Provide a brief description of the school, including an overview of the mission and vision, educational program, community and local partnerships, and the school's leadership and governance.**

Aspire Charter Academy opened in fall 2008. We first served grades K-5; we have added a grade each year since opening. We currently serve 659 students in grades K-8, and 98 percent of our students qualify for free and reduced-price lunch.

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.

Our educational program includes highly effective educational practices called the Simple Rules. These innovative practices are systematically employed and include the following:
1. Manage Instruction: To maximize their effectiveness, all staff members are supported and carefully developed by deans who observe and meet one-on-one each week to provide feedback and coaching.
2. Behave With Care: We have an intentional school climate and culture that cares for each student as a family cares for its children. Character development is an explicitly integrated component of the curriculum.
3. Implement the Formative Assessment Process: We use formative assessment, a planned process in which teachers and students adjust their approaches to teaching and learning based on insights from frequent, varying, and ongoing evaluations of progress.
4. Calendarize Priorities: Our master schedule prioritizes student academic needs and instruction and provides ample time for grade-level, long-range, and curriculum planning.
5. Measure Results: We believe in collecting evidence about student performance to adjust instruction. We systematically measure results at the student, classroom, teacher, school, and system level.
6. Engage Parents: We believe it is our responsibility to proactively engage parents and support them in becoming fully engaged in their child's education.

Our educational program also includes a tiered approach to teaching and learning that allows us to customize instruction based on individual learning needs. In the first tier, classroom teachers respond to the learning needs of students within regular classroom instruction. All students complete a screening assessment at the beginning of each school year, which provides useful information to plan more effective instruction for all students.

If students do not master content in the first tier of instruction, we use a more prescriptive second tier of instruction. This is typically provided through small-group instruction in a workshop setting. If data demonstrates that students are not making appropriate progress in Tier Two, students are referred for Tier Three instruction which includes a more intensified approach focusing on high-priority reading and math skills.

We believe students need a variety of activities to become well-rounded individuals. While it is important for all communities to provide such activities, numerous studies[1] have confirmed the particularly powerful benefits that extended day and year programs offer low-income, minority students, such as those served by Aspire. We have implemented such programs at Aspire. With insights we obtain by reaching out to the local community, we focus these programs on what students need and what our community wants. To date, we've invested in additional opportunities for students over the summer and after school.

Furthermore, we focus on developing well-rounded students through the following community partnerships:

- **Calumet College of St. Joseph (CCSJ)** provides instructional support and a mentorship program for teachers and instructional aides. This program provides on-site mentorship and feedback for current students and graduates of the CCSJ program.
- **Gary Reading Council** promotes and provides literacy support for our school community. In addition to literacy events and professional development opportunities for staff, this program encourages participation in local, state, and national literacy events.
- **One Church One School Partnership with Deliverance Temple** in Gary, IN. This community partnership provides a mentoring program that centers on the ideology of "it takes a whole village to raise a child." Through this partnership, our school community has developed several service learning projects, mentoring programs, and homework-help opportunities for students.
- **Phoenix Sons** provides a school-based male mentor program. This program provides weekly support, relationship building, and community service to our at-risk male students.

Aspire implements a non-traditional administrative structure that is comprised of a principal, three deans, and an academic intervention coach. This innovative leadership model ensures that every teacher is observed every week and provided with feedback. This feedback allows teachers to adjust instruction to better meet the needs of students. This innovative model is very different from the traditional approach, which relies solely on the leadership of a principal and assistant principal.

Aspire benefits from strong board governance. Of the six original founding board members, four remain and constitute the full Board. Our Board Members include:

- Richard Comer – President
- Sherylin Freeland-McCrady – Vice President
- LaCrecia Lott – Treasurer
- Denise Dillard – Secretary

Due to the recent passing of one of our founding Board members, Alzada Steele, we are seeking an additional member of our Board. We expect to appoint our new board member in January.

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[1] "On the clock: Rethinking the way schools use Time by Elena Silva; 2007, Time for School?" by Dave E. Marcotte and Benjamin Hansen; 2010; "Summer Learning: Research, Policies, and Programs," by Geoffrey D. Borman and Matthew Boulay; 2008; "The Untapped Power of Summer to Advance Student Achievement," by Beth M. Miller, PhD; 2007.

II. **Looking Back: The Record and Analysis of Performance. This section provides schools an opportunity to supplement or augment the record of performance by submitting evidence that informs the school's performance in relation to Office of Charter Schools' Accountability Framework. Responses should reference the indicators and measures from the Academic Performance Framework (reference to website) to which the information applies (e.g., 2.1 Student Progress Over Time, 2.4 Post-Secondary Readiness).**

Responses may include, but are not limited to, information about interim assessments or progress reports; evidence of performance on school-or mission-specific goals; and evidence of progress for any areas in which the school has not previously met or is not currently meeting the performance standard.

Renewal recommendations will be based on all evidence of school performance in the record, including but not limited to the school's responses in this part.

A. **Provide any educational performance-related evidence, supplemental data, or contextual information that may not be captured in OCS's current academic data. Submissions may include updates related to previous school findings. Note: Responses to II.A.2 is optional. It is an opportunity to supplement the existing record of performance.**

Aspire administers the Northwest Evaluation Association's (NWEA) Primary Grades Assessment (PGA) to all kindergarten and first-grade students. The NWEA Measures of Academic Progress (MAP) tests are administered to students in grades 2-8. NWEA is a norm-referenced, growth modeled assessment that provides comparative school and student performance information among a nationally normed sample. Students are tested in the areas of reading, language usage, and mathematics using computer-adaptive tests.

Through the use of this assessment, we have found that new students entering Aspire are significantly below grade-level, as shown in the chart below. Our fall NWEA-MAP assessment results indicate that the median percentile rank of new students entering the school is consistently in the bottom third of all test takers nationally.

Fall NWEA Percent Proficient for Newly Enrolled Students Grades 2-8				
Testing Cycle	**Language Usage**	**Math**	**Reading**	**Combined Subjects**
Fall 2008	21%	14%	17%	17%
Fall 2009	28%	22%	22%	24%
Fall 2010	53%	35%	38%	42%
Fall 2011	24%	14%	20%	19%
Fall 2012	27%	15%	22%	21%

Because of the academic status of our newly enrolled students, ensuring that they achieve high academic growth over the course of the school year is critical for their

long-term success. Our students require accelerated learning opportunities to prepare for a rigorous high school curriculum when they leave Aspire after the eighth grade. The NWEA assessment allows us to measure academic growth to ensure that students are growing at appropriate levels and are on a trajectory for college readiness. The fall test serves as a baseline measure of student performance and identifies students who are academically at-risk. The winter test serves as a check-point to measure progress and inform mid-course corrections in instruction. The spring test shows student learning growth for the entire school year, as well as year-over-year student, grade, and school growth.

Over the past four years, fall-to-spring growth for the entire student body has been at or above the national school average. In the 2011-12 school year, students at Aspire grew at the 62nd percentile nationally from fall-to-spring on the NWEA MAP in grades 2-8. During the same school year, students demonstrated learning gains that were 25 percent greater than students nationally.

| NWEA Fall to Spring Growth Combined Subjects Grades 2-8					
School Year	Percent Meeting Typical Growth	Meeting Typical Growth Percentile	Rate of Growth	Growth Index	Growth Index Percentile
2011-2012	63.2%	62	125.0%	2.5	78
2010-2011	54.0%	28	100.0%	0.4	34
2009-2010	62.5%	59	120.0%	2.1	72
2008-2009	63.6%	63	122.2%	2.4	77

To ensure that students' individual learning needs are met, we implemented a research-based, three-tier response to intervention program. This approach, first introduced in the 2011-12 school year, was implemented to proactively address student academic needs. Early results from our new intervention program are encouraging. Consider the following NWEA growth data for the lowest-performing students (those at/below the 25th percentile nationally). These students received services through the new intervention program and demonstrated academic growth at the 86th percentile (among the top 15 percent) of all schools nationally during the 2011-12 school year.

| NWEA Fall-to-Spring Growth Students At/Below 25th Percentile in the Fall			
Grades 2-8 Combined Subjects: Math, Reading, Language Usage			
Academic Year	Percent Meeting Typical Growth	Meeting Typical Growth Percentile	Rate of Growth
2011-12*	71.2%	86	150.0%
2010-11	57.7%	41	114.3%

New intervention program implemented.

B. **Using the school's accountability and assessment data, illustrate the improvement in academic performance of students over the term of the charter school's existence. Consider the following questions in your analysis.**

   1. **What areas of weakness are indicated by these data? Do the state data, the achievement data and the individual student data align to support your conclusions?**
   2. **What areas of strength are apparent?**
   3. **What factors have contributed to these results, and how have these factors contributed to student performance results?**
      a) **Do the areas of weakness affect many or few students? Is it a particular subgroup of students? Is there a trend in one content area or across all content areas?**
      b) **Have ALL students' performance been analyzed? What progress monitoring tools do you have in place that provided this information?**

Since opening in fall 2008, we have made demonstrable progress on the Indiana Statewide Testing for Educational Progress Plus (ISTEP+). As illustrated in the graph below, proficiency levels in English language arts (ELA) and math are at an all-time high for Aspire. In ELA, absolute proficiency levels have increased from 42 percent in the 2008-09 school year to 58 percent in the 2011-12 school year. A more significant increase has been seen in math, where absolute proficiency has increased from 28 to 59 percent over the same time period.
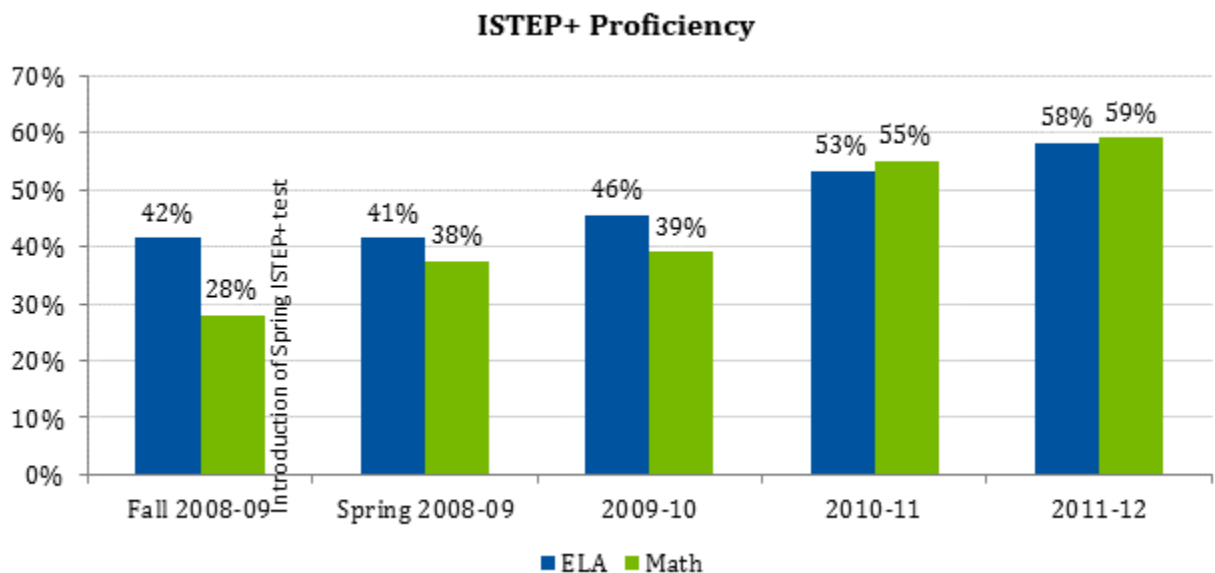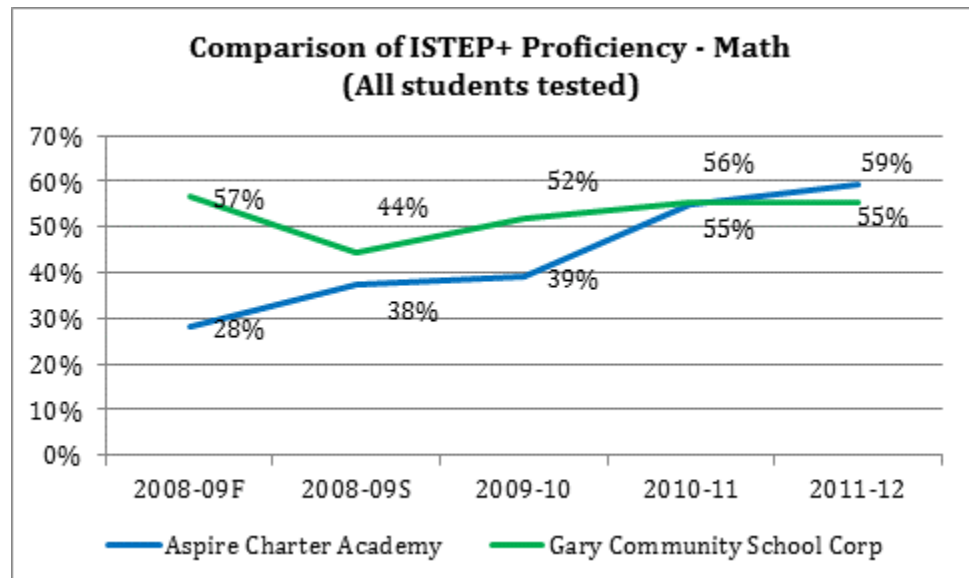
ISTEP+ Proficiency

As a result of our improving ISTEP+ performance, in the 2011-12 academic year, we outperformed the Gary Community School Corporation District. In our first year of ISTEP+ testing, ELA proficiency levels were 12 percentage points lower than those of the Gary Community School Corporation. By the

2010-11 administration of the ISTEP+, the gap between Aspire and the Gary Community School Corporation had closed to just six percentage points. In 2011-12, **Aspire outperformed Gary Community** in ELA by three percentage points.

Comparison of ISTEP+ Proficiency - ELA
(All students tested)
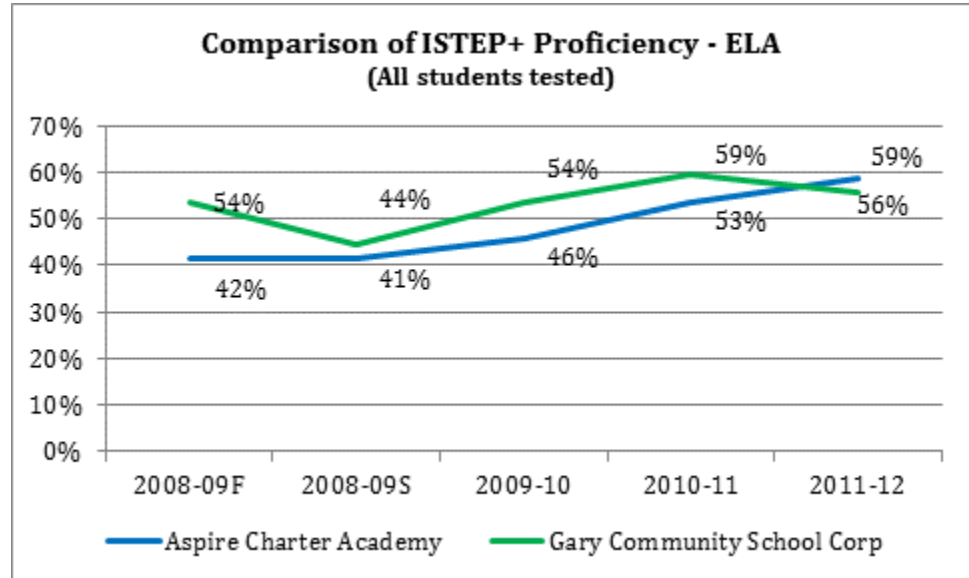
We achieved the same success in mathematics. While Gary Community School Corporation's performance has been fairly stable, with proficiency levels at 57 percent in the 2008-09 school year and at 55 percent in school year 2011-12, Aspire has increased performance by 31 percentage points during the same period of time. **Our performance now exceeds that of the Gary Community School Corporation** by four percentage points.

Comparison of ISTEP+ Proficiency - Math
(All students tested)

While we are encouraged by the overall improvement on the ISTEP+, proficiency rates are still below expectations. Recently, on Indiana's new A-F letter grade system, we received a Letter Grade "C".

2011-12 Indiana Accountability Report Card				
ELA Points Earned	Math Points Earned	Total Points Earned	Total Points Possible	Overall Grade
1	3	2.0	4.0	C

We value our achievements but know student learning must improve rapidly and that our state accountability status must continue to improve.

As such, we conducted a formal, comprehensive needs assessment in which data was collected and assessed as it related to student achievement, school programs and processes, student/teacher/parent perceptions, and demographics. Our review of data included:
- Student achievement on criterion-referenced assessments (ISTEP+)
- Student achievement on norm-referenced assessments (NWEA PGA and MAP)
- Student demographics
- Discipline, tardy, truancy, and attendance rates
- Parent/student perception surveys
- Staff surveys, including teacher quality information
- Curriculum alignment
- Program implementation
- Student engagement

The gathering and analysis of this data enabled staff to directly address student learning needs and gauge the degree to which the school-wide, grade-level, and individual student learning goals are being met. The data also helped us identify our comprehensive school improvement priorities. All goals, objectives, action steps, school-wide reform strategies, professional development activities, and parent/community involvement decisions are driven by this needs assessment.

Based on the results of our 2012 comprehensive needs assessment, we have determined that our priorities for improvement should be focused on the following three areas:
- Improvement Area #1 - Teacher retention
- Improvement Area #2 - Student behavior
- Improvement Area #3 - Literacy and writing

We believe that demonstrable improvement in these three areas will positively affect student academic attainment across all grades. We have identified progress monitoring tools for each improvement area that will allow us to track our progress over time and make adjustments, as needed. For more detail on the strategies and progress monitoring tools we are

implementing in each improvement area, please see Section III, questions 1-3 below.

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

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

Note: Response to II.C is optional. It is an opportunity to supplement the existing record of performance.

Aspire opened in fall 2008, initially serving grades K-5 and adding one grade each year after that. We currently serve a student population in which 98 percent of students qualify for free and reduced-price lunch. During the term of the current charter period, we have demonstrated solid organizational viability. Consider, for example, the following:

Demand for Aspire's Educational Program
Due to strong demand for our educational program, we have been able to fully enroll our school as we added more grades. Beginning with the 2013-14 school year, we will reach the full complement of grades and classrooms intended for Aspire, and we project continued strong, consistent enrollment during the new charter term.

Enrollment
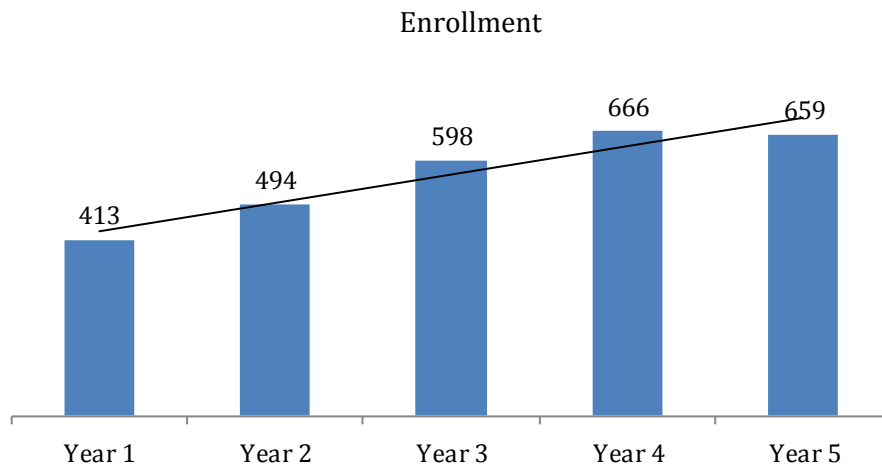
Parent Satisfaction

Parents continue to express strong satisfaction with the school. In spring 2012, 88 percent of parents expressed overall satisfaction with Aspire, and 86 percent of parents agreed that our academic program is one of the best in the area.

Organizational Viability

Aspire is financially sound and organizationally stable. We have completed each year with a positive cash balance. Our Board of Directors is strong and stable, and it has successfully governed Aspire with a track record of compliance and sound oversight.

Compliance with the Organizational Performance Framework

We are pleased to report that during the term of our first charter, Aspire has demonstrated compliance with Ball State's Organizational Performance Framework, including requirements related to the following components:
- Educational Program
- Financial Management and Oversight
- Governance and Reporting
- Students and Employees
- School Environment

III. **Looking Forward: Plans for the Next Charter Term. The following sections provide the school an opportunity to discuss plans for the next charter term. In addition to providing basic data, schools should treat the following sections as an opportunity to outline a deliberate plan for sustaining success, addressing areas requiring improvement, and ensuring the ongoing viability of the organization.**

Note: The response to this part may affect whether the school is recommended for renewal/extension and/or length of a renewal term/extension. Should the OCS grant renewal for an additional term or an extension of the current term, OCS expects that the plans presented below will be incorporated into the school's renewal contract or contract extension, as applicable.

A. **Academic Data and Educational Strategies**

1. **Based on the analysis of the academic data, what are the school's next steps for improving the academic indicators (of the Academic Performance Framework) listed below?**

   We are pleased that Aspire has shown academic progress during the first term of our charter. Nevertheless, we see many opportunities to improve. Aspire has the necessary systems and personnel in place to accelerate student academic achievement, as well as a specific plan that outlines steps we are taking to accelerate student attainment and fulfill our mission. We know we must be relentless in our efforts to ensure our students are college- and career-ready.

   Based on our analysis of all available data, we have identified three main areas of improvement:

- Improvement Area #1 - Teacher retention
- Improvement Area #2 - Student behavior
- Improvement Area #3 - Literacy and writing

Detailed below in questions 2 and 3 are specific strategies and measures we are implementing to support our focus on each improvement area.

2. **What are the strategies the school will employ to achieve the "Meets Standards" designation?**

Improvement Area #1: We recognize that accelerated academic attainment requires excellent teaching. To improve our teacher retention record, we will implement the following strategies:
- Review compensation practices and act on the data we discover. In fall 2012, we adjusted teacher pay in order to improve our market competitiveness.
- Conduct targeted, personal outreach to departed teachers to learn more about the reasons for departure.
- Maintain an employee engagement calendar of weekly activities that will improve employee satisfaction.
- Administer employee surveys to measure progression of staff satisfaction.

Improvement Area #2: We must more thoroughly incorporate our Behave with Care program into our activities and culture. To do this, we will implement the following strategies:
- Implement a Positive Behavior System that focuses on building positive relationships and correcting behavior through problem-solving and consistent consequences.
- Implement a Behavior Support Team to analyze and track student discipline data.
- Provide professional development for staff related to school-wide behavior systems, transitions and procedures, and Aspire's moral focus curriculum.
- Clearly post all school-wide expectations and provide explicit instructions.

Improvement Area #3: We must improve students' ELA proficiency. To do this, we will implement the following strategies:
- Provide teachers with professional development opportunities that focus on writing.
- Implement constructed response mock assessments.
- Implement new supplemental middle school ELA intervention (READ 180).
- Integrate nonfiction reading and writing into instructional methods.

3.   **How will the school know if the improvement efforts are working in the short term (*e.g.*, 6 months) and in the long term (multiple years)?**

To monitor the effectiveness of our improvement efforts, we will implement the following short-term and long-term measurements during the term of the next charter:

Improvement Area #1 – Teacher Retention Measurement
- Benchmark #1: Each year in the fall, we will analyze staff-satisfaction data to determine progress and define mid-course corrections, as needed.
- Benchmark #2: Each year in the late winter/early spring, we will analyze staff satisfaction data to determine progress and define mid-course corrections, as needed.

Improvement Area #2 – Student Behavior Measurement
- Benchmark #1: Each year in the fall, we will analyze student discipline data to determine progress and define mid-course corrections, as needed.
- Benchmark #2: Each year in the late winter/early spring, we will analyze student discipline data to determine progress and define mid-course corrections, as needed.

Improvement Area #3 – Literacy and Writing Measurement
- Benchmark #1: Each year in the fall, we will analyze student performance data, including results from Acuity (CTB McGraw-Hill's Acuity is an assessment item bank which includes interim assessments aligned with the state standards and the Common Core), to determine progress and define mid-course corrections, as needed.
- Benchmark #2: Each year in the winter, we will analyze student performance data to determine progress and define mid-course corrections, as needed.
- Benchmark #3: Each year in the spring, we will analyze student performance data, including results from Acuity, to determine progress and define mid-course corrections, as needed.

4.   **The following tables represent indicators from the Academic Performance Framework. The tables include data from school years 2010-2011 and 2011-2012 (when available). As part of the school's "looking forward" analysis, a school should fill out the tables below to demonstrate how it will get from its current performance level to Meets Standards by 2013-2014.**

Are students making adequate growth based on the school's median student growth percentile (SGP) in math and ELA? (K-8)? (Meets Standard: the median SGP is at least 50.)

2010-11		2011-12		2012-13 (projected)		2013-14 (projected)	
School Median SGP-ELA	School Median SGP-Math	School Median SGP-ELA	School Median SGP-Math	School Median SGP-ELA	School Median SGP-Math	School Median SGP-ELA	School Median SGP-Math
45	50	51	64	55	66	60	68

Are the lowest-performing students in the school making adequate growth based on the median student growth percentile (SGP) of the lowest quartile of students in math and ELA? (K-8)?

2010-11		2011-12		2012-13 (projected)		2013-14 (projected)	
School Median SGP-ELA	School Median SGP-Math	School Median SGP-ELA	School Median SGP-Math	School Median SGP-ELA	School Median SGP-Math	School Median SGP-ELA	School Median SGP-Math
45	51	51	64	55	66	60	68

Are students achieving proficiency on ISTEP+ in math and ELA? (K-8) (Meets Standard: At least 80% of students met proficiency in math and ELA.)

2010-11		2011-12		2012-13 (projected)		2013-14 (projected)	
Percent Proficient - ELA	Percent Proficient - Math	Percent Proficient - ELA	Percent Proficient - Math	Percent Proficient - ELA	Percent Proficient - Math	Percent Proficient - ELA	Percent Proficient - Math
53	55	59	59	65	65	70	70

Are students performing well on ISTEP+ in math and ELA in comparison to other schools in the district? (K-8) (Meets Standard: School's average % proficient on Reading and Math meets or exceeds the average performance of students in the home district by less than 15 percentage points.)

District data for the 2011-12 school year will be provided by Ball State University. As soon as this data becomes available, we will update the chart below with projections for the 2012-13 and 2013-14 school years.

2010-11						2011-12						2012-13 (projected)						2013-14 (projected)					
% Proficient – School-ELA	% Proficient–Similar Schools-ELA	Difference (in percentage points)	% Proficient – School-Math	% Proficient–Similar Schools-Math	Difference (in percentage points)	Percent Proficient – School-ELA	% Proficient–Similar Schools-ELA	Difference (in percentage points)	% Proficient – School-Math	% Proficient–Similar Schools-Math	Difference (in percentage points)	Percent Proficient – School-ELA	% Proficient–Similar Schools-ELA	Difference (in percentage points)	% Proficient – School-Math	% Proficient–Similar Schools-Math	Difference (in percentage points)	Percent Proficient – School-ELA	% Proficient–Similar Schools-ELA	Difference (in percentage points)	% Proficient – School-Math	% Proficient–Similar Schools-Math	Difference (in percentage points)
53%	64%	-11	55%	59%	-4																		

Are low-SES students achieving proficiency on ISTEP+ in math and ELA? K-8 (Meets Standard: School sub-group's average % proficient on Reading and Math meets or exceeds the statewide average performance of students by less than 15 percentage points.)

Subgroup data for the 2011-12 school year will be provided by Ball State University. As soon as this data becomes available, we will update the chart below with projections for the 2012-13 and 2013-14 school years.

2010-11							2011-12							2012-13 (projected)							2013-14 (projected)						
Percent of School*	School Low SES Proficiency Rate-ELA	State Low-SES Proficiency Rate**-ELA	Difference (in percentage points)	School Low-SES Proficiency Rate-Math	State Low SES Proficiency Rate**-Math	Difference (in percentage points)	Percent of School*	School Low SES Proficiency Rate-ELA	State Low-SES Proficiency Rate**-ELA	Difference (in percentage points)	School Low-SES Proficiency Rate-Math	State Low SES Proficiency Rate**-Math	Difference (in percentage points)	Percent of School*	School Low SES Proficiency Rate-ELA	State Low-SES Proficiency Rate**-ELA	Difference (in percentage points)	School Low-SES Proficiency Rate-Math	State Low-SES Proficiency Rate**-Math	Difference (in percentage points)	Percent of School*	School Low SES Proficiency Rate-ELA	State Low-SES Proficiency Rate**-ELA	Difference (in percentage points)	School Low-SES Proficiency Rate-Math	State Low SES Proficiency Rate**-Math	Difference (in percentage points)
92%	51%	69%	-18	54%	71%	-16																					

Are ELL students achieving proficiency on ISTEP+ in math and ELA? K-8

Not applicable; Aspire did not serve any ELL students in the 2011-12 school year.

2010-11							2011-12							2012-13 (projected)							2013-14 (projected)						
Percent of School*	School Low SES Proficiency Rate-ELA	State Low-SES Proficiency Rate**-ELA	Difference (in percentage points)	School Low-SES Proficiency Rate-Math	State Low SES Proficiency Rate**-Math	Difference (in percentage points)	Percent of School*	School Low SES Proficiency Rate-ELA	State Low-SES Proficiency Rate**-ELA	Difference (in percentage points)	School Low-SES Proficiency Rate-Math	State Low SES Proficiency Rate**-Math	Difference (in percentage points)	Percent of School*	School Low SES Proficiency Rate-ELA	State Low-SES Proficiency Rate**-ELA	Difference (in percentage points)	School Low-SES Proficiency Rate-Math	State Low SES Proficiency Rate**-Math	Difference (in percentage points)	Percent of School*	School Low SES Proficiency Rate-ELA	State Low-SES Proficiency Rate**-ELA	Difference (in percentage points)	School Low-SES Proficiency Rate-Math	State Low SES Proficiency Rate**-Math	Difference (in percentage points)
***	***	54%	n/a	***	61%	n/a	n/a	n/a		n/a																	

Are students with disabilities achieving proficiency on ISTEP+ in math and ELA? K-8

Subgroup data for the 2011-12 school year will be provided by Ball State University. As soon as this data becomes available, we will update the chart below with projections for the 2012-13 and 2013-14 school years.

	2010-11							2011-12							2012-13 (projected)							2013-14 (projected)						
Percent of School*	School Low SES Proficiency Rate-ELA	State Low-SES Proficiency Rate**-ELA	Difference (in percentage points)	School Low-SES Proficiency Rate-Math	State Low SES Proficiency Rate**-Math	Difference (in percentage points)	Percent of School*	School Low SES Proficiency Rate-ELA	State Low-SES Proficiency Rate**-ELA	Difference (in percentage points)	School Low-SES Proficiency Rate-Math	State Low SES Proficiency Rate**-Math	Difference (in percentage points)	Percent of School*	School Low SES Proficiency Rate-ELA	State Low-SES Proficiency Rate**-ELA	Difference (in percentage points)	School Low-SES Proficiency Rate-Math	State Low SES Proficiency Rate**-Math	Difference (in percentage points)	Percent of School*	School Low SES Proficiency Rate-ELA	State Low-SES Proficiency Rate**-ELA	Difference (in percentage points)	School Low-SES Proficiency Rate-Math	State Low SES Proficiency Rate**-Math	Difference (in percentage points)
***	20%	50%	-30	25%	59%	-34																					

Is the school meeting acceptable standards according to P.L. 221 categories? K-8 (Meets Standard: School received a "B" (Commendable Progress)

2010-11	2011-12	2012-13 (projected)	2013-14 (projected)
F	C	C	B

Overall Academic Rating 2010-2011	D

2011-12 Spring IREAD Results
Of the 79 third grade students tested, 49 (62%) passed the Spring 2012 IREAD-3 assessment.

2011-12 Spring IREAD				
Total Students	**# Pass IREAD**	**% Pass IREAD**	**% ELL**	**% F/R Lunch**
79	49	62.0%	0.0%	88.6%

2011-12 Summer IREAD Results
Of the 30 students that did not pass the spring assessment, 12 students passed the summer IREAD-3 administration and 15 were below passing. Three students went untested and have since withdrawn. Of the 15 students that did not pass the Spring or Summer IREAD-3:
- 13 students are currently still enrolled.
- Two are no longer enrolled.

2011-12 SPRING & SUMMER IREAD				
Total Students	**# Pass IREAD**	**% Pass IREAD**	**% ELL**	**% F/R Lunch**
79	61	77.0%	0.0%	88.6%

B. **Educational Plans**

1. **Vision. Provide a vision for what the school will look like in five years. Describe any changes to the school's mission or substantial revisions to the educational program as described in the current charter that the school proposes to make for the next charter term. Discuss any associated challenges or risks.**

   Our vision is college and career readiness for every graduating eighth-grade student. We will look for high academic growth and increased proficiency for evidence of success pursuing this vision

   We believe this vision is realistic, yet somewhat susceptible to certain risks that may impede our progress. For example, consistent, high-quality teaching in every classroom will be required to realize this vision. Our goal is to retain and continually develop our teachers. As such, we have defined a plan for improvement that includes specific actions we will implement to improve our teacher retention. This plan also includes actions to provide staff with ongoing professional development to positively impact teaching and learning. For the full plan description, please see Section III, questions 1-3.

   Please see our response to question 2 below regarding proposed changes to our educational program.

2. **Educational Plan Modifications. Describe any substantial modifications pertaining to the educational program that the school intends to request should it be renewed for an additional charter term.**

   Although we have not fully achieved all of our charter goals yet, we believe that our performance shows the promise of our school and, therefore, do not propose any sweeping changes to our educational program. We are, however, implementing some enhancements to our educational program to ensure that we continually improve the quality of our instruction and quickly accelerate student attainment. These enhancements are detailed in Section III, questions 1-3. We are also updating our curriculum to ensure alignment to the Common Core.

C. **Financial Plans**

   5-year Financial Projections. Complete a five-year projected budget for the next term at the campus and network level (if applicable). The budget detail should make clear the assumptions on which the school bases its key revenue and expenditure projections. The five year projected budget should include the Board of Directors review and attached minutes. If there is an intent to add to or change facilities, this should be included in the budgeted projection as well as new lease terms and/or building plans under Organizational Plans. Specific documents reviewed during the renewal process will include:
   1. Current Board approved budget with minutes.

2. **Prior year Board approved budget with minutes.**
3. **Current facility/school lease term and conditions.**
4. **Applicable insurance policies and their renewal.**

Our Board approved the 2012-13 and 2011-12 school year budgets and documentation of this approval has been submitted through the Charter School Appliance Providing Portable Handling of Institutional Records Electronically (CSAPPHIRE).

In addition, the five-year projected budget has been uploaded to CSAPPHIRE. This budget is expected to be formally approved by the Board at our next meeting on January 2, 2013. As soon as the meeting minutes are finalized, we will upload a copy to CSAPPHIRE.

Additionally, copies of the current lease and applicable insurance policies have been submitted through CSAPPHIRE.

D. **Organizational Plans**

1. **Enrollment Plan. Describe the enrollment plan for the next charter term (*e.g.*, grade level and projected student enrollment).**

   In the next charter term, we will continue to serve grades K-8. Our projected enrollment for the new charter term is detailed below. These projections should not be considered minimum or maximum commitments for purposes of the charter contract.

Year 1	Year 2	Year 3	Year 4	Year 5
7/1/2013 - 6/30/2014	7/1/2014 - 6/30/2015	7/1/2015 - 6/30/2016	7/1/2016 - 6/30/2017	7/1/2017 - 6/30/2018
685	695	695	695	695

2. **Governance and Management. Describe any anticipated changes to the governance and management of the school, including but not limited to board composition, committee structure, and/or amendments to by-laws.**

   Of the six original founding board members for Aspire Charter Academy, four remain and constitute the full Board. Our Board members include:
   - Richard Comer – President
   - Sherylin Freeland-McCrady – Vice President
   - LaCrecia Lott – Treasurer
   - Denise Dillard – Secretary

   Due to the recent passing of one of our founding Board members, Alzada Steele, we are seeking an additional member of our Board. We expect to appoint our new board member in January.

At this time, our Board has no plans to change its committee structure or by-laws.

In addition, we plan to continue the relationship with our education management partner, National Heritage Academies, for school operations.

3. **Transportation (if applicable). Describe the plan for providing transportation to students to attend the school.**

We expect that most parents will provide transportation for their children. We strongly believe that parental involvement is critical to understanding our mission. When parents choose to provide transportation for their child, they also give themselves an additional opportunity to be involved in the day-to-day life of the school. This also allows parents to develop a deeper rapport with teachers, school leaders, and other families.

While it is our desire that all parents be involved in this way, we recognize that family circumstances may make this impossible. Therefore, we work with families to facilitate transportation as needed and whenever possible. In addition, the Board and NHA work diligently to make sure the school is open and accessible to all students, including low-income students and students experiencing homelessness.

4. **Facility. Describe the current status of the school's facility. Discuss any anticipated changes in facilities needs and/or location.**

The building that houses Aspire Charter Academy was newly constructed in 2008 and is in excellent condition. There are no plans for changes to the facility at this time.

5. **Educational Service Providers. Renewal applicants are asked to declare whether they intend to contract with an education service provider (ESP). The term "ESP" refers to any number of organizations that contract with the governing board of a school to provide comprehensive services. After the organizing board of director's approrpaite review of the performance of the school and the services provided by an ESP, applicants should choose the applicable statement from the choices, below, and follow the related instructions.**

Copy/paste the statement that is applicable and proceed as directed:

We contracted with an educational service provider (National Heritage Academies) during the original term of the charter and intend to continue to contract with the same education service provider.

Both the Board and NHA have reviewed the current agreement for services and have decided that no changes are needed at this time. Therefore, we will continue with the existing agreement during the term of the new charter. A copy of our agreement has been uploaded to CSAPPHIRE.