



Office of Charter Schools

Geist Montessori

2015-16 CHARTER RENEWAL APPLICATION

[Date of Submission]

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INTRODUCTION

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

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

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

RENEWAL TIMELINE

Release of Renewal Application May 15, 2015

Renewal Orientation: Meetings with School Leaders and Board Members.....June-July 2015

Letter of Intent to Renew and Renewal Application Due to OCS..... October 1, 2015

Onsite School VisitsJune – December 2015

Renewal Decisions.....On or before January 15, 2016

RENEWAL DECISION OVERVIEW

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

The first stage of the process involves the OCS sharing with each school that is up for renewal the schools' data as evaluated through the Performance Frameworks. Additional data is gathered through site visits, desk audits, and the CSAPPHIRE database.

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

The third stage is an evaluation of the data collected in the first stage and the second stage by the staff and contractors of OCS; and the determination by the Executive Director of OCS as to whether to extend or renew the school's charter and the duration of the renewal or extension.

2015-2016 CHARTER RENEWAL APPLICATION – INSTRUCTIONS AND CSAPPHIRE SUBMISSIONS

INSTRUCTIONS:

The OCS will provide a Charter Renewal Application template to each school up for renewal. A school's Charter Renewal Application will have some data charts pre-filled by the OCS with the school's data; however, the school should fill in any empty boxes, as applicable. Charter Renewal Applications must be submitted to OCS **electronically through CSAPPHIRE no later than October 1, 2015.**

FORMAT FOR SUBMISSIONS:

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

CSAPPHIRE SUBMISSIONS AND UPDATES:

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

School Documents

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

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

Current School Policies and Plans

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

- Staff Handbook
- Student Handbook
- Promotion/Retention Policy
- Elementary School Reading Plan
- Policy and Procedures for Special Education
- Policy and Procedures for ELL Students
- Performance Evaluation Plan for Administrators and Teachers
- Personnel Plan, including Methods of Selection, Retention and Compensation of Employees
- Teacher and Staff Compensation and Benefits Plans
- Professional Development Methods
- School Admission Policy
- Transportation Policy (if applicable)
- School Safety and Emergency Preparedness Plan
- Student Health Screening Policy
- Student Records Policy
- Medication Policy
- Discipline Policy
- Criminal Background Check Policy
- Graduation Requirements, including diploma types offered (if applicable)
- Conflict of Interest Policy
- Fundraising Policy and Guidelines
- Deposit of Funds Policy
- Social Media Policy

Corporate Documents

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

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

Financials and Budgets

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

- School’s Budgets for 2014-15 and 2015-2016
- School’s Audit (if not conducted by Fitzgerald Isaac) for the school year ended 6/30/2015

Board – Agenda and Minutes

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

- Board Minutes approving School’s Budgets for 2014-2015 and 2015-2016

Insurance

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

- Certificate of Liability Insurance
- Evidence of Property Insurance

Facility Documents

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

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

RENEWAL NARRATIVE

I. Enrollment and Demographic Overview

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

2015-16 ENROLLMENT & DEMOGRAPHIC INFORMATION		
	#	%
Total Enrollment	353	
# of Students on Waiting List	0	
Gender		
# Male	185	52
# Female	168	48
Ethnicity/Race		
# White	272	76
# Black	23	7
# Hispanic	13	4
# Asian	13	4
# Native American	2	1
# Other	30	8
Special Populations		
# Students with IEPs	59	17
# English Language Learners	19	5
# Homeless Students	0	0
# Eligible for Free and Reduced Lunch	3	1

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

	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Total Student Enrollment	38	87	103	127	184	255	290	327	367

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

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9
Grade	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
K	0	0	0	13	20	25	32	47	41
1	9	21	9	14	15	47	40	51	48
2	5	16	25	15	29	38	44	44	49
3	6	8	16	25	23	35	48	46	45
4	11	10	13	16	28	24	63	38	49
5	4	14	14	11	27	23	17	38	39
6	3	6	13	16	10	17	21	27	33
7	0	7	7	11	18	10	16	21	29
8	0	3	6	6	5	16	10	14	22
All Grades	38	85	103	127	184	255	290	327	367

D. Provide the number and percentage of students eligible for special education by eligibility category for the length of the charter contract based on the previous December 1 count.

SPECIAL EDUCATION STUDENT POPULATION BY CATEGORY																			
	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6		Year 7		Year 8		Year 9		
	2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
Autism Spectrum Disorder																	19	32	
Blind of Low Vision																	0		
Cognitive Disability																	5	8	
Deaf of Hard of Hearing																	0		
Deaf-Blind																	0		
Development Delay (early childhood)																	0		
Emotional Disability																	3	5	
Language or Speech Impairment																	8	13	
Multiple Disabilities																	0		
Orthopedic Impairment																	0		
Specific Learning Disability																	13	22	
Traumatic Brain Injury																	0		
Other Health Impairment																	11	18	

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

ELL STUDENT POPULATION CHART																	
Year 1		Year 2		Year 3		Year 4		Year 5		Year 6		Year 7		Year 8		Year 9	
2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015	
#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
0		0		3	3	20	16	9	5	12	5	12	4	18	6	17	5

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

HOMELESS STUDENT POPULATION																	
Year 1		Year 2		Year 3		Year 4		Year 5		Year 6		Year 7		Year 8		Year 9	
2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015	
#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
0		0		0		0		0		0		0		0		0	

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

HIGH ABILITY STUDENTS																	
Year 1		Year 2		Year 3		Year 4		Year 5		Year 6		Year 7		Year 8		Year 9	
2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015	
#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
0		0		0		0		0		0		0		0		6	1.63

II. Executive Summary

Provide a brief description of the school, including an overview of the mission and vision, educational program, community and local partnerships, and the school’s leadership and governance. The following sections will be entered into AdvancEd Assist.

Description of the school (6000 character limit)

- a. Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large.
- b. What unique features and challenges are associated with the community/communities the school serves?

School's Purpose (6000 character limit)

- a. Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.
- b. Address why the school was founded? What educational need were the founders seeking to address in your community?
- c. Describe any changes to the school's mission or substantial revisions to the educational program as described in the current charter that the school proposes to make for the next charter term. Discuss any associated challenges or risks.
- d. Describe any substantial modifications pertaining to the educational program that the school intends to request should it be renewed for an additional charter term.

Achievements and Notable Improvements (6000 character limit)

- a. Describe the school's notable achievements and areas of improvement in the last three years.
- b. Describe areas for improvement that the school is striving to achieve in the next three years.

- c. Note: consider both student and teacher recognition or achievements (e.g. teacher of the year awards, special certifications)

Additional Information (6000 character limit)

III. Self-Assessment

The following self-assessments will be completed in AdvancEd Assist.

- a. Purpose and Direction
- b. Governance and Leadership
- c. Teaching and Assessing for Learning
- d. Resources and Support System
- e. Using Results for Continuous Improvement

IV. Academic Performance Overview

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

Please **verify and, if necessary, denote changes** to the below academic data.

	PL 221/A-F	Data Results Under Intervention /Assessment Policy	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 2006-07	Exemplary		35.7%	32.1%	13.8%	81.82%	90.91%	81.82%
SY 2007-08	Exemplary		0.0%	0.0%	0.0%	81.43%	86.43%	72.86%
SY 2008-09	n/a		55.2%	21.0%	44.0%	82.00%	82.00%	74.00%
SY 2009-10	Exemplary (A)	Probation	38.7%	52.5%	35.5%	70.00%	81.25%	68.75%
SY 2010-11	A	Meets Standard	43.5%	59.4%	41.8%	80.00%	84.52%	75.00%
SY 2011-12	A	Meets Standard	n/a	n/a	n/a	87.85%	85.05%	78.50%
SY 2012-13			43.7%	57.6%	49.7%	71.0%	82.4%	66.2%
SY 2013-14			38.8%	42.2%	37.9%	73.6%	87.6%	70.1%
SY 2014-15								

This section provides schools an opportunity to supplement the record of performance by submitting evidence that informs the school’s performance in relation to OCS’s Accountability Framework. Responses should reference the indicators and measures from the Accountability Performance Frameworks to which the information applies (*e.g.*, 2.1 Student Progress Over Time, 2.4 Post-Secondary Readiness).

Responses may include, but are not limited to, information about interim assessments or progress reports; evidence of performance on school-or mission-specific goals; and evidence of progress for any areas in which the school has not previously met or is not currently meeting the performance standard. In answering this section, please refer to the School Data Summary Document attached to the renewal application.

Renewal recommendations will be based on all evidence of school performance in the record, including but not limited to the school's responses in this part. For your convenience, please reference appropriately the sections from the **Academic Performance Framework**: <http://bit.ly/162WbPx>

The following information will be entered into the Student Performance Diagnostic in AdvancEd Assist.

Student Performance

- a. Assessment Data
- b. Areas of Notable Improvements
 - 1) To what do you attribute these improvements?
- c. Areas in Need of Improvement
 - 1) Do the areas of weakness affect many or few students? Is it a particular subgroup of students? Is there a trend in one content area or across all content areas?
 - 2) What progress monitoring tools do you have in place that provided this information?
 - 3) Based on the analysis of the academic data, what are the school's next steps for improving academic indicators based on the Academic Performance Framework, and what are the strategies the school will employ to achieve the "Meets Standards" rating?

V. Stakeholder Assessment (optional)

VI. Organizational Performance

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

Note: With respect to Organizational Performance, there will be a presumption of compliance, unless the school's record includes evidence to the contrary.

1. Along with the required CSAPPHIRE submissions, provide any organizational related evidence, supplemental data, or contextual information. Submissions may include evidence of current compliance in areas for which the school was found previously to be non-compliant or other updates relevant to previous school findings. Please reference appropriately the sections of the Organizational Performance Framework <http://bit.ly/162X0ru>.
2. Please respond appropriately to the following evidence of the school's alleged noncompliance with the Organizational Performance regarding the following information:

[If this section is blank, there are no organizational findings in which a response is needed.]

3. **Governance and Management.** Describe any anticipated changes to the governance and management of the school, including but not limited to board composition, committee structure, and/or amendments to by-laws.
4. **Transportation (if applicable).** Describe the plan for providing transportation to students to attend the school, including transportation to extra-curricular activities, if applicable.
5. **Facility.** Describe the current status of the school's facility. Discuss any anticipated changes in facilities needs and/or location, which includes any changes to lease terms and/or building plan.
6. **Educational Service Providers.** Renewal applicants are asked to declare whether they intend to contract with an education service provider (ESP). The term "ESP" refers to any number of organizations that contract with the governing board of a school to provide comprehensive services. After the organizing board of directors' appropriate review of the performance of the school and the services provided by an ESP, applicants should choose the applicable statement from the choices, below, and follow the related instructions. Copy/paste the statement that is applicable and proceed as directed:

NOTE: The OCS may require additional information before approving this modification.

- a) (Statement) *We contracted with an educational service provider during the original term of the charter and intend to continue to contract with the same education service provider.* (Instructions) Discuss any material changes to the agreement from the one currently in effect. **Submit a copy of the proposed management agreement for the renewal term.**
- b) (Statement) *We have not previously contracted with an education service provider but intend to do so going forward.* (Instructions) Discuss the school's decision to work with an ESP, in general, and the selected ESP, in particular. Describe the planned relationship between the school and the ESP and how that relationship will further the school's mission and program. Provide a clear description of the services to be provided by the ESP. Describe the ESP's roles and responsibilities in relation to the school's management and governing board. Describe the school's performance expectations for the ESP. In other words, how will the school evaluate the service provider? **Submit a copy of the proposed management agreement for the renewal term.**
- c) (Statement) *We have previously contracted with an education service provider. We now intend to end the relationship and to select a different provider.* (Instructions) Discuss the school's decision to end its relationship with the current service provider. Discuss the school's selection of the new ESP. Describe the planned relationship between the school and the ESP and how that relationship will further the school's mission and program. Provide a clear description of the services to be provided by the ESP. Describe the ESP's roles and responsibilities in relation to the school's

management and governing board. Describe the school's performance expectations for the ESP. In other words, how will the school evaluate the service provider? **Submit a copy of the proposed management agreement for the renewal term.**

- d) (Statement) *We have previously contracted with an education service provider. We intend to end the relationship and not rely on a service provider going forward.* (Instructions) Discuss the school's decision to end its relationship with the service provider. Describe in detail the plans for carrying out the primary operational and educational activities for which the service provider had been responsible. Identify and explain key changes to the school's organizational and staffing structure and how those changes will enable the school to internalize effectively the services and activities for which the ESP had been responsible previously.

- e) (Statement) *We did not contract with an education service provider and do not intend to do so in the future.* (Instructions) Type "N/A"

VII. Financial Performance

The OCS will review and verify the financial documents submitted through CSAPPHIRE during the renewal process (see above for the specific list of required CSAPPHIRE submissions and updates). It is important for each school to upload the school's most recent version of each of the required documents in order for the OCS to make appropriate decisions related to Financial Performance. Please reference appropriately the sections of the Financial Performance Framework <http://bit.ly/10uUv98>.

With respect to Findings for Financial Performance, there will be a presumption of compliance unless the school's record includes evidence to the contrary.

1. Provide an assurance that the school is current in meeting its liabilities including, but not limited to, payroll taxes, debt service payments, and employee benefits.
2. Provide any financial performance-related evidence, supplemental data, or contextual information that may not be captured in the Office of Charter School records. Submissions may include but are not limited to document of actions taken and results achieved in response to audit findings; updated financial records; and other updates regarding previous school findings.

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

1. Current Board approved budget with minutes.
2. Prior year's Board approved budget with minutes.

3. Current facility/school lease term and conditions.
4. Applicable insurance policies and their renewal.
5. Current Accrual-Based Audits
6. Enrollment Plan. Describe the enrollment plan for the next charter term (*e.g.*, grade level and projected student enrollment). Please provide a brief paragraph on the school's enrollment and tuition support. Explain how enrollment impacts the budget and the school's overall financial health. Identify how the school plans to sustain its enrollment and what plan(s) the school has to continue to recruit students.

FINANCIAL PERFORMANCE FRAMEWORK BALL STATE UNIVERSITY			Meets
			Does Not Meet
			Falls Far Below
1. NEAR TERM INDICATORS			
1.a.	Current Ratio (Working Capital Ratio)	Current Assets divided by Current Liabilities	
1.b.	Cash to Current Liabilities	Cash divided by Current Liabilities	
1.c.	Unrestricted Days Cash	Unrestricted Cash divided by ((Total Expenses-Depreciation Expenses)/365)	
1.d.	Enrollment Variance	Actual Enrollment divided by Enrollment Projection in Charter School Board-Approved Budget	
1.e.	Default		
2. SUSTAINABILITY INDICATORS			
2.a.	Total Margin	Net Income divided by Total Revenue and Aggregated Total Margin: Total 3 Year Net Income divided by Total 3 Year Revenues	
2.b.	Debt to Asset Ratio	Total Liabilities divided by Total Assets	
2.c.	Cash Flow	Multi-Year Cash Flow = (Year 3 Total Cash)-(Year 1 Total Cash); One-Year Cash Flow = (Year 2 Total Cash)-(Year 1 Total Cash)	
2.d.	Debt Service Coverage Ratio	(Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)	

Financial Performance Framework - Data Points	
Current Assets	
Current Liabilities	
Cash	
Unrestricted Cash	
Total Expenses	
Depreciation Expenses	
Enrollment Projection in Charter School Board-Approved Budget	
Actual Enrollment	
Default	
Net Income	
Total Revenue	
Aggregated Total Margin	
Total 3 Year Net Income	
Total 3 Year Revenues	
Total Liabilities	
Total Assets	
Year 1 Total Cash	
Year 2 Total Cash	
Year 3 Total Cash	
Depreciation	
Interest	
Interest Expense	
Annual Principal, Interest, and Lease Payments	

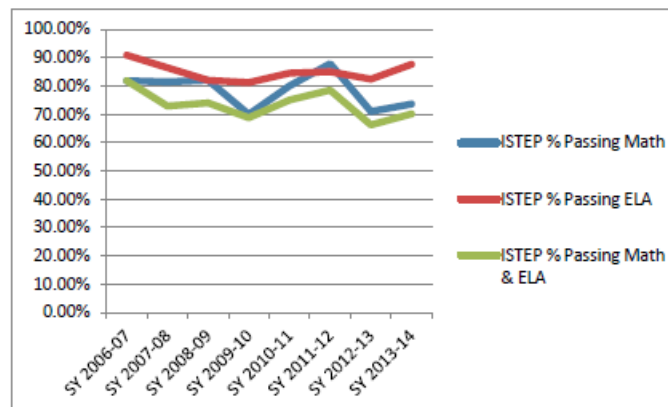
School Data Summary Document

Geist Montessori
McCordsville, IN
In Operation since 2006 (9 years)
Independent School
Grade Range: K-8

	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Total Student Enrollment	38	87	103	127	184	255	290	327	367

2014-2015 ENROLLMENT & DEMOGRAPHIC INFORMATION		
	#	%
Total Enrollment	367	
Ethnicity/Race		
# White	286	77.9
# Black	32	8.7
# Hispanic	10	2.7
# Asian	11	3.0
# Native American	1	0.3
# Multiracial	25	6.8
# Other		
Special Populations		
# Students with IEPs		
# English Language Learners		
# Eligible for Free and Reduced Lunch		

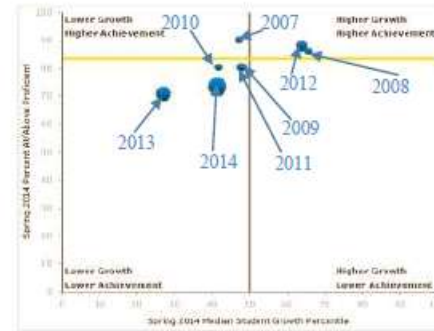
	AYP	PL 221	A-F	Data Results Under Intervention /Assessment Policy (2009)	Data Results Under Intervention /Assessment Policy (2012)	NWEA % meeting reading growth target	NWEA % meeting LA growth target	NWEA % meeting math growth target	ISTEP % Passing Math	ISTEP % Passing ELA	ISTEP % Passing Math & ELA
SY 2006-07	n/a	Exemplary	n/a	n/a	n/a	35.7%	32.1%	13.8%	81.82%	90.91%	81.82%
SY 2007-08	No	Exemplary	n/a	n/a	n/a	0.0%	0.0%	0.0%	81.43%	86.43%	72.86%
SY 2008-09	n/a	n/a	n/a	n/a	n/a	55.2%	21.0%	44.0%	82.00%	82.00%	74.00%
SY 2009-10	Yes	Exemplary	A	Probation	n/a	38.7%	52.5%	35.5%	70.00%	81.25%	68.75%
SY 2010-11	Yes	n/a	A	Satisfactory	Meets Standard	43.5%	59.4%	41.8%	80.00%	84.52%	75.00%
SY 2011-12	n/a	n/a	A	<i>Not applicable due to IDOE policy change</i>	Meets Standard	n/a	n/a	n/a	87.85%	85.05%	78.50%
SY 2012-13						43.7%	57.6%	49.7%	71.0%	82.4%	66.2%
SY 2013-14						38.8%	42.2%	37.9%	73.6%	87.6%	70.1%



Math Growth:

2007: Low growth, high achievement
 2008: High growth, high achievement
 2009: Low growth, high achievement
 2010: Low growth, high achievement
 2011: Low growth, high achievement
 2012: High growth, high achievement
 2013: Low growth, low achievement
 2014: Low growth, low achievement

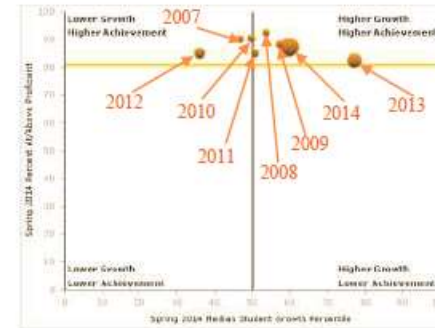
Year	# Tested	Pass %	Median Growth %
Spring 2007	29	89.7	47.5
Spring 2008	62	85.5	66.0
Spring 2009	60	80.0	48.5
Spring 2010	70	80.0	42.0
Spring 2011	85	80.0	48.0
Spring 2012	107	87.9	64.0
Spring 2013	138	71.0	27.0
Spring 2014	178	73.6	41.0



ELA Growth:

2007: Low growth, high achievement
 2008: High growth, high achievement
 2009: High growth, high achievement
 2010: High growth, high achievement
 2011: High growth, high achievement
 2012: Low growth, high achievement
 2013: High growth, high achievement
 2014: High growth, high achievement

Year	# Tested	Pass %	Median Growth %
Spring 2007	29	89.7	47.0
Spring 2008	62	91.9	54.0
Spring 2009	57	87.7	57.5
Spring 2010	70	90.0	50.0
Spring 2011	79	84.8	51.0
Spring 2012	107	85.0	36.0
Spring 2013	136	82.4	77.0
Spring 2014	178	87.6	59.5



School Year	Total Students	# Pass IREAD	% Pass IREAD	% ELL	% F/R Lunch	# in Remediation	# Re-tested	# Pass Retest
2011-12	33	32	97.0	0.0	9.1			
2012-13	43	35	81.4	1.4	11.7			
2013-14	48	42	87.5	4.0	10.4			



Executive Summary

Geist Montessori Academy

Geist Montessori Academy

13942 E 96th St
McCordsville, IN 46055-9810

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Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

The Montessori Academy at Geist provides an academically and culturally rich educational environment that allows children to acquire knowledge in a non-competitive, individualized manner. We recognize that many environmental factors act upon the development of the child, and we seek to prepare a school environment that encourages joyful learning and greater exploration of the community and the world. Academics integrate with character building and community awareness to form a whole-child curriculum that prepares our students for life.

At Geist Montessori Academy, each child grows socially, intellectually, and ethically in a structured environment characterized by freedom and respect. Based on Dr. Maria Montessori's innovative philosophy of education, our mission is to help children: Long after attendance at GMA, children will benefit from these skills throughout their lifetime.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

Geist Montessori Academy, guided by the educational philosophy and curriculum of Dr. Maria Montessori, promotes the development of each child in a safe, carefully prepared environment that fosters curiosity, creativity, cooperation, and critical thinking. At Geist Montessori Academy, all school community members demonstrate respect for themselves, others, and the school environment.

At Geist Montessori Academy, our students will

love the process of learning

achieve academic success at a natural pace

have strong social skills

possess positive work habits

find purpose and value in work

solve problems and correct errors themselves

be confident and joyful

work well independently and collaboratively

feel strong in mind, body and spirit

respect and appreciate community

be curious and excited about the world around them

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Notable Achievements:

Geist Montessori Academy continues to implement effective instruction and administrative leadership to implement change within the Montessori environment. Leaders are proactive and supportive. The teachers at Geist Montessori Academy are held to high expectations; being highly qualified and Montessori certified to meet the student's needs. Geist Montessori Academy financially supports teachers in order for them to obtain their Montessori Certification. GMA has supported 7 students since 2012 for Montessori Certification and has provided numerous professional development activities.

Geist Montessori Academy has continues to maintain an A when graded by the Indiana Department of Education.

Geist Montessori Academy has hired a full-time Controller to ensure financial oversight and that protection policies are in place. Financial forecasts are prepared and examined to endure long-term corporate viability

Parent Education Programs are scheduled throughout the school year. These programs are offered to parents monthly to provide the opportunity to learn about the philosophy, method and materials used in the Montessori classroom. The gatherings are very informative and attendance is highly encouraged.

Geist Montessori Academy has worked endlessly to obtain the best academic environment for our special needs students. We have acquired high numbers of special needs students, and

Executive Summary

Geist Montessori Academy

are thrilled to have them join GMA. We provide them with a safe, civil, healthy, and intellectually stimulating learning environment.

Areas of Improvement

Geist Montessori Academy needs to obtain a clear and shared focus that everybody buys in to.

Even though we focus on achieving a shared vision, all do not understand their role at achieving this vision. We will be examining ways to develop a vision from common beliefs and values in order to create consistency for all involved.

In addition, GMA needs to develop a strong teamwork among teachers across grade levels and with other staff. GMA teachers need to become involved and connected to each other, including parents and members of the community, to identify problems and work on solutions.

GMA needs to continue working with individual teachers on making sure the curriculum is aligned with essential academic learning requirements. Administrators need to make sure the staff understands the role of Montessori and state assessments, what the assessments measure and how to effectively evaluate student work.

Geist Montessori Academy would like to increase community awareness, involvement and sponsorship.

Geist Montessori Academy would like to achieve a population that is knowledgeable about the Montessori philosophy before they enroll in our school.

Geist Montessori needs to improve:

Grades 3-8 achieving proficiency on state assessment in Math.

Students performing well on state assessments in ELA in comparison to other schools in the district, as measured by ISTEP.

Executive Summary

Geist Montessori Academy

Students are making expected growth based on the school's median percentile in Math; and

that teachers understand what is expected for this to happen.

Additional Information

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

No additional information needed.



Student Performance Diagnostic

Geist Montessori Academy

Geist Montessori Academy

13942 E 96th St
McCordsville, IN 46055-9810

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Introduction

The Student Performance Diagnostic provides an institution with a process to report summative student assessments. This diagnostic is significant to the accreditation and continuous improvement process as it serves as a resource for schools to view content area assessment results required by the state, district, or other entities, determine the quality and reliability of the given assessments, and show the alignment of the assessments to the school's curriculum. The performance level computed at the completion of the diagnostic is used by the external review team as a comprehensive report to understand fully the institution's assessment program; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes	I have attached the Student Performance Document for Geist Montessori Academy. I have also attached NWEA data reports that correspond with the information in the student performance document.	Student Performance Doc GMA NWEA Graph GMA NWEA Gender Graph GMA NWEA Ethnicity Graph

Evaluative Criteria and Rubrics

Overall Rating: 3.25

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to some of those curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is less than persuasive. Some of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements.	Level 2

	Statement or Question	Response	Rating
2.	Test Administration	All the assessments used by the institution to determine students' performances, whether externally acquired or internally developed, have been administered with complete fidelity to the administrative procedures appropriate for each assessment. In every instance, the students to whom these assessments were administered are accurately representative of the students served by the institution. Appropriate accommodations have been provided for all assessments so that valid inferences can be made about all students' status with respect to all of the institution's targeted curricular outcomes.	Level 4

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is acceptably analyzed and presented with reasonable clarity. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is at or above what would otherwise be expected.	Level 3

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates no significant achievement gaps among subpopulations of students, or the achievement gaps have substantially declined.	Level 4

Areas of Notable Achievement

Which area(s) are above the expected levels of performance?

At this current time there are not any areas that we are performing above our expected levels. We hold our students to very high standards, and we are always striving to push them to new levels. In a Montessori education, there are no set deadlines for goals, and we expect our students to continuously be raising their level of academic performance. Once they master grade level content, they move right to mastering material from the next grade level. This allows our students that are above grade level to meet their academic needs, which requires that they work on higher level content. Also, on the flip side, our students that are below grade level will move at the appropriate pace to meet their needs. This creates a wide variety in academic goals for our students, and it causes test scores to be somewhat skewed. Even though our testing scores are high enough that our school is rated an A by the state of Indiana, we have some students that test well above and below grade level, which can show scores that are below our expectations. Ideally we would anticipate all of our students passing ISTEP if they were tested at their academic level, not their grade level. Until our scores reflect scores closer to everyone passing, we will never be performing above our expected levels.

Describe the area(s) that show a positive trend in performance.

At this time our students are showing a positive trend in mathematics. Historically, each year our students have achieved lower math scores that are lower than reading and language arts of NWEA and ISTEP. From the 2013-14 school year to the 2014-15 our students showed more than a 7% increase in NWEA math growth. Also, without having the latest ISTEP scores, we can look back to the 2013-14 school year to see that our % passing increased in all areas. At this time we are trending in the right direction in these areas, and we hope to see that continue as we move forward.

Which area(s) indicate the overall highest performance?

The areas of highest overall performance are in reading and language arts. Our students have historically performed at a higher level in ELA than in mathematics with our NWEA scores showing that 10% more students pass reading, and 8% more pass language than mathematics. We also have the highest percentage of pass plus in areas reading and language areas, with 5-6% more students achieving pass plus in those subjects. When it comes to ISTEP, our students show similar scores. During our last year of available scores in 2013-14 we saw 87.6% of our students pass ELA and only 73.6% pass mathematics. These scores are higher in both areas than the previous years, but our ELA scores far exceed those in mathematics.

Which subgroup(s) show a trend toward increasing performance?

Based upon our most recent NWEA scores, our data indicates that all of our subgroups are performing at similar levels from the beginning of the 2014-15 school year. Each subgroup had similar numbers of students not passing, passing, and pass+ in all subject areas during fall and spring testing. There were slight variations recorded, but there was no consistent trend of increasing performance.

Between which subgroups is the achievement gap closing?

One area that we are seeing the achievement gap closing is in the math performance of in the gender subgroups. At the beginning of last year during fall testing, our female students had a 67% pass/pass+ percentage and the males were at 70%, and during spring testing the female students had come up to 69% and the boys actually decreased to 66%. Reading and language arts are following a similar trend as the female students continue to pull ahead in those subjects as well.

Which of the above reported findings are consistent with findings from other data sources?

At this time the data that is the most consistent with our local data from classroom observations, NWEA, and ISTEP data has to do with our math scores and growth. For several years we have seen our tried and true traditional Montessori methods continuously show declines in scores and growth in the area of mathematics. We have since made alterations to how we approach instruction, by utilizing alternate methods to help our students address areas that may be weaknesses. We are also using RTI to address student needs for those that are falling below grade level, by using small groups and additional individualized instruction. We have seen scores and classroom production begin to trend in the right direction and we are continuing our efforts to help continue the positive trend in test scores and growth.

Areas in Need of Improvement

Which area(s) are below the expected levels of performance?

Our latest NWEA scores from the 2014-15 school year showing that our student body as a whole is performing below expected levels in Mathematics. 35% of our students did not pass NWEA in mathematics during the spring assessment last year, which is consistent with previous year scores on ISTEP. We do not have those scores at this time, but it is reasonable to assume that they will be consistent with our findings on NWEA. We are taking steps to improve our math performance, but in the Montessori philosophy, we give our students as much time as they need to master academic skills. This may hinder us from ever having our test scores meet the expected standards, but even though our scores and growth are no were near where we want them to be, we are seeing our ISTEP scores trending in the right direction.

Describe the area(s) that show a negative trend in performance.

The subject area that is showing the negative trend in performance is our Reading/Language arts. The percentage of students meeting their growth target on NWEA in the reading and language arts have decreased three years in a row. We have made adjustments to our math instruction and interventions, and we are seeing improvement in that area, but we are continuing to see a decline in our Reading/ELA production.

Which area(s) indicate the overall lowest performance?

The subject area that is showing the negative trend in performance is our Reading/Language arts. The percentage of students meeting their growth target on NWEA in the reading and language arts have decreased three years in a row. We have made adjustments to our math instruction and interventions, and we are seeing improvement in that area, but we are continuing to see a decline in our Reading/ELA production.

Which subgroup(s) show a trend toward decreasing performance?

According to our NWEA scores data, the subgroup that is showing the largest decrease in performance is our male students. We do not have a lot of diversity with regards to ethnicity, but when we look at the scores based on gender; our male students are trending in the wrong direction, where our female students are showing improved scores in all areas of math, reading, and language arts. In the area of mathematics, our male students started at 70% passing and decreased to 66% at the end of the year. In reading, they started at 75% passing and ended the year at 70%. Similarly, in language arts they were at 74% passing and ended the year at 67%. Our male students are consistently showing declining scores in all subject areas that we asses with NWEA.

Between which subgroups is the achievement gap becoming greater?

The achievement gap is becoming the greatest between our male and female students. In all subject areas we are seeing a consistent decline with regard to our male student's test scores, while our female students are maintaining or improving their scores in math, language,

Student Performance Diagnostic

Geist Montessori Academy

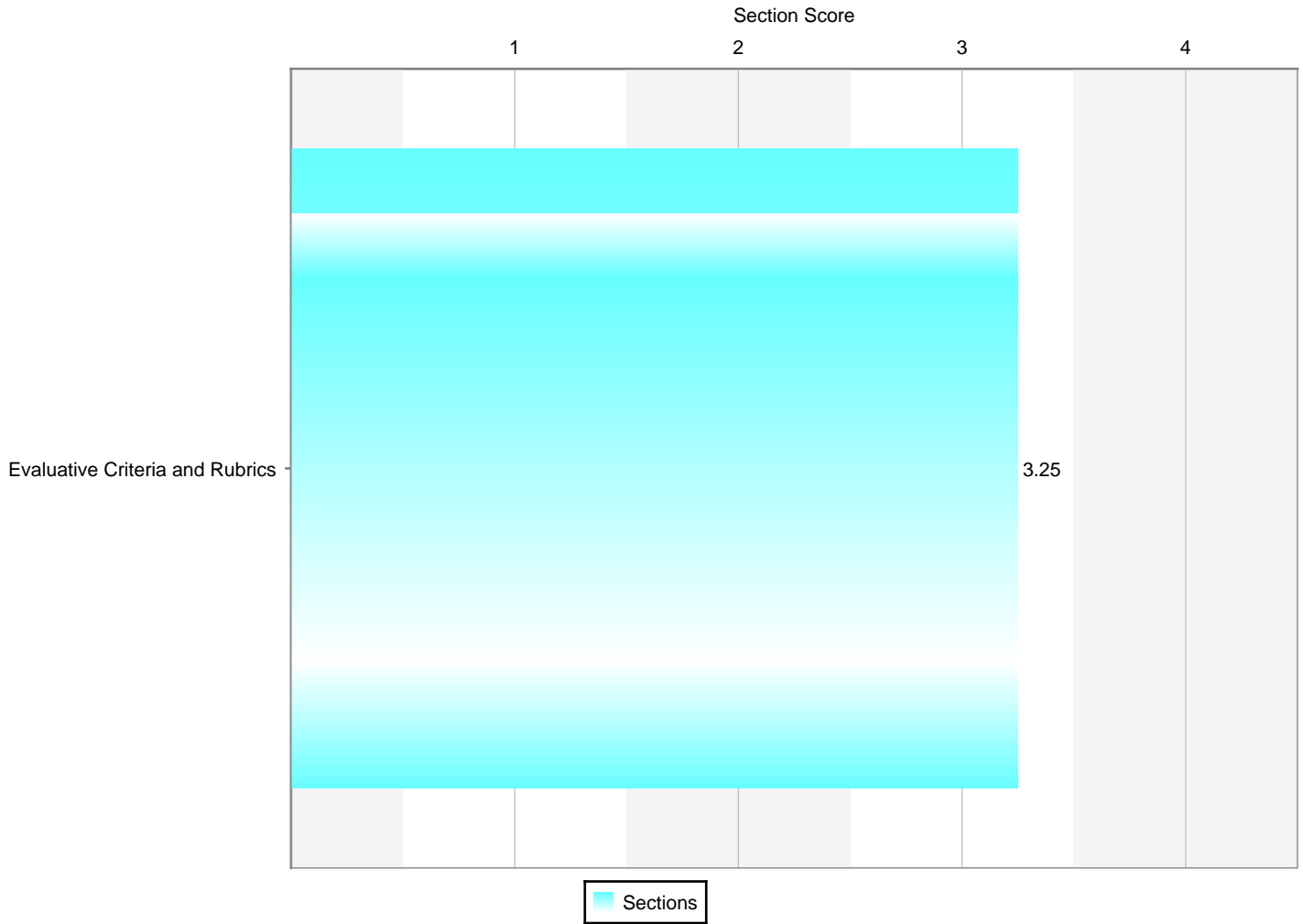
and reading. In the area of mathematics, our male students started at 70% passing and decreased to 66% at the end of the year. In reading, they started at 75% passing and ended the year at 70%. Similarly, in language arts they were at 74% passing and ended the year at 67%. The female students began last year at 67% passing in mathematics and finished the year at 69% passing. They maintained a mark of 79% passing in reading at the beginning and end of the year. They female students also improved in language arts by starting at 78% and finished at 79% passing. These apposing trends in test scores have cause the gap to widen between these two subgroups.

Which of the above reported findings are consistent with findings from other data sources?

The decrease in achievement in the areas in reading and language arts is consistent with findings in our RTI data gathering. We focus on all areas of the classroom as well as testing data to identify our students for the RTI process and we are seeing a lot of children are in need of remediation and intervention in reading and language skill. We are aware of the decline in performance, and we are use our RTI process to help reverse this trend.

Report Summary

Scores By Section



Geist Montessori Academy

FINANCIAL PERFORMANCE FRAMEWORK BALL STATE UNIVERSITY			Meets
			Does Not Meet
1. NEAR TERM INDICATORS			
1.a.	Current Ratio (Working Capital Ratio)	Current Assets divided by Current Liabilities	8.97
1.b.	Cash to Current Liabilities	Cash divided by Current Liabilities	7.26
1.c.	Unrestricted Days Cash	Unrestricted Cash divided by ((Total Expenses-Depreciation Expenses)/365)	43
1.d.	Enrollment Variance	Actual Enrollment divided by Enrollment Projection in Charter School Board-Approved Budget	91.9%
1.e.	Default	<i>* Not in default, no debt but current on all payments</i>	
2. SUSTAINABILITY INDICATORS			
2.a.	Total Margin	Net Income divided by Total Revenue and Aggregated Total Margin: Total 3 Year Net Income divided by Total 3 Year Revenues	7.56
2.b.	Debt to Asset Ratio	Total Liabilities divided by Total Assets	.07
2.c.	Cash Flow	Multi-Year Cash Flow = (Year 3 Total Cash)-(Year 1 Total Cash); One-Year Cash Flow = (Year 2 Total Cash)-(Year 1 Total Cash)	- 8,172 - 135,322
2.d.	Debt Service Coverage Ratio	(Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)	.55

Geist Montessori Academy

Financial Performance Framework - Data Points	
Current Assets	305,424
Current Liabilities	34,042
Cash	247,314
Unrestricted Cash	247,314
Total Expenses	2,132,484
Depreciation Expenses	37,674
Enrollment Projection in Charter School Board-Approved Budget	360
Actual Enrollment	331
Default	
Net Income	174,353
Total Revenue	2,306,837
Aggregated Total Margin	2.86%
Total 3 Year Net Income	173,086
Total 3 Year Revenues	6,051,523
Total Liabilities	34,042
Total Assets	466,546
Year 1 Total Cash	247,314
Year 2 Total Cash	108,820
Year 3 Total Cash	239,142
Depreciation	37,674
Interest	0
Interest Expense	0
Annual Principal, Interest, and Lease Payments	383,736