



2014-2015

CHARTER RENEWAL APPLICATION

October 1, 2014

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EXECUTIVE SUMMARY

Enrollment and Demographic Overview

Table One: 2014-2015 Enrollment and Demographic Information

2014-2015 ENROLLMENT & DEMOGRAPHIC INFORMATION		
	#	%
Total Enrollment	186	
Students on Waiting List	0	
<i>Gender</i>		
Male	84	45%
Female	102	55%
<i>Ethnicity/Race</i>		
White	131	70%
Black	31	17%
Hispanic	13	7%
Asian	0	0
Native American	0	0
Other	11	6%
<i>Special Populations</i>		
Students with IEPs	52	27%
English Language Learners	15	6%
Homeless Students	0	0%
Eligible for Free and Reduced Lunch	*	91%

*UHPA is participating in the Community Eligibility Provision (CEP).

Table Two: Enrollment Over the Length of UHP's Charter Contract

	Year One '12-'13	Year Two '13-'14	Year Three '14-'15
Total Students	245	230	191

Table Three: Enrollment By Grade and Charter Year

Grade	Year 1 '12-'13	Year 2 '13-'14	Year 3 '14-'15
6	n/a	n/a	4
7	52	23	22
8	52	69	35
9	43	41	50
10	33	45	31
11	30	29	29
12	35	23	22
All Grades	245	230	191

Table Four: Profile of SPED Students Each Year of UHP's Charter

Disability Type	Year One 2012-2013		Year Two 2013-2014		Year Three 2014-2015	
	#	%	#	%	#	%
Autism Spectrum	2	1%	3	1%	3	2%
Cognitive Disability	14	6%	10	4%	10	5%
Emotional Disability	2	1%	5	2%	6	3%
Specific Learning Dis.	24	10%	34	15%	27	14%
Other Health Impaired	7	3%	9	4%	6	3%
No Secondary	35	14%	49	21%	34	18%
Totals	49	20%	61	27%	52	27%

Table Five: English Language Learners Each Year of UHP's Charter

	Year One '12-'13		Year Two '13-'14		Year Three '14-'15	
	#	%	#	%	#	%
ELL Students	16	6.5%	10	4.5%	15	7.5%

Table Six: Homeless Students Each Year of UHP's Charter

	Year One '12-'13		Year Two '13-'14		Year Three '14-'15	
	#	%	#	%	#	%
Homeless Students	5	2%	12	5%	1	1%

High-Ability Students Each Year of UHP's Charter

**UHP has not enrolled or identified any students as "high-ability" over the past 2.5 years of its charter.*

Table Eight: Academic Profile Each Year of UHP's Charter

The chart below provides an overview of UHP's academic performance over the last two years. We discuss these results in more depth in Sections II and III of our Renewal Application.

	AYP	PL 221	A-F	NWEA Reading Growth	NWEA Lang. Arts Growth	NWEA Math Growth	ISTEP Profic. Math	ISTEP Profic. ELA	ISTEP Profic. Math & ELA
SY '12-'13	n/a	n/a	D	55.8%	n/a*	56.2%	68.9%	53.9%	46.0%
SY '13-'14	n/a	n/a	D	37.5%	n/a	23.6%	63.2%	47%	40.9%
SY '14-'15									

* 2012-13 NWEA LA growth target data not available for UHP.

Changes and Transitions at University Heights Preparatory

In February 2012, Charlie Schlegel, the Principal/Superintendent of an Indianapolis charter school, agreed to step down from his role as a day-to-day leader and serve in a part-time capacity as the Academic Partner for two struggling charter schools. Both *Fall Creek Academy* (FCA) and *Fountain Square Academy* (FSA) had served Indianapolis for several years through charters from the Mayor's Charter School Office.

In the fall of 2011, both FCA and FSA sought new charters through Ball State's Charter School Office. Initially denied new charters, the schools' Board proposed to Ball State an alternate arrangement in which FCA and FSA would contract with its current operator - Greater Educational Opportunities Inc. (GEO)- to manage operations and enlist the *Challenge Foundation Academy* (CFA) and specifically Charlie Schlegel to serve as the schools' Academic Partner. In late June 2012, GEO withdrew from this arrangement - at which time, CFA assumed responsibility for overseeing both schools' operations and academics.

The organization that started solely as FCA and FSA's *Academic Partner* is, today, the *Community Charter Network* (CCN). As it has evolved and developed into its current team of five leaders, CCN has also overseen the transformation of *Fall Creek* and *Fountain Square Academy* over the last 2.5 years, translating applicable practices from CFA to support the development of FSA and FCA. Charlie Schlegel serves as CCN's Superintendent. The school and CCN determine annually the specific kinds of support the network team provides UHP and documents that in a *Memorandum of Understanding* in Appendix A.

Over the course of its three-year charter agreement, *Fountain Square Academy* itself has gone through several different changes. In March 2012, FSA served approximately 220 students, grade 6-12, within a building shared with the *South East Neighborhood School of Excellence* (SENSE), which served students K-6. In an effort to work more cooperatively with its neighbor, FSA agreed to serve students solely in grades 7-12 during the '12-'13 school year.

Faced with an increasing rent within a limited space, FSA's Board agreed in June 2013 to move the school from a renovated factory building just south of Fountain Square to a more suitable facility 2.5 miles south. Given its new location, the Board also chose to rename the school ***University Heights Preparatory Academy*** (UHP) to reflect its new location within a neighborhood commonly known as University Heights. From this point forward, we refer to the school solely as UHP, despite its name change midway through the life of its charter.

Today, UHP serves students and families similar in demographic profile to those it served in its previous location. In fact, the year UHP moved to its current location it retained 73% of its eligible students - a rate slightly higher than the previous year. Today, the percentage of students who reside within the zip codes in and/or near Fountain Square has dropped just 4 percentage points. The percentage of students eligible for free/reduced lunch has not changed more than three percentage points over the last three years. In short, the demand for small, safe schools serving students in the middle and high school grades is as high as ever across the neighborhoods just south of downtown Indianapolis.

UHP Mission, Vision and Academic Results

Throughout its transition, UHP has maintained a steady focus on serving students from low incomes - many of whom do not grow up in homes with a tradition of post-secondary success. **Last year, UHP's leadership revised the school's mission statement slightly** to reflect this focus as well as our interest in equipping students with skills that will sustain them through whatever challenges lie ahead.

UHP Mission

University Heights Preparatory Academy aims to provide its students and families with the learning environment that allows all students to achieve academically. Our students will meet or exceed academic standards and course expectations, develop the skills necessary to empower their own success, and graduate well prepared for post-secondary success.

In short, we expect our students will thrive within an environment in which there are high degrees of academic rigor, a talented, well-prepared faculty, supportive behavioral expectations and ample preparation to succeed in their post-secondary education. Throughout the process in building such a program, we have encountered several challenges; yet, our strategy has remained relatively consistent. It includes:

1. Hiring an Strong Principal and Building a Strong Leadership Team
2. Increasing Learning Time through a longer school day, ample intervention time and improved daily attendance rates.
3. Tighten the alignment of curriculum and assessment through close attention to student learning data and central measures of learning and achievement.
4. Improved classroom instruction
5. Increased family engagement and connections with surrounding community.

In June 2012, UHP received a School Improvement Grant from the Indiana Department of Education (IDoE). **Within our application, we detailed each part of our "transformation" strategy.**¹ A summary of our plan, prepared for the UHP Board, is included in Appendix B. Based

¹ The grant application required that schools identify one of four overall strategies to significantly improve an under-performing school, as UHP was. The "turn-around" strategy required that school retain less than 50% of the school's teachers. The "transformation" strategy required that schools replace the principal. Based on the recommendations of UHP's Academic Partner, the UHP Board agreed to apply to implement the "transformation" strategy.

on the recommendations of its Academic Partner at the time, UHP retained over 50% of its staff yet replaced its principal, based, in part, on the requirements of the grant.

Dr. Jay McGee served as UHP's principal during the '12-'13 school year. In July 2013, Masimba Taylor, an instructional leader at UHP, assumed the principalship and continues in this role today. Taylor is the first returning principal UHP has had *since* the 2010-2011 school year.

In the coming sections, we explain areas in which we have been successful in implementing this strategy, others in which we have seen only progress only recently and still others in which we have not yet seen genuine impact in terms of student engagement and achievement. The frequency of leadership changes alone created high levels of uncertainty at UHP. The strength and consistency of **Ms. Taylor's leadership is one of many reasons we believe UHP is ripe for significant progress this year.**

Looking Back: The Record and Analysis of Performance

As described in the previous section, our team assumed responsibility for ***University Heights Preparatory*** under some relatively difficult circumstances. Across the country, charter and traditional school operators have sought innovative ways to significantly improve or “turn-around” under-performing schools. In its tenth year of existence, UHP lacks a strong history of academic success or financial stability. CCN and its leaders agreed to assume responsibility for UHP and find ways to significantly improve academic achievement. On some measures (like ECA proficiency), achievement has improved steadily at UHP; on other measures (like ISTEP), we have not yet made the sustained improvement we had hoped but are still confident in our long-term “turn-around” strategy.

Academic Performance

In analyzing UHP's results over the last two years and lending context to this data, we first address our school's ***greatest area of growth*** – the quality of teaching and learning within our middle school. The past two years' ISTEP results help illustrate why.

As displayed in Figure I below, ISTEP proficiency has fallen far below BSU's standard (and ours) and, in all but math proficiency among our eighth graders actually dropped between year one and year two of our charter.²

Figure I: UHP's ISTEP Proficiency by Grade

Schools meeting BSU's standard must achieve at least 80% math and ELA proficiency, as determined through each year's ISTEP.

Grade	Subject	Year 1 '12-'13	Year 2 '13-'14
Seventh Grade	ELA	48%	44%
	Math	76%	50%
Eighth Grade	ELA	62%	48%
	Math	65%	70%
Overall	ELA	55%	47%
	Math	70%	65%

² Indicator 2.2 Student Achievement requires at least 80% of students, grades 3-8, achieve ELA and Math proficiency on the ISTEP assessment.

Although proficiency remains far below what our students need to be able to do to succeed beyond high school, in '12-'13 UHP's students did improve significantly while with us, particularly in ELA. Although almost half failed to achieve proficiency in ELA, 44% of its students in the lowest quartile achieved high growth. This fact earned UHP a bonus point on the state's accountability system. Nearly as impressive, 35.4 of UHP's top 75% also achieved high growth. In other words, if just **one student** had answer **one or two** more questions correctly, UHP would have earned a second bonus point and moved its Middle School accountability score from a 1.25 to a 1.75.³ For detailed information regarding UHP's performance in terms of ISTEP proficiency and growth, please see UHP's accountability results since 2011-2012, included in Appendix C.

Unfortunately, UHP was not able to maintain high levels of English/Language Arts growth in '13-'14; in fact, the middle school lost a point in the state's accountability framework, based on the percentage of students who did not make at least typical growth. Overall growth results miss the fact that UHP's middle school students did made significant growth in writing - a school-wide instructional focus throughout the '13-'14 school year. For instance,

Among Seventh Graders:

- 64% scored a 4, 5, or 6 out of 6. possible points in Writing Applications, Part I
- 88% scored a 3 or 4 out of 4 possible points in Writing Applications, Part II
- 85% scored a 3 o4 4 out of 4 possible points in Language Conventions, Parts I and II

Among Eighth Graders:

- 72% scored a 4, 5, or 6 out of 6. possible points in Writing Applications, Part I
- 69% scored a 3 or 4 out of 4 possible points in Writing Applications, Part II
- 81% scored a 3 o4 4 out of 4 possible points in Language Conventions, Parts I and II

Yet, few of these students were able to sustain this level of performance through the second administration of the ISTEP in early May. By then, it appears that our students grew significantly less invested in doing their best work, and their scores reflect this.

We believe the lack of reading growth among our middle school students in '13-'14 highlights probably the most significant growth area at UHP: the recruitment, development and retention of great teachers. Figure

Figure II: The percentages of teachers employed on Aug. 1 (the beginning of the school year) who were still employed on Aug. 1 of the following school year are displayed below. These figures include staff who resigned as well as those not rehired.

Staff Retention Rate	Aug. '11 to Aug. '12	Aug. '12 to Aug. '13	Aug. '13 to Aug. '14
UHP	50%	70%	59%

Although UHP retained 70% of its teachers between the '12-'13 and '13-'14 school years, several key teachers - including our middle school English and Humanities teachers - elected to move on. This was understandable. These teachers stayed with us through the first year of UHP's transformation but not the second. Citing burnout, two, including our middle school English

³ Without a single elementary school from which to draw its students, UHP must rely on other schools to prepare entering students to be strong readers and writers. UHP's '12-'13 ISTEP data in ELA reflects the extent to which many of school's students joined us unprepared yet also made significant growth once in UHP's care.

teacher, moved on to teach in more affluent communities. Another transitioned to a role as an instructional coach through *Teach For America*.

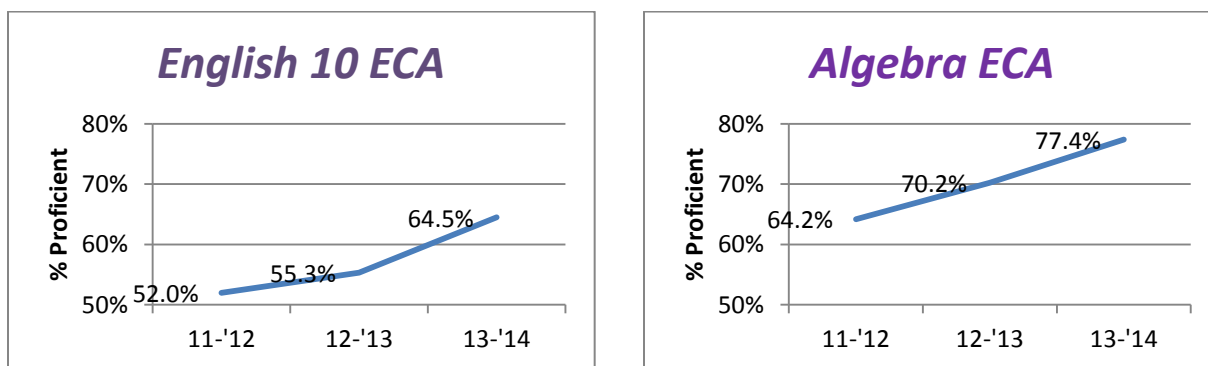
Math Proficiency at UHP also **places the school far below BSU's standard**. Unlike ELA, our students also made only modest growth in mathematics during both the '12-'13 and '13-'14 school year. Over 35% of UHP's lowest quartile of middle school math students did make high growth in '12-'13 – just eight percentage points (or four students) from earning a bonus point in the state's accountability system; yet, almost 40% or 20 of UHP seventh and eighth graders achieved low growth. Again, more detailed information regarding UHP's performance along the state's accountability measures is included in Appendix C.

On whole, our teachers were not able to support our students to make the growth in math they must make to progress towards proficiency. Like our ELA results, we do not believe we provided until this year our students with the kinds of instructional support necessary to enable them to adopt the requisite attitude and build the skills essential to math achievement in middle school. **Within the "Looking Forward" section, we discuss in detail the changes we are making to support and encourage our middle school students more effectively.**

Another important standardized measure of academic accountability among Indiana's schools is the percentage of students who achieve proficiency in English 10 and Algebra, as measured through End-of-Course Assessments (ECA's). Based on Ball State's criteria, UHP's proficiency in Math does not meet standard, and on the English 10 ECA proficiency falls far below standard. Yet, the steady improvement in proficiency rates among UHP students on ECA tests reflect an **area of genuine strength or improvement** that might be missed in a yearly snapshot of results.

Our team is hardly satisfied with these results; however, amidst the frustration that often accompanies turnaround efforts, they do present an area of small celebration. Figure II and III below illustrate the extent to which ECA proficiency has steadily increased over the past two years.

Figure III & IV: Since the '11-'12 school year, UHP's proficiency on the End-of-Course Assessments (ECA's) has steadily climbed, increasing at least 10% each year in both English 10 and Algebra I.



We believe these results to be a clear evidence of improvement at UHP over the length of our charter thus far. They also demonstrate the impact of quality instruction. For instance, in the fall of 2013, UHP recruited a veteran English and writing teacher, who has not only developed strong support structures to help our students grow but also has effectively mentored and supported more junior teachers, who often lack the knowledge base and instructional strategies to thrive in an environment in which so few students read or write at grade level. The Teacher

Advancement Program (TAP) that the school began implementing in Aug. 2012 has provided the system through which more experienced teachers are able to mentor and lead other faculty members; yet, like so much of our improvement efforts at UHP, TAP has taken time, expertise and practice to work effectively.⁴

Through TAP, UHP has been able to focus school-wide on strategies that help our students improve reading and writing. Although this focus has not made sustained impact on our middle school results, it did appear to help our students write better, as demonstrated in the results presented on page eight. Over the course of the last two years, the writing portion of the ISTEP continues to be an intense focus during weekly professional development sessions, as well as improving students overall reading abilities. We have found that all of our students are plagued by low reading skills, which in turn affect their overall academic performance.

Over time, as more and more of our students overcome challenges in becoming better readers and writers, we expect UHP students, particularly those with us multiple years, will achieve proficiency on the English 10 and Algebra ECA the first time they take the test. With that, we expect our graduation rates to climb and, even more, the percentage of students who graduate with technical or academic honors as well as college credits to improve. Figure V, below, presents UHP's graduation rates over the last two years.

Figure V: Graduation Rate (Projected)

Of the 28 in the cohort, we will have 17 graduates. The remaining are comprised of six dropouts, one non-graduate who will return next year due to a pregnancy, two students who were retained, and two life skills students who will graduate with a certificate.

Graduation Rate	'12-'13	'13-'14
<i>Graduates</i>	<i>34</i>	<i>17</i>
<i>Size of Cohort</i>	<i>45</i>	<i>28</i>
<i>Grad. Rate</i>	<i>77%</i>	<i>61%</i>

Among the six dropouts in last year's cohort, only three attended the school at any point since Aug. 2012. Three dropped out prior to our involvement in the school – an unforeseen challenge of taking responsibility for an existing charter school. We do hold ourselves accountable for these students and have worked hard through our counselor to connect with these young people. **Yet, on whole, UHP's overall graduation may be the measure on which we have made the least impact (good or bad) yet one that may make the biggest difference in the future trajectory of our students.**

Lastly, in an effort to prepare and motivate our students to pursue their education long after high school graduation, we have focused more and more on helping students develop the necessary skills to empower their own success. **Every aspect of student's time spent within our doors is preparing them "NOW" for the future.** With this, we must be equipping our students NOW with tools that they need to succeed in post-secondary education.

⁴ For more information about the Teacher Advancement Program and its support for students and teachers, please see its website, www.tapsystem.org.

Financial Performance

Over the past 2.5 years, UHP has consistently met all financial obligations. We worked to spend responsibly while also ensuring that our students and teachers have access to all necessary resources. Our budgets have been based on anticipated income from basic grant and other **funds, many of which fluctuate with enrollment. In circumstances in which UHP's enrollment** has not meet projections, we have worked to cut expenses proportionally to ensure that our budget remains balanced.

In CSapphire, we have posted two relevant budgets- **our first '14-'15 budget and then a second revised budget, based on revised enrollment numbers. UHP's Board review and approved both** budgets. The most substantial cuts were in personnel as we opted not to fill a couple of positions that were recently vacated.

In order to assure adequate cash flow at all times, UHP has maintained and recently renewed a line of credit through **Old National Bank**, which allows us to borrow up to \$200,000 at a time. This has been primarily been used to bridge a gap in the timing between our payroll expenses and basic grant deposits from the state. We consistently repay our line of credit, in full, on a monthly basis.

Between July 2012 and June 2014, UHP contracted with **Bookkeeping Plus Inc.** to manage our finances. In July, we contracted with the **Charter School Management Corporation** (CSMC) to manage our finances and state compliance reporting. This year, UHP Business Manager, its **Principal, and CCN's** Chief Operations Officer work in close collaboration with CSMC to ensure the financial health of University Heights Preparatory Academy.

We carefully monitor our financial position through several structures.

- **Weekly Recaps:** Our Principal, Business Manager, and Chief Operations Officer review cash position on a weekly basis, approving payment of all invoices.
- **Monthly Finance Meetings:** Each month, Principal, Business Manager, and Chief Operations Officer meet with CSMC's Account Manager to review the prior month's financials, identify and review variances, and ensure all agree on the school's financial position.
- **Board Finance Meetings:** CCN's Chief Operations Officer and Superintendent meet monthly with the Board's Finance Chair to review the prior month's financials, review variances and address any questions of our Finance Chair.

UHP's financial performance against each of the criteria included in Ball State's Financial Performance Framework varies. CCN's COO as well as the Board's Finance Chair are monitoring fiscal health closely and expect performance indicators to improve as CSMC grows **more familiar with UHP's finances and submits all the necessary paperwork for grant** reimbursements from the state. In short, we expect these performance metrics correct themselves over time. Below is a summary of several areas we have not met standard and have prioritized for improvement.

- **Unrestricted Days Cash (Ind. 1c):** Currently, we are utilizing funds from our line of credit. Once we receive grant reimbursements from the state, we will repay our line in full. We do not anticipate significantly increasing the number of days of cash on hand during the current fiscal year. We monitor each expense closely and intend to use every resource to improve student achievement. We do not anticipate building a significant cash reserve this year.

- **Enrollment Variance (Ind. 1d):** As noted earlier, UHP enrolled 37 fewer students (17%) than its goal - falling 12 percentage points below the target included in BSU's performance framework. Last month, we adjusted expenses to reflect revised enrollment projection. Currently, UHP is still four students (2%) short of its revised goal.
- **Total Margin (Ind. 2b):** During FY '14, UHP's profit margin was negative; however, its three-year total margin remained positive. As UHP builds a stronger reputation and "brand identity" in its new location, we anticipate enrollment will increase and, as it does, stronger long-term financial health and sustainability.

Lastly, in April 2012, UHP was among 65 schools, state-wide, eligible for a School Improvement Grant. UHP applied for and won this three-year grant, earning \$1.1 million each school year since Aug. 2012. UHP's SIG grant has helped the school offer several supplemental programs to improve student achievement. In June 2015, UHP's SIG grant expires, and, thus, we anticipate a significant drop in total revenue. The Looking Forward Section of our application includes more discussion as to how we hope to improve student outcomes, even with fewer total resources.

Organizational Performance

Educational Program:

University Heights Preparatory (UHP) implemented the essential terms of its educational program as defined in the current charter agreement. In order to more adequately prepare middle school-age students for the academic demands of our high school program, UHP elected in June 2014 to expand to serve sixth graders. This year, UHP serves students, grades 6-12. Although a late start on recruitment yielded just 8 sixth graders in this first year, UHP was able to enlist the instructional leadership of an experienced sixth grade teacher and students have grown significantly in the short time that they have been at UHP.

Serving Special Populations:

Throughout the life of its charter, UHP has maintained an especially strong team of educators serving students with special learning needs. Well-versed in both the policies and best practices of serving exceptional learners, UHP has consistently met all special education and ELL requirements and protected the rights of students with disabilities as well as its English Language Learners.

Financial Management and Oversight

During the '12-'13 and '13-'14 school year, UHP contracted with Bookkeeping Plus (BKP) to provide financial oversight and day-to-day accounting support. A well-regarded accounting firm with ample experience working with charter schools, BKP provided excellent service to UHP and helped ensure we followed General Accepted Accounting Principles and met all relevant deadlines and submission requirements. UHP received two comments, in total, on the last two years' audits – both of which were addressed through adjustments to our internal procedures.

Governance and Reporting

University Heights Preparatory has met all of its governance and reporting obligations. There were minimal instances in which compliance documentation was submitted late or incomplete, and UHP was proactive in ensuring any concerns regarding documentation submission were addressed. With the addition of a Chief Operations Officer in September 2013, the school's leadership team implemented a new process to ensure that University Heights Preparatory submitted complete compliance documentation consistent with the IDoE's timeline.

UHP's Board complied with Indiana Open Door Law and all public access policies, which include conducting transparent meetings that are open to the public. Public meeting notices are posted appropriately and visibly. Board meeting minutes are accurate and clear.

Throughout the length of this charter, four individuals have resigned from the UHP Board due primarily to other time commitments. During this time, the Board has also added a member, **who is also a parent of a student at UHP's sister school, Fall Creek Academy**. Currently, the UHP Board has five total members - four of whom have been on the Board throughout the length of the charter.

In August 2013, the UHP Board agreed to a Memorandum of Understanding through which the **Community Charter Network (CCN)** assumed responsibility for the management of its school as well as **Fall Creek Academy, Avondale Meadows Academy** and **Vision Academy**. This arrangement allows CCN to provide UHP with efficient, high quality service as defined through its MoU (see Appendix A).

Students and Employees

University Heights Preparatory materially complies with applicable laws, rules, regulations and provisions of the charter agreement relating to the rights of students. Although it also complies with laws, rules and regulations relating to school attendance, UHP has not yet met its attendance goals. The rates of school attendance by grade in each of the last two years are presented below.

The teachers and staff at UHP are meeting credentialing requirements, and the school complies with all applicable laws, rules and regulations relating to employee rights. We ensure that completes background checks for each employee and volunteer/parent chaperon prior to their first day of service.

School Environment

UHP has a designated, trained School Safety Specialist, who regularly reviews safety procedures and precautions with the staff. The school maintains adequate occupancy records and is **inspected annually to ensure it meets all health and fire safety requirements. During the '12-'13 and '13-'14 school year, UHP partnered with LearningWell** to provide our school with full-time nursing service and ensure full compliance with relevant health laws. This year, UHP maintains a similar arrangement with **Healthnet** (a division of IU Health), which operates school-based clinics in schools across the city. Lastly, UHP follows all relevant laws regarding student and family privacy, appropriately secures testing materials and transfers records upon request from other schools or institutions.

Looking Forward: Plans for the Next Charter Term

Although UHP has not yet made the sustained academic progress that we believe is possible, we remain confident in the plan we devised two and a half years ago and believe with the direction and consistency of a strong, vision leader our results will only grow stronger. Reflecting back to the plan described on page 5, the UHP and CCN team are committed to:

1. Building a Strong Leadership Team
2. Increasing Learning Time through a longer school day, ample intervention time and improved daily attendance rates.
3. Establishing and refining a curriculum tightly aligned with regular assessments, student learning results and central measures of learning and achievement.

4. Improving classroom instruction
5. Increasing family engagement and connections with surrounding community.

Of course, within each of these central strategies, there are a wide array of important strategies and tactics to sustain student learning. There are also many challenges that make progress more difficult yet even more rewarding when it happens. In the space below, we detail on-going plans to implement strategies to address each of the five priority areas above.

Academic Data and Educational Strategies

Based on the analysis of academic data we have devised a plan of action that will equip our students with the skills they need to make expected growth in both ELA and Math. We will continue to use Acuity as our benchmark through which to track progress towards improving areas of need. Acuity will also serve to help us identify the specific students and more importantly specific standards and skills students are not mastering at each grade level. Our teachers will use each Acuity assessment to identify students who may not be making sufficient progress and assign them to small group instruction focused specifically on the missed standards.

In addition to the small group instructions, we have also assigned a Math and ELA Interventionist to our ELA and Math classes in the middle school grades. Two licensed instructors within these classes have helped our teachers differentiate instructions for varied levels of learners. Small group instruction, focused learning groups, opportunity for reteach and revise instructional approaches are just some of the benefits of implementing a co-teaching model.

We create instructional calendars, based on results from Acuity 1 and 2, to provide our teachers with a curricular map aligned with key standards. In previous years, our curriculum calendars **were based primarily on Acuity's** Predictive C. Building instructional calendars around each readiness exam will help us use each assessment to monitor instruction and student learning and tailor interventions to the skills imbedded in each upcoming assessment. We use these instructional calendars to guide our small group instruction, and one-on-one support.

This year, a core team of academic leaders used the prior year's ISTEP or ECA scores to identify students that scored 15-20 points below the cut score. These students participated in our extended day, where they receive one-on-one remediation on the skills that students missed on previous ISTEP/ECA and benchmark exams. These students will benefit from approximately 210 additional instructional minutes a week. During the extended day, our teachers use these assessment results along with ***Simple Solutions***, a structured, standards driven curriculum proven to help struggling learners. Tutors from the ***University of Indianapolis, YMCA of Greater Indianapolis***, and ***University Heights United Methodist Church*** will help supplement the small group instruction the students are already receiving from their teachers.

For the third year, UHP will also provide additional remediation during our three-day intersession. In effect, intersession affords a select group of students 15 total hours extra instruction, specifically designed to prepare students for high-stakes exams, like the ECA's. During intersession, our teachers, under the guidance of our Master and Mentor Teachers, build individualized remediation plans focused on standards students may have not yet mastered, based on disaggregated data from recent assessments.

Teachers are expected to participate in weekly data meetings as a part of our school-wide effort to be data driven in all we do. Analysis of teacher created assessments (pre and post-test), and the use of Acuity Readiness exams will inform us on whether or not our improvement efforts are

working. Acuity Readiness 1 and 2 will both be taken within the first six months; Readiness 3 will be taken in between the applied skills and multiple choice ISTEP exam. This schedule will allow our team time to determine areas of immediate focus going into the last round of ISTEP. We will use this data to drive any immediate curricular action/changes. We will also continue to monitor the year to year data and growth of our students using the ISTEP. NWEA will be used to monitor the growth of our 6-8th grade and will be administered within the first three months of school and the last two months of school.

Achieve 3000 is another program that we have adopted and are committed to using during the next three years. Achieve 3000 is a program that uses differentiated online instruction to **improve students' reading and writing and prepare them for college and career success.** The program combines proven pedagogy, advanced technology and superior service/support to enable students to increase their literacy proficiency, and reach the 1300 Lexile level required for college/career readiness. Achieve is being used school wide grades 6-12th to support students in reading and comprehension. The program offers a unique feature that tracks **students' progress and will also help track the increase in student Lexile levels. Built in benchmarks and other assessments monitor students' progress and provide tangible data for teachers to use to discern what additional supports need to be provided.**

Read 180 is currently being utilized and will be utilized during the new charter term. Read 180 is a system created to help raise reading achievement in Grades 4–12+. It was designed to support educators while helping struggling readers meet the rigorous expectations of the new standards **and experience success on the new assessments. Read 180's Model for Blended Learning** gets students reading, writing, speaking and thinking critically every day. READ 180 is based on more than 15 years of research and results and provides flexible instructional models that complement district scheduling needs. Traditionally a majority of our students are coming to us as struggling readers. We are using Read 180 to address both the needs of our general education students and our special education students. Next year, we intend to require any student reading significantly below grade level to participate in a Read 180 course until he/she makes sufficient progress.

Educational Plans

University Heights Preparatory intends to use a broad range staffing practices to improve instruction and meet **learning goals."** Below, we outline many of the interventions and strategies UHP began last year and intend to continue if its charter is renewed.

School Climate and Culture

- To ensure that our school community "supports a safe, orderly, and equitable learning environment" and "promotes the academic and personal growth of students and staff" UHP hold monthly "Family Meetings" to recognize students for their academic and behavioral excellence. Students are selected by classroom teachers and recognized in school wide assemblies. Parents are invited to participate in these celebrations.
- UHP will regularly review school discipline data and identify those students who are continually not meeting behavioral expectations. These students will then be put into small groups and will meet with our counselor once a week to work on our character development, conflict resolution and stress management. Parent meetings will also be set up with these parents to discuss these classes and their students. UHP will also continue to work with ***Urban Initiatives*** to provide counseling for our students who need more intensive counseling services.

- The Dean of School Culture helps foster a positive school culture. Our Dean sets a powerful cultural vision for students. He/she leads, manages, and oversees all functions of the discipline program at UHP. This includes setting standards for school culture, including behavior, performance, and attendance. More importantly, the Dean will build effective relationships among teachers, students, parents, and community to improve school culture.
- Positive Behavioral Intervention and Supports (PBIS) is a systemic approach to proactive, school-wide behavior based on a Response to Intervention (RTI) model. PBIS applies evidence-based programs, practices and strategies for all students to increase academic performance, improve safety, decrease problem behavior, and establish a positive school culture. Under the leadership of our guidance counselor, a committee consisting of staff, students, and teachers have come together to create a system of supports to help maintain a positive school culture. We expect this system will decrease the behavior interventions and improve academic achievement.
- In addition to providing our students with academically-focused activities, UHP will also provide our students with a variety of extracurricular activities held during after school hours. Currently, UHP offers boys/girls basketball, boys/girls track, cheerleading, 4-H club, robotics, student council, and color guard. What we offer is traditionally based off of student interest and teachers willingness to coach. We can attest to seeing a connection between students who are actively participating in extracurricular activities to academic achievement. On whole, students who participate in extracurricular activities tend to have better grade point averages, maintain higher educational aspirations, and fewer absences.

Recruiting High Quality Teachers

- UHP's principal heads a hiring team, consisting of administration, teachers, staff and select student leaders. This group meets prior to interviewing to establish critical attributes pertinent to each open position. Our group uses these criteria, builds questions to explore these attributes and assesses the responses of different candidates. Clearly, hiring high quality teachers to instruct our students helps us improve instructionally and meet our academic performance goals.

Effective Instruction

- Academic goals will be set with students individually at the beginning of the school year. Goal meetings will take place throughout the school between students and teachers and once a semester with student, teachers, and parents. During these meetings next steps will be established to ensure that students reach set goals. Goals will be established for both classwork and academic testing. The end result is **student's taking ownership of their own academic success and adults working with them to support them directly through the process. Ultimately, as stated in our mission students are able to begin to "empower their own learning."**
- All teachers will actively participate in TAP, Teacher Evaluation Program, where regular PD will take place around specific strategies geared towards student improvement. Teachers will undergo 4 evaluations in the year which will monitor instruction, planning and classroom environment. Administrative walk-throughs will take place weekly resulting in informal and formal feedback being provided to teachers.
- Teachers will participate in weekly Data meetings led by instructional leaders. All **teachers will meet to look at our "real time" data, Acuity, and NWEA. Teachers will use the data to identify up to three standards that student did not master. Teachers**

will then be expected to re-teach these standards, progress monitoring as they go. Once mastery is shown, teachers continue the data instructional cycle with the next set of standards. Weekly meetings will serve as a check in with data plans.

- All teachers will keep a data tracker for each of their classes. Data trackers will be used to track mastery of standards (from assessments) as well as a tool to monitor re-teaching and/or reviewing of standards that students have struggled with. Teachers will discuss these in their weekly data meetings as well.
- All lesson plans submitted will include standards and objectives, checks for understanding and plans for assessments. Standards and objectives will be displayed in all rooms. Lesson plans provide teachers with a format of gradual release to use as a structure for presenting instructional content. Through the use of structured planning templates we are to ensure that good instructional practices are taking place and that students are receiving equitable instruction from class to class.
- Teacher-Institute will take place at the start of each year where long-term plans, unit plans, and unit assessments will be created prior to the start of the year. College Ready Curriculum developed and embedded into our curriculum at all grade levels.
- All middle school students are receiving two period or 110 minutes of day of ELA and Math instruction 5 days a week. One period is committed to introducing current grade level standards and a lab period is committed to re-teaching standards not being mastered. This structure will continue into the new charter term.
- Additional Professional Development will take place weekly on Fridays for teachers. Providing staff with 2.5 hrs of additional PD on top of the 60 minutes of cluster PD required as a part of TAP. PD long-range plans are created at the start of the year but are considering living documents and change as needs of staff and teachers change. We include a sample Long-Range PD Plan in Appendix E.

Effective Use of Data

- Teachers will participate in weekly Data meetings led by instructional leaders. High school teachers will meet to look at Acuity data from 9th and 10th graders, as well as re-testers. Teachers will use the data to identify 3 standards to focus on at a time focusing specifically on those that students have yet to master. Middle school teachers will do the same with middle school Acuity Data. The expectation is that teachers will work these standards into their lesson plans and assess mastery prior to moving on. Once mastery is shown the process will be repeated.
- All teachers **track students' data throughout the school year**. Data trackers will be used to track mastery of standards and used as a tool to monitor re-teaching and/or reviewing of non-mastered standards.
- Assessment data will be compiled in easy to read accessible spreadsheets.

Effective Family and Community Engagement

- Once a semester Parent Teacher conferences will be held giving parents the **opportunity to meet with their student's teacher about his or her academic progress**.
- Monthly family nights academically themed will be offered to our families. Families will have an opportunity to participate in teacher led workshops around strategies for helping their students be successful.

- VIP—Very Involved Parents will serve as our PTO group and will bring our parents together monthly to discuss topics concerning our school. Administrators will use this time to meet with parents to listen to any concerns. This parent group will also plan activities that will allow more of our parents to be involved in the daily activity of our students.
- Life-skills students who will be receiving a Certificate of Completion will be placed on individual transition plans. These students have daily opportunities to work/volunteer at various businesses throughout the community. Students will learn the necessary skills to be able to successfully function within global society.
- College and Career Days/Service Learning will take place twice a semester with students given the opportunity to interact with college/career representatives from the surrounding area that will participate in a College and Career Fair. Representatives will have the opportunity to meet and present to small groups of students on topics pertinent to college and career success. School wide service learning will take place each semester that will allow our students to give back to our surrounding community.

Effective Staffing Practices

- Intent to return staff forms will go out in timely manner to allow for appropriate time to fill open positions with highly qualified individuals.
- Results from responsibilities survey, TELL survey and school issued surveys will be analyzed and used to guide and direct hiring and practices. Leadership teams will also use results to identify at least one area of focus and formulate action plan around the area of need. Steps taken will be communicated with staff.
- Results from TAP CODE evaluation data will be used to guide Professional Development. Staff survey results will also be used to identify areas where PD is needed.
- Results from TNTP Insight Survey will be analyzed and used to guide strategies for improving classroom practices, informing professional development, and increasing learning outcomes.

Vision/Mission

University Heights Preparatory Academy aims to provide its students and families with the learning environment that allows all students to achieve academically. Our students will meet or exceed academic standards and course expectations, develop the skills necessary to empower their own success, and graduate well prepared for post-secondary success.

The mission is supported by the school's vision and core beliefs:

- All students should have the skills to be critical thinkers
- Students should be technologically savvy, through the use of current technology to support and enhance learning
- Every student should be personally responsible by showing respect, self-discipline, integrity, and being civically responsible
- The education provided should acknowledge the diversity within the student body academically and culturally
- Education within UHPA should be a collaborative effort of all stakeholders, including but not limited to students, staff, faculty, parents, and community partners

- Demonstration of success will come in the form of all students demonstrating academic achievement
- All students should be aware of college and career options and the tools needed to be successful

Since July 2012, UHP has made progress towards realizing its mission through:

- UHPA students have access each day to netbooks and in some cases tablets. All core classrooms are equipped with SMART Projector enabling teachers to be about to present instructional content in a manner that is engaging and able to reach a variety of learning styles.
- **“Caught In The Act” slips are submitted daily by teachers and staff** recognizing students that are exhibiting great character; showing respect, self-discipline, integrity, and civic responsibility
- Partnerships have been established with outside entities that provide our students to resources within the surrounding community. (Peers, YMCA, Regions, College Summit, CELL, Urban Initiatives, Anthem, Gleaners, Ivy Tech, Rolls Royce, University of Indianapolis)

The school will have several key academic and community partnerships designed specifically to help the school implement several key academic programs at the school.

- | | |
|------------------------------|---------------------|
| • Peers | • Anthem |
| • College Summit | • Urban Initiatives |
| • Avid- | • IUPUI |
| • CELL | • Rolls Royce |
| • University of Indianapolis | • 4-H |
| • Regions Bank | • Purdue |
| • YMCA of Greater Indiana | • Starfish |
| • Gleaners Food Bank | |

College and Career Readiness

To ensure that our students have the tools they need to empower their own learning and to ensure they are prepared, we offer a College Readiness Course (CRC). CRC is designed to help students become academically prepared for college level work. Students take the ***Accuplacer*** assessment prior to starting the “My Foundations” lab. Academic preparation in reading and writing will be measured by the successful completion of the “My Foundations” lab assignments in reading and writing. It will also be measured by the students’ ***Accuplacer*** post-test scores in comparison to their pre-test.

Students enrolled in CRC take a diagnostic baseline test at the beginning of class followed by the ***Accuplacer*** exam, a placement test Ivy Tech Community College uses to determine “readiness.” for introductory courses at the college level. If students test at college ready, they can then apply to Ivy Tech and register for classes. Students not yet ready for college-level courses, are then enrolled into the preparatory program My Foundations Lab (MFL). MFL prescribes students with modules to complete that are designed to build their skills so that they can later test college ready.

Senior Seminar enhances success in college by assisting students in obtaining skills necessary to their educational, career, and life objectives. Students will create and apply critical thinking strategies in areas of time management, learning styles, study skills, career planning, resource utilization and media literacy. Students will learn skills that will allow them to be self-aware, self-motivated, and personally responsible.

UHP follows the mandates set by the state of Indiana in regards to graduation and plans to continue this practice into the new charter term. Students are expected to follow the state course and credit requirements in order to earn a diploma. UHP requires students, with the exception of our life skills students, to work towards earning a Core 40 diploma.

To be able to receive a Core 40 High School Diploma, the standard diploma in the state of Indiana, University Heights students must receive a minimum of 40 credits in a pre-determined distribution of classes, set forth by the Indiana Department of Education. Students must pass Algebra I End of Course Assessment (ECA) and the English 10 ECA and have sat for the Biology ECA (student does not have to pass.) To be able to participate in the graduation ceremony and receive a diploma, students must have all of these requirements, as well as school requirements, fulfilled by the last day of school. School requirements are: attending both senior meetings (1 per semester), completing a FAFSA, and if student is a 21st Century Scholar, complete the Senior Affirmation.

Moving forward we would like to see an increase in the number of students taking a dual-credit/advanced placement course. It is our intent to train staff to be able to teach an AP course here at school, thus allowing us to offer this to more students. Keeping in mind the academic level students need to be at we are also pushing to increase the number of students taking a 4th year math class. Ultimately, students will end their high school career with UHP with well above the 40 required graduation credits.

One of the biggest challenges is the fluidity of our population. We have families that transition their living situations frequently, and with this switch schools. Students many times come to our school sometimes deficient in their credit, which places them out of contention for an Academic Honors Diploma, and/or for the ability to take a dual credit or AP course. Through communication with our parents, we stress the importance of stability in schooling, specifically **we are discussing the negative impact constant switching of schools has on their student's** graduating on time. During eighth grade, our students discuss the importance of credits. We are also working with students to understand the difference

UHP has maintained compliance with charter and DOE requirements and regulations. The school year exceeds the requisite 180 days at 183 days. Extended days are 70 additional minutes a day. The normal school days runs from 9-4:10 Monday-Thursday and 9-2pm on Fridays with students being released early so teachers are able to participate in Professional Development.

Academic Goals:

Each year, UHP sets clear, measurable and achievable goals and objectives. Even more, we continually monitor and assess our progress towards these goals and, in the end, identify those we met or did not meet and try to understand why. **In order to ensure we're focused on those** that most important to both internal and external stakeholders, we make sure our goals are aligned with state mandated academic standards and tie directly to student achievement. In order to help us better monitor progress toward these goals, we are working this year to establish ISTEP and ECA benchmarks, which we use to allocate resources and interventions.

Our goals are ambitious. They require that we address not only instructional challenges but also the challenges of poor rates of student attendance, student retention, and incoming students joining us 2-3 grade levels behind. Our team must carefully select learning resources, such as Read 180 and Achieve 3000, that have proven to be most impactful on our students.

Again, taking into consideration the challenges that we will face to reach established goals we believe that we have taken the necessary measures through programming, staffing, and funding

to ensure that we have reduced as many of the roadblocks that our students face daily entering in our doors. We have included a copy of those goals in Appendix F.

Financial Plans

University Heights Preparatory Academy's projected budget for the next two years (FY '16 and FY '17) is included in Appendix D. These budgets anticipate the addition of 30-40 students to our enrollment totals each year - 250 in 2015-16 and 270 in 2016-17. Based on frequent discussions with families as well as studies of quality schools in the area, we are confident in the demand for stronger schools and believe, as UHP grows stronger culturally and academically, the school will attract more and more students.⁵ We have budgeted conservatively and anticipate our **basic grant income (per student) will drop to \$7800 in FY '16 and \$7500 in FY '17.** Currently, UHP receives \$7,850 per student in basic grant.

As explained earlier, UHP also expects a drop in total revenue on account of the fact that its School Improvement Grant expires in June. In anticipation of this change in funding, we intend to maximize the impact of SIG funds in this final year of the grant by investing in resources whose impact will extend beyond the fiscal year. For example, we are purchasing extended licenses for critical curricular programs like Achieve 3000 and Plato. We also intend to seek alternate ways to fund positions currently funded through SIG.

Though UHP will enroll a small number of students to fill openings at other grades, we plan to focus our recruitment efforts on attracting students and families to join us at sixth and ninth grade. These are the two primary points at which students traditionally commit to a new school.

It is worth noting: Over the past two years, we have moved to a new location and made several different changes in staff and program at UHP. Still, our retention rate of eligible students has hovered just over 75%. We will incorporate similar levels of student retention in our recruitment goals, even as we work to increase significantly the number of students who stay with us throughout their middle and high school years. We know from our analysis that students are **best served and academic habits most effectively nurtured when we're able to serve students and their families for at least three consecutive years.**

We have very purposely limited our enrollment projections to 25% or less of total enrollment. For one, our current facility can effectively accommodate up to 300 students. Even more, we believe a strong, supportive school culture to be one of the most important aspects of a great school. Adding a limited number of students each year will enable our team to effectively build a learning community in which all students are known well, included in the life of the school and held accountable for both conducts and academic progress. Our experience tells us that there is ample demand for a high-quality, small-school environment without the enrollment restrictions of many of the magnet schools in our city.

If we are successful in our quest for renewal, we plan to employ an enrollment team already in **place that is comprised of students, parents, teachers and administrators to build UHP's name** and reputation in the surrounding community. We have already initiated relationships with a broad range of community-based organizations and neighborhood associations nearby and are developing a small musical group to perform at various meetings and events. We think student **performances, like these, as well as our Enrollment Team's** participation in various community

⁵ In Oct. 2013, IFF published a study of quality schools in Indianapolis and identified the zip code around UHP as the area most in need of more quality options, based on the quality of available schools in the area. At the time the data was collected, UHP still resided in its previous location - 2.5 miles north just outside of Fountain Square. For a copy of the report, see <http://www.iff.org/resources/content/2/8/documents/INDreport.pdf>.

and religious events will be critical to building awareness of our middle and high school programs and support for our overall mission.

Like most schools, UHP's budget depends heavily on student enrollment. As we work to improve academics, we also intend to allocate appropriate staff and financial resources towards student recruitment. Nonetheless, if, despite our best efforts, we fall short of our enrollment goals, we are prepared to make difficult spending decisions. Taking responsibility for UHP three years ago has afforded our team a broad range of important experiences - one of which includes adjusting spending if faced with lower than expected enrollment.

Lastly, we have included in CSapphire a range of finance-related documents, as requested.

Organizational Plans

Governance and Management:

University Heights Preparatory does not anticipate any significant changes to its governance structure or Board. Currently, UHP is its own entity, with a unique tax identification number. Provided it earns a new charter, the Board intends to renew its agreement with the Community Charter Network to provide educational and operational oversight of UHP in exchange for a monthly fee. The terms of these agreements, the specific services provided and the conditions upon which the relationship may be terminated are detailed in a Memorandum of Understanding, included in Appendix A.

Currently, the UHP Board consists of five individuals – four of whom have been with the school for the length of its existing charter. Should we earn a new charter, the UHP Board will look to add two additional members to its board, including a UHP parent and/or resident of the Carson Heights or University Heights neighborhoods around the school.

Transportation:

University Heights Preparatory currently provides transportation via school bus to nearly 60% of its students. UHP contracts with ***Student Transit*** to provide two buses daily – one of which offers a late bus for students staying for after school activities. We do not plan to alter this practice in the future, unless circumstances demand an alternate approach. We consistently explore ways to operate most efficiently, including the resources we allocate towards transportation. If, upon further analysis, we find alternative ways to ensure our students may travel to school safely, we will certainly study those options more closely.

Facility:

In July 2013, *University Heights Preparatory Academy* moved from its previous location, a renovated factory building at 1614 S. Barth Ave., to its current facility at 3919 Madison Ave. Upon moving 2.5 miles south, the Board elected to change the school's name from *Fountain Square Academy* to *University Heights Preparatory Academy* to reflect its new location and new community.

Just over 26,000 square feet, the space came to UHP through a partnership with the *University of Indianapolis* (UIndy), whose campus is just a block away. *UIndy* allowed UHP to design and allocate the available space, which previously was an empty “box,” to best suit the needs of our school; consequently, UHP currently sits within an almost-new building with well-proportioned classrooms, wide hallways and new bathrooms – a vast improvement over its accommodations in the renovated old factory building.

Currently, UHP is in the final year of its two-year sublease with *UIndy*, which maintains a 10-year lease with *Keystone Property Group*, the building's owner. *UIndy* has verbally committed to extending UHP's sublease for up to seven more years, should our charter be renewed.

Educational Service Providers

The UHP Board contracted with an educational service provider during the original term of the charter, and we intend to continue to contract with the same education service provider, the Community Charter Network. Again, for review, we have included a copy of the current management agreement in Appendix A. We expect to propose a similar agreement for the '15-'16 school year, informed by our experience this year, in March 2014

An Operations-Oriented Conclusion

In July 2014, UHP adopted a new Student-Information-System (SIS), *Powerschool*, the third system the school has employed to store grades, courses and other student information in just 18 months. We highlight what outsiders might identify as a relatively inconsequential aspect of a school's operation, because it explains why UHP's data is not nearly as organized or easily analyzed as we wish it were. Even more, the story of this school's various SIS tools also presents a metaphor for our experience thus far in develop UHP into the rigorous yet supportive school our students and families deserve.

- **Year One:** We inherited an Student-Information-System that required considerable time to understand and assess. Within months, it was clear that this SIS was not adequate for our needs or well-regarded among the school's returning staff; yet, without the capacity to change tools mid-year, we elected to continue to utilize this system, with limited to no support from its manufacturer, which has since gone-out-of business. In short, we had inherited a challenging SIS and school situation, and we were well into our first year before we understood just how many challenges we faced.
- **Year Two:** After considerable research, we elected to adopt a new SIS system, *Harmony*. Highly regarded among other charter schools, *Harmony* continues to provide strong service to those with experienced in its use. However, our team rushed its implementation. Many of our teachers and support staff were still very early in their career, and few were familiar with teaching – let alone SIS systems. Without experience ourselves with *Harmony*, UHP and CCN's administrative team lacked the resources to train and support the upfront learning and investment a good SIS requires. In short, our team made important mistakes, complicated by the challenges of a school striving to turnaround years of underperformance.

- **Year Three:** With many tough lessons behind us, we elected to adopt in June 2014 *Powerschool*. Its implementation has gone remarkably well. Over the past year, we have hired counselors and administrators in key roles who have ample knowledge and experience with *Powerschool*; they have been especially important in supporting our newest staff members. Even more, we have invested this year in contracting with outside expert in *Powerschool*, who helps ensure our team has entered the necessary **information and files all of the school's compliance reports for the state. Finally, we** believe that we have not only found a good system but we have also accumulated the knowledge and experience to implement it well and work through the inevitable challenges that accompany the ambitious task of school turnaround we agreed to two and a half years ago.

What is the connection? Few would ever suggest schools are not complex and turning around underperforming schools is not difficult. Yet, like high quality Student Information Systems, good ones just seem to work.

Two and a half years ago, a core group of committed Board Members and school leaders took on a complicated challenge. Like UHP's SIS system, it required several months to truly assess the situation. Urgent to improve, our team set out in year two with plans to identify and employ lots of new tools and resources, including a new SIS. Unfortunately, we also encountered many challenges. Some were inherent in the difficult work of improving high-poverty schools; others were the result of poor implementation and our own inexperience, even in operational system as seemingly simple as a student information system.

Finally, in year three, we believe that we have the knowledge and support necessary not just to use our new SIS well; that still seems simple in comparison. We submit this application to renew UHP charter so that we have the time and opportunity we truly need to leverage the experience we gained, build upon the relationships and presence we've established in University Heights and truly prove for our students and families the power of a great education.

Appendix A: CCN/UHP Memorandum of Understanding



MEMORANDUM OF AGREEMENT

**BETWEEN UNIVERSITY HEIGHTS PREPARATORY ACADEMY AND COMMUNITY CHARTER NETWORK
EFFECTIVE JULY 1, 2013**

In the interest of supporting the continuing success and development of academically strong and financially-stable schools in our city, the Community Charter Network (“CCN”) and 21st Century Charter School Inc. at Fountain Square dba University Heights Preparatory Academy (“UHP”) have come to the following agreement and understanding to work together.

WHEREAS, the Community Charter Network is organized to support a select group of local charter schools in achieving outstanding academic and operational results through its provision of leadership coaching, operations management, teacher development and curriculum guidance;

WHEREAS, UHP is governed by a Board that works in an effort to deliver high quality, efficient service to its students, their families and the broader community and seeks CCN’s assistance to facilitate this exchange in best practices.

WHEREAS, UHP seeks both academic, operational and organization support to help ensure UHP provides the strongest possible program for its students and families;

WHEREAS, UHP seeks to meet their operational and business demands in the most cost-effective manner possible and believes there are potential efficiencies in partnering or aligning with other local charter schools, connected through CCN.

WHEREAS, UHP has developed expertise in specific academic and cultural systems that can support the development of other schools CCN supports and requests assistance in sharing these strategies effectively;

WHEREAS, the leadership of UHP desire further support and assistance in making logical, effective and strategic long-term adjustments to their respective programs in order to adapt to an evolving charter school environment; and

WHEREAS, UHP desires to engage CCN for such purposes;

NOW, THEREFORE, UHP and CCN agree as follows:

UNDERSTANDINGS AND COMMITMENTS

RESPONSIBILITIES OF THE COMMUNITY CHARTER NETWORK

- CCN will provide a framework for and guide UHP in the development of academic, financial, operational and community goals through which the parties will monitor the school's progress.
- In assisting UHP with the development of their respective programs, CCN, including its Superintendent, Chief Academic Officer and Chief Operations Officer, will:
 - Monitor data profiling UHP's enrollment, attendance, and academic performance and identify and develop helpful tools through which to analyze and present this material;
 - Guide UHP leaders in the evaluation of existing curricula's coherence and alignment with the Indiana State Standards , as well as in the process of acquiring additional curricular resources to support student achievement;
 - Support the UHP's management of its operational needs, including, but not limited to, its contracts with various vendors (technology, accounting, and facility management), its human resources systems, and compliance practices.
 - Build a broader marketing plan through which UHP communicates its service to students and families within an increasingly competitive charter school market.
 - Assist, upon school leaders' requests, UHP in the evaluation of staff members and its hiring/rehiring decisions.
 - Monitor anticipated staff openings and assist the school in the recruitment, assessment and hiring of high quality teachers and administrators.
 - Monitor UHP's performance along the metrics identified within Ball State's Performance Framework, the schools' authorizer.
 - Identify various fundraising and grant opportunities through which UHP can attain additional resources to support its academic program.
- CCN will report monthly, throughout the term of this agreement, to the UHP Board of Directors regarding UHP's progress, its support for the schools and the status of other schools supported through the *Community Charter Network*.
- CCN will convene regular meetings with UHP's leaders to develop and coordinate common operational systems, sources of professional development and leadership strategies to improve student achievement.
- The individual primarily responsible for discharging CCN's duties under this Agreement is Charlie Schlegel.

RESPONSIBILITIES OF UNIVERSITY HEIGHTS PREPARATORY ACADEMY:

- UHP will cooperate with CCN throughout the term of this agreement (as defined below) to identify, monitor and progress towards mutually agreed-upon performance goals. In its cooperation with CCN,
 - UHP will identify specific academic, financial, operational and community goals through which the schools will monitor their continued success during the „13-„14 and „14-“15 school year;

- UHP will regularly collect data and monitor progress towards specific performance goals as well as other improvement priorities focused on critical areas for growth; and
- Based on its progress, UHP will work with CCN to identify specific strategic decisions that shape the school's long-term strategies for growth and achievement.
- By Oct. 30, 2013, UHP will develop specific, measurable school-wide annual goals, based on assessment data and diligently work in good faith to develop among both schools' faculty and the Board of Directors a broad understanding of and investment in these goals. Goals for the 2014-2015 school year will be completed by Oct. 30, 2014.
- UHP will assess its progress towards the goals developed under CCN's guidance and support. UHP's leadership team will meet with CCN's team at least monthly during the term of this Agreement to review progress and lend collegial support to other leaders serving in similar positions elsewhere among network schools.
- UHP's principal will meet with CCN at least twice per month throughout the term of this agreement to review the school's finances, assess its academic progress and assist in the implementation of network-wide systems that support student achievement and/or operational efficiency.
- UHP will share with CCN all necessary student performance data and produce regularly a revised summary of the school's progress towards specific academic and operational goals.
- UHP will collaborate regularly with CCN to identify operation and management issues that obstruct the achievement of mutually agreed-upon academic and operational goals. UHP commits to address such issues in good faith throughout the term of this agreement.
- UHP will collaborate with CCN in identifying common areas of support as well as special areas of expertise through which UHP might support schools in the CCN network.
- The individual primarily responsible for discharging UHP's duties under this Agreement is UHP's Principal.

General Provisions:

The term of this agreement shall commence on July 1, 2013, and shall end on June 30, 2015; provided, however, that the term may be extended by written agreement of both parties. Either party, upon 30 days written notice to the other party, may terminate this agreement with or without cause. The termination of this agreement will require a majority vote of either organization's Board at a public board meeting. Reasons for termination may include, but are limited, to:

- a) A determination that CCN has provided support or guidance not commensurate with the fee the network team charges member schools for its assistance.
- b) CCN and its Board determine that UHP is unable or unwilling to assist in the collegial support and development of other schools in the CCN network.
- c) A decision by either party that CCN's assistance and support is no longer needed or is no longer aligned with the long-term goals and strategic decisions of UHP.

If either party decides to terminate this agreement, CCN and UHP agree to work closely together for, at least, the 90 days following termination to ensure the smoothest possible transition, minimizing any impact upon the schools' operations and educational program.

University Heights Preparatory Academy agrees to pay the Community Charter Network \$106,500 annually for services rendered during the term of this agreement. Payments will be made by each school in monthly installments of \$8,875, beginning July 1, 2013.

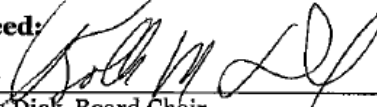
UHP and CCN shall indemnify each other (including the indemnified party's respective directors, officers, employees, and agents (collectively, the indemnified party's "Representatives") and hold harmless each other (and each other's Representatives) from and against any and all liabilities, damages, losses, penalties, fines, costs, and expenses, including reasonable attorneys' fees, paid or incurred in connection with any action brought against the indemnified party in connection with this agreement.

CCN shall not be liable for UHP's failure to meet any standards or obligations prescribed or imposed by UHP's charter sponsor.

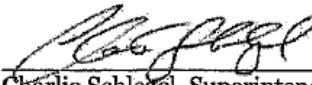
This agreement shall be construed and governed in accordance with the laws of the State of Indiana.

Both parties in this memorandum may communicate to either body proprietary, confidential and other information during the term of this agreement. Parties shall treat all such information as confidential, whether requested to do so or not, and shall take all such reasonable precautions to prevent the unauthorized disclosure of any part of such information to any person outside this agreement including, without limitation, taking all those precautions which either organization uses to safeguard its own confidential information.

Agreed:



Rollie Dick, Board Chair
University Heights Preparatory Academy



Charlie Schlegel, Superintendent
Community Charter Network

Appendix B: School Improvement Grant Memo

FOUNTAIN SQUARE ACADEMY MEMO

To: Fountain Square Board
From: Charlie Schlegel, Academic Partner
Re: School Improvement Grant
Date: Apr. 28, 2012

As you know, Fountain Square Academy is eligible to apply for a SIG grant.⁶ In the space below, I briefly describe the central elements of our grant application, for it has **significant implications for the FSq.'s academic program and organizational structure.**

In writing this grant, we have assembled a small team with a great deal of expertise and investment in Fountain Sq. to write this application. Dr. Clark has also been essential to this process in recommending individuals to be a part of this team and allowing us extra time to agree on the substance of our plan to transform Fountain Square Academy into a high performing middle and high school.

For more information about School Improvement Grants in general and their role in education reform across Indianapolis, I recommend that you follow the link below to a **story in last Saturday's *Indianapolis Star***. This is the same story that I referred to in my email to the FSq. Board on Sunday, Apr. 22.

<http://www.indystar.com/apps/pbcs.dll/article?AID=/201204210245/NEWS1003/304210002>

Finally, I stress that there are no assurances that Fountain Square Academy will receive this grant. **Less than half of last year's** applicants (which included FSq.) actually received a SIG grant; nonetheless, the possibility of acquiring the funds essential to the **stabilization and transformation of FSq. makes the decision to apply quite easy. We're going for it!**

If we are not successful in earning this grant, the ideas and approach detailed in this **memo will remain FSq's plan to transform itself into a top-notch school**; yet, we will be forced to do so with far fewer resources. It will be difficult but not undoable.

In brief, our application for a SIG grant commits us to the following achievement goals over the next three years:

	'10-'11 School Year	'11-'12 School Year	'12-'13 School Year	'13-'14 School Year	'14-'15 School Year
ISTEP+ ELA	64%	56.7%	71%	77%	85%
ISTEP+ Math	78.4%	72.9%	81%	86%	90%
English I0 ECA	52.5%	50.0%	60%	70%	78%
Algebra I ECA	42%	59.0%*	64%*	72%	78%

⁶ Eligibility is based on the fact that FSq students, on average, performed no better on the ISTEP in 2010 and 2011 than the lowest 5% of all schools eligible for Title 1 funds (which is most schools) across the state.

In order to reach these goals, we propose to make the following changes to *Fountain Square Academy's* leadership, staff and academic program:

- **Establish the School's Leadership Team**
 - Hire a school principal. Depending on timing, principal will select his/her administrative team, which may be comprised of current staff as well as newcomers.
 - Establish an Instructional Leadership Team, composed of the Curriculum and Assessment Director, Master and Mentor Teachers and the Administrative Team – all of whom may be currently part of the faculty or newcomers.
 - Evaluate existing faculty members to determine instructional strength and long-term fit with school's academic goals and, based on these evaluations, determine contract offers for the '11-'12 school year.
 - Continue to recruit, screen and select new teachers to the staff.
 - Allow administration the discretion to offer one-time signing bonuses (structured to encourage retention) to successful applicants in fields with limited pool, such as high school math and science.
- **Increase Learning Time:**
 - FSq.'s current attendance rate is 88%. With a month of school left, 42% of FSq. students have ten or more absences. It is essential, first, that we ensure that students have high attendance (95%+) on regular academic days.
 - FSq. will employ a **Director of School Culture**, responsible for ensuring students are in position each day to do their very best work. He/she will:
 - Implement a system of rewards and consequences for strong school attendance, appropriate conduct and classroom management.
 - Develop (with staff) guidelines that establish expectations of teacher conduct throughout the building (a.k.a. A Culture Rubric). Together, these guidelines will allow us to improve student safety, engagement and investment in learning and the school as a whole.
 - Coordinate a team our Academic Investment Team (AIT) Team, which will include:
 - **Middle School Counselor**, supporting student investment in learning as well as providing social and emotional development of students, grade 7-9.
 - **High School Counselor**, implementing systems to support students through high school graduation and post-secondary placement.
 - **School Partnerships Director**, responsible for recruiting, establishing and coordinating partnerships that support student achievement as well as allow for internships for students, grades 11-12, in good academic standing.
 - **Therapeutic Counselor**, providing students with socio-emotional counseling and support through the Medicaid system (at no cost to the school).
 - Will implement a **Saturday School** program, providing academic assistance to students with failing grades, excessive absences or tardy days as well as those removed from classroom for disciplinary reasons.
 - **Revise Fountain Square's Academic Calendar and Daily Schedule to include:**
 - A "staggered start," allowing school to establish systems of organization and culture one grade at a time.
 - "Intervention Intersessions" in which students can receive up to 15 extra days of instruction and remediation in order to meet learning goals.
 - Flexible staff schedule, in which a subset of teachers work 10-6PM in order so that they can provide tutoring and remediation during the investment block (3:30 – 5PM).

- Develop, under the direction of our Director of School Partnerships, a school-wide “investment block,” combining enrichment and remediation opportunities (based on student achievement and interests) through an extended day.
- **Improve alignment of curriculum and assessment**
 - Hire a **Director of Curriculum and Assessment** to lead school-wide efforts to:
 - Convene the team responsible for refining ELA/Humanities and Math/Science curricula to ensure its adherence to research-based practices and alignment to academic standards and interim assessment results.
 - Build a long-term plan to establish 7-12 curricular pathway to Academic or Technical Honors diploma for all eligible FSq students.
 - Collaborate with *Project Lead the Way* to identify and develop STEM-centered pathway, based on the principles of their project-based program.
 - Develop and continuously refine an Assessment Schedule to pace curriculum and establish a universal system through which to continuously refine instruction based on assessment data.
 - Identify, select and implement a system to collect, disaggregate and analyze student learning data and differentiate instructional support for students.
 - Establishing a process through which grade level teams regularly review student achievement data and adjust instruction accordingly – facilitated, in part, through our partnership with the M.A. Rooney Foundation.
 - Establish and support differentiated learning pathways for children through computerized learning systems (E2020 or APEX).
 - Convene a Curriculum Institute each summer to revise our curriculum calendar and refine the benchmark assessments drafted in each subject area.
- **Strengthen classroom instruction**
 - Adopt the **TAP System of Teacher and Student Achievement**, which includes:
 - Developing an Instructional Leadership Team, who will guide TAP implementation, including:
 - Evaluating classroom instruction across the building
 - Strengthening instructional skills across our staff through close adherence to the TAP model of “job-embedded professional development,” based upon analysis of student performance data and teacher evaluation results.
 - Implementing a merit-based bonus system, based on teachers’ classroom performance and student learning results. We plan to supplement traditional TAP system of merit-pay in ways that reflect school’s focus on graduation and community involvement.
 - Adopt new team-teaching position through which educators collaborate to provide differentiated support for students who require extra assistance or alternative assistance, based on their unique learning needs.
 - Team teachers will also employ blended learning models, through which teachers employ computer-based curriculum to individualized learning and effectively monitor student progress.
 - Team teachers will also allow for more flexible scheduling, enabling a subset of teachers to work an “afternoon shift” within our investment block (3:30-5PM).
 - Equip each classroom with an electronic white board and computerized hand-held response system to improve engagement and provide teachers with real-time summary feedback on student progress.
 - Adopt and effectively utilize the **AIMSWeb assessment system** to continuously track student growth and pilot the 8-Step School Improvement model through which we’ll measure the effectiveness of interventions supporting students below grade level.

- ***Deepen Family Engagement and Community Connections***
 - Develop, under the direction of our Culture Team, monthly Family Nights, celebrating student achievement, healthy life choices and college attainment.
 - Build, under the leadership of our Director of Community Partnerships, a broad array of community partnerships through which FSq can enhance its enrichment opportunities, strengthen its inventions and improve its access to community resources in service to student achievement.
 - Initiate regular Parent Workshops (4-6 each year) through which the school can support parents in important areas (based on surveys and needs assessment).
 - Initiate relationship with local universities to provide FSq students with individualized tutors, participating in work study programs.
 - Hire a trained School Social Worker to coordinate support and access community resources in support of students and families and academic achievement.

On whole, our efforts to “**transform**” *Fountain Square Academy* into a high performing middle and high school providing the families of Fountain Square with the strongest possible service. Our efforts to transform Fountain Square rests squarely on the idea that, with strong leadership, improved instruction and strategic use of community resources, our students will achieve at high levels and surpass the low expectations that ordinarily accompany students in poverty.

Appendix C: UHP State Accountability Grade**University Heights Preparatory Academy
Middle School Results**

Below is the step-by-step breakdown of the UHP's standing on the A-F grading system that the state adopted in 2011.

English/Language Arts Grade							
ELA Grading Criteria		2011-2012		2012-2013		2013-2014	
		Results	Points	Results	Points	Results	Points
Step 1	Assign an initial score based on the percentage of students who passed the ISTEP+	58.4%	0	52.6%	0	53.0%	0
Step 2	If the %age of bottom 25% who were high growth exceeds 42.5%, earn one point.	13.6%		44.4%	1	16.7%	
Step 2A	If the percentage of top 75% who were high growth exceeds 36.2%, earn one point. ⁱ	39.7%	1	35.4%	0	13.5%	
Step 3	If the percentage of students who showed low growth exceeds 39.8%, subtract one point.	33.3%		25.8%	0	59.2%	-1
Step 3A	If the percentage of students who did not take the ISTEP exceeds 5.0%, subtract one point.	99.1%		98.0%	0	98.7%	
ELA Total			1		1		-1

Math Grade Calculations

Math Grading Criteria		2011-2012		2012-2013		2013-2014	
		Results	Points	Results	Points	Results	Points
Step 1	Assign an initial score based on the percentage of students who passed the ISTEP+	74.5%	2	69.6%	1.5	65.2%	1.5
Step 2	If the percentage of bottom 25% who were high growth exceeds 44.9%, earn one point.	47.8%	1	35.3%		30.8%	0
Step 2A	If the percentage of top 75% who were high growth exceeds 39.2%, earn one point.	47.1%	1	16.3%		13.2%	0
Step 3	If the percentage of students who showed low growth exceeds 39.2%, subtract one point.	23.1%		40.9%	-1	64.7%	-1
Step 3A	If the percentage of students who did not take the ISTEP exceeds 5.0%, subtract one point.	100%		99.9%		98.7%	
Math Total			4		1.5		0.5

FSA's Final Middle School Grades

2011-12: 2.5 = C

2012-13: 1.25 = D

2013-2014 = F

University Heights Preparatory Academy High School Results

Below is the step-by-step breakdown of UHP's standing on the A-F grading system that the state adopted in 2011.

High School A-F Grade		2011-2012		2012-2013		2013-2014	
HS Grading Criteria		Results	Points	Results	Points	Results	Points
Step 1	Assign an initial score based on the percentage of first-time test takers who passed the Eng 10 ECA	52.0%	0	55.3%	0	64.5%	1
Step 2	Assign a score based on the percentage of first-time test takers who passed the Alg. ECA	64.2%	1	70.2%	2	77.4%	2
Step 3	Assign a score based on the school's four-year Grad. Rate	64%	1	77%	2.5		
Step 4	Assign an advanced credit score based on the %age of four-year graduates who either: <ul style="list-style-type: none"> • Pass an AP or IB exam, • Earned 3+ college credits, • Earned an industry certification or • Earned credit in CTE pathway course (10%) 	0	0	0	0	0	0
Step 5	Calculate the overall grade, based on the following formula: Eng. ECA (30%) +Alg. ECA (30%) + Grad Rate (30%) + Adv. Credit (10%)= Total Grade	0+.3+.3+0		0+.6+.75+0		.25+.5+0+0	
High School Overall Grade		0.6		1.35		0.75	

Note: According to the DoE, schools with fewer than 30 students enrolled for 162 days or more and who have valid test results (Algebra and Eng. 10 ECA) **fit the "small school model."** Schools assessed under the Small Model are assigned grades based solely on ELA and math proficiency. They are not eligible for bonus points. *Consequently, UHP did not earn additional points based on its graduation rate*, as recorded in the state's Accountability System.

Appendix D: UHP's Two-Year Budget Projections

(Projections are also available through CSapphire.)

2 Year Budget Projections University Heights Preparatory Academy

	<u>2015-2016</u>	<u>2016-2017</u>	<u>Comments</u>
Student Count			
6th Grade	30	35	
7th Grade	30	35	
8th grade	30	30	
9th grade	35	45	
10th grade	45	45	
11th Grade	40	40	
12th Grade	40	40	
Total	<u>250</u>	<u>270</u>	
ADM	<u>250</u>	<u>270</u>	

Income

Basic Support	1,950,000	2,025,000	<i>Assumes \$7,800/pupil in 2015-16 and \$7500/pupil in 2016-17</i>
Common School Loan	-	-	
Student Lunch Revenue	186,878	214,909	
Contribution Income	-	-	
Facility Grant	-	-	
Federal Grants	330,000	350,000	
Interest Income	144	166	
Other Income	613,543	705,575	
Total Income	<u>3,080,565</u>	<u>3,295,650</u>	

Both Salary and Benefits increases by 10% for FY17 to account for growth in staff and small salary growth

Expenses

Instructional Expenses

Salaries & Wages	680,413	748,454
Payroll Taxes & Benefits	268,225	295,047
Supplies/Materials/Equipment	24,792	24,792
Professional Services	50,300	50,300
Training Expenses	9,096	9,096
Other Expenses	<u>10,704</u>	<u>10,704</u>
Total Instructional Expense	<u>1,043,529</u>	<u>1,138,393</u>

General & Administrative

Salaries & Wages	766,605	843,266
Payroll Taxes & Benefits	160,854	176,940
Supplies/Materials/Equipment	56,495	56,495
Professional Expenses	237,385	237,385
Community Relations	13,020	13,020
Other Expense	<u>25,800</u>	<u>25,800</u>
Total General & Administrative Expense	<u>1,260,159</u>	<u>1,352,905</u>

Facilities Expense

Supplies/Materials/Equipment	9,000	11,000
Rent/Leasehold Improvements	300,000	300,000
Professional Services	94,568	87,108
Utilities/Property Tax	41,700	41,700
Insurance Expense	<u>15,204</u>	<u>15,204</u>
Total Facilities Expense	<u>460,472</u>	<u>455,012</u>

Lower than typical as SIG funds are being used to purchase supplies that can be used in subsequent years whenever possible

Appendix D: UHP's Two –Year Projections (Continued)

Technology Expense

Supplies/Materials/Equipment	10,000	12,000
Professional Services	73,944	73,944
Total Technology Expense	83,944	85,944

Again, using SIG dollars to pay for technology that will be used in subsequent years.

Debt Service

Debt Service Payments	5,400	5,400
Total Debt Service Expense	5,400	5,400

Other Expense

Transportation Expense	75,000	75,000
School Lunch	120,000	120,000
Other Expenses	18,000	18,000
Total Other Expenses	213,000	213,000

Total Expense	3,066,504	3,250,654
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Net Income	14,060	44,996
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Ending Cash Balance	14,060	59,056
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Appendix E: UHP Professional Development Long Range Plan

Professional Development Long Range Plan 2014-2015

(First Semester)

School: University Heights Preparatory Academy LIST
OF POSSIBLE PD Sessions and Topics

MONTH	
August	<ul style="list-style-type: none"> • August 8- Classroom Management • August 15- Acuity Aligned Assessments ,Anchor Activities,WIDA • August 22- RTI -Step 1,Read 80 • August 29- Achieve 3000
September	<ul style="list-style-type: none"> • September 5- Cornell Notes, Smart Projectors, Teach Like Champion Strategy • September 12- Google Docs, Differentiated Instruction, Co-Teaching • September 19 Integration of Technology, Grouping, Spiral Review • September 26- CPI • October 3- Intersession Prep
October	<ul style="list-style-type: none"> • October 10- RTI Step 2, Project Based Learning, ELL Prep (WIDA) • October 17- Problem Solving Thinking • October 31- Parent Teacher Conferences • November 4- Teacher Showcase • November 21- Motivating Students
November	<ul style="list-style-type: none"> • December 5- WICOR, Student Show Case, Teach Like Champion Strategy
December	<ul style="list-style-type: none"> • December 12- PowerSchool Review
	<ul style="list-style-type: none"> • Living document, subject to change based on assessed need.

Appendix F: UHP Measurable Goals

<i>University Heights Preparatory Academy</i> <i>Measurable Achievement Goals</i>			
Measurable Goals	2014-2015	2015-2016	2016-2017
Percentage of students who have passed the ISTEP+ ELA grades 6-8	60%	63%	66%
Percentage of bottom 25% achieving high growth exceeds 42.5%, ELA grades 6-8	46%	48%	50%
Percentage of the top 75% achieving high growth exceeds 36.2% ELA grades 6-8	38%	40%	42%
Percentage of students who have passed the ISTEP+ Math grades 6-8	69%	72%	74%
Percentage of bottom 25% achieving high growth exceeds 44.9%, Math grades 6-8	45%	47%	49%
Percentage of the top 75% achieving high growth exceeds 39.2%, Math grades 6-8	43%	47%	51%
Percentage of first-time test takers passing English 10 ECA	70%	73%	75%
Percentage of first-time test takers passing Alg. ECA	77%	79%	80%
Graduation Rate	75%	77%	80%

- Goals have been established using previous years' data and if met UHPA will surpass students in comparable districts

School Data Summary Document

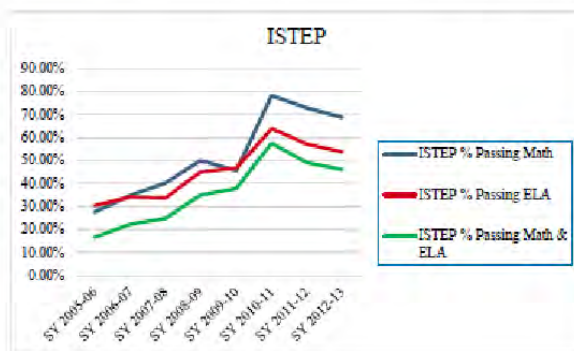
University Heights Preparatory Academy
(formerly Fountain Square Academy)
Indianapolis, IN
In Operation since 2005 (9 Years)
Independent School
Grade Range: 5-12

	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Total Student Enrollment			237	206	253	269	266	245	230

2013-14 YEAR ENROLLMENT & DEMOGRAPHIC INFORMATION		
	#	%
Total Enrollment	230	
# of Students on Waiting List		
Gender		
Ethnicity/Race		
# White	174	75.7
# Black	33	14.3
# Hispanic	14	6.1
# Asian	0	0
# Native American	0	0
# Other	9	3.9
Special Populations		
# Students with IEPs	56	24.3
# English Language Learners	6	2.6
# Homeless Students		
# Eligible for Free and Reduced Lunch	203	88.3

	AYP	PL 221	A-F	Data Results Under Intervention /Assessment Policy (2009)	Data Results Under Intervention /Assessment Policy (2012)	NWEA % meeting reading growth target	NWEA % meeting LA growth target	NWEA % meeting math growth target	ISTEP % Passing Math	ISTEP % Passing ELA	ISTEP % Passing Math & ELA
SY 2005-06	No	n/a	n/a	n/a	n/a	n/a	n/a	n/a	27.52%	30.37%	16.59%
SY 2006-07	No	Probation	n/a	n/a	n/a	n/a	n/a	n/a	34.77%	34.08%	22.23%
SY 2007-08	Yes	Acad Progress	n/a	n/a	n/a	n/a	n/a	n/a	40.15%	33.69%	24.78%
SY 2008-09	n/a	Watch	n/a	n/a	n/a	n/a	n/a	n/a	50%	45%	35%
SY 2009-10	No	Acad Progress	D	n/a	n/a	n/a	n/a	n/a	45.56%	46.67%	37.78%
SY 2010-11	No	n/a	C	n/a	n/a	n/a	n/a	n/a	78.38%	63.96%	57.66%
SY 2011-12	n/a	n/a	D	Not applicable due to IDOE policy change	Does not meet standard	n/a	n/a	n/a	72.97%	57.27%	49.09%
SY 2012-13	n/a	n/a				55.8%	Not Available*	56.2%	68.9%	53.9%	46.0%

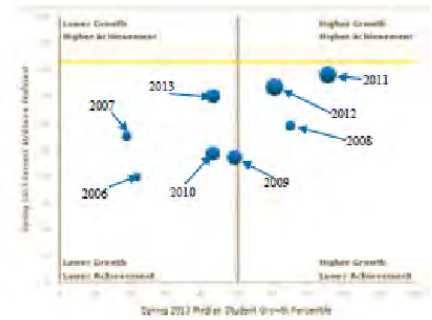
* Language Usage data not available for University Heights Academy.



Math Growth:

2006: Low growth, low achievement
 2007: Low growth, low achievement
 2008: High growth, low achievement
 2009: Low growth, low achievement
 2010: Low growth, low achievement
 2011: High growth, low achievement
 2012: High growth, low achievement
 2013: Low growth, low achievement

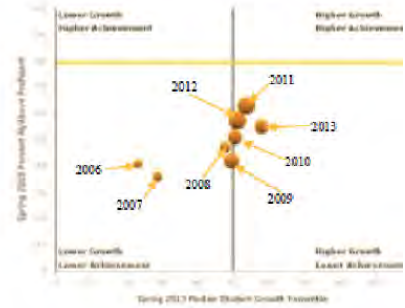
Year	# Tested	Pass %	Median Growth %
Spring 2006	53	39.6	22.0
Spring 2007	60	55.0	19.0
Spring 2008	66	59.1	65.0
Spring 2009	93	47.3	49.0
Spring 2010	88	48.9	43.0
Spring 2011	106	78.3	75.0
Spring 2012	110	73.6	60.0
Spring 2013	90	70.0	43.0



ELA Growth:

2006: Low growth, low achievement
 2007: Low growth, low achievement
 2008: Low growth, low achievement
 2009: Low growth, low achievement
 2010: High growth, low achievement
 2011: High growth, low achievement
 2012: High growth, low achievement
 2013: High growth, low achievement

Year	# Tested	Pass %	Median Growth %
Spring 2006	52	40.4	23.5
Spring 2007	59	35.6	29.0
Spring 2008	64	46.9	48.0
Spring 2009	93	41.9	49.5
Spring 2010	88	51.1	50.5
Spring 2011	106	63.2	53.5
Spring 2012	109	57.8	51.0
Spring 2013	89	55.1	58.0



Graduation Rate	2008		2009		2010		2011		2012		2013		
	#	%	#	%	#	%	#	%	#	%	Total	34/44	77.3%
	3/11	27.3	n/a	n/a	n/a	n/a	11/15	73.3	16/27	59.3	Non-Waiver	29/44	65.9%

K-8	2.1.a. Growth		2.1.b. Growth Lowest 25%		2.1.c. Probit Model			2.2.a. Proficiency		2.2.b. District Comparison		2.2.c. Similar Schools		2.2.d. Subgroup Prof		2.3.a. PI 221	OVERALL RATING
	ELA	Math	ELA	Math	LA	Math	Read	ELA	Math	ELA	Math	ELA	Math	ELA	Math		
2011-2012 (Rating)	M	M	D	D	NA	NA	NA	F	D	M	M	D	M	F	D	D	D
2011-2012 (Score)	51.0	60.0	43.0	47.0	NA	NA	NA	57%	73%	8	14	-3	9	-	-	C	-

Column	2.1.a & 2.1.b	2.1.c	2.2.a	2.2.b & 2.2.c	2.2.d & 2.2.e	2.3.a
# Representation	Median Student Growth Percentile	Growth	ISTEP % Pass	Difference in Percentage Points	Un-weighted Average of Difference Across Subgroups	A-F Grade

E	Exceeds Standards	M	Meets Standards	D	Does Not Meet Standard	F	Falls Far Below Standard
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High School	2.1.c. Probit Model			2.2.a. Proficiency		2.2.b. District Comparison		2.2.c. Similar Schools		2.2.d. Subgroup Prof		2.3.a. PI 221	2.4.a.1. SAT/ACT Performance	2.4.b. Graduation	2.4.c. College Enrollment	2.4.d. Employment	OVERALL RATING
	LA	Math	Read	Eng	Alg	Eng	Alg	Eng	Alg	Eng	Alg		SAT/ACT				
2011-2012 (Rating)	NA	NA	NA	F	F	M	E	D	E	D	M	F	F	M	F	F	NA
2011-2012 (Score)	NA	NA	NA	53%	61%	0	18	-2	24	-	-	F	5%	79%	72%	45%	-

Year	Grade Span	3-8 Rating	9-12 Rating	Combined Rating
2011-2012	K-12	D	D	D

Column	2.1.c	2.2.a	2.2.b & 2.2.c	2.2.d & 2.2.e	2.3.a	2.4.a.1	2.4.a.2	2.4.b
# Representation	Growth	ECA % Pass	Difference in Percentage Points	Un-weighted Average of Difference Across Subgroups	A-F Grade	% of Students Who Are Ready For College	% of Students Who Took the ACT or SAT	% of Students Who Graduated

E	Exceeds Standards	M	Meets Standards	D	Does Not Meet Standard	F	Falls Far Below Standard
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