



Office of Charter Schools

Anderson Preparatory Academy

2015-16 CHARTER RENEWAL APPLICATION

September 29, 2015

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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 29, 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 – Under Revision
- 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 – Under Revision
- 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	846	
# of Students on Waiting List	0	
Gender		
# Male	470	55.6
# Female	376	44.4
Ethnicity/Race		
# White	520	61.5
# Black	162	19.1
# Hispanic	72	8.5
# Asian	5	0.6
# Native American	1	0.1
# Other (Multiracial)	86	10.2
Special Populations		
# Students with IEPs	146	17.3
# English Language Learners	29	3.4
# Homeless Students	0	0
# Eligible for Free and Reduced Lunch	466	55.1

B. Provide enrollment information for length of charter contract.

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Total Student Enrollment	235	316	420	870	931	904	863

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

Enrollment	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
Grade	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
K				55	59	49	57
1				50	67	74	74
2				46	56	72	76
3				49	61	57	68
4				69	48	52	60
5				84	57	52	42
6	80	80	89	90	96	76	65
7	77	81	83	85	86	90	71
8	78	78	90	87	89	91	78
9		77	78	95	84	74	64
10			80	87	92	79	71
11				66	76	74	66
12				7	60	66	71
All Grades	235	316	420	870	931	906	863

Attendance	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
Grade	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
K				95.9	95.1	95.4	
1				97.2	96.6	94.6	
2				96.8	95.7	96.5	
3				96.8	96.5	96.4	
4				97.3	96.2	96.0	
5				96.7	95.7	96.2	
6	96.0	94.3	96.0	94.3	94.6	96.4	
7	96.6	93.7	95.3	93.9	95.4	96.6	
8	95.6	94.3	95.3	94.4	93.8	96.5	
9		92.8	96.3	93.2	93.2	95.6	
10			94.0	93.3	93.4	95.7	
11			95.5*	92.4	93.3	95.4	
12				92.1*	92.0	95.3	
All Grades	96.1	93.8	95.4	94.9	94.6	95.9	

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	
	2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Autism Spectrum Disorder	0	0	4	1.3	4	0.9	8	0.9	9	1	9	1.02	10	1.2
Blind or Low Vision	0	0	0	0	0	0	0	0	0	0	0	0	1	.12
Cognitive Disability	2	0.9	3	0.9	2	0.5	3	0.3	5	0.5	4	.46	5	.6
Deaf or Hard of Hearing	0	0	0	0	0	0	0	0	0	0	2	.23	2	.24
Deaf-Blind	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Development Delay (early childhood)	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Emotional Disability	4	2	9	3	10	2	3	0.3	6	0.7	6	.68	8	.84
Language or Speech Impairment	4	2	3	1	7	1.7	24	2.8	41	4.5	42	4.8	47	5.6
Multiple Disabilities	0	0	0	0	0	0	1	0.1	1	0.1	0	0	0	0
Orthopedic Impairment	0	0	0	0	0	0	1	0.1	1	0.1	1	.11	1	.12
Specific Learning Disability	13	6	27	9	46	10.8	71	8.2	84	9.1	59	6.7	75	9
Traumatic Brain Injury	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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	
2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015	
#	%	#	%	#	%	#	%	#	%	#	%	#	%
0	0	7	2.2	11	2.6	15	1.7	26	2.8	15	1.7	22	2.5

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

HOMELESS STUDENT POPULATION CHART													
Year 1		Year 2		Year 3		Year 4		Year 5		Year 6		Year 7	
2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015	
#	%	#	%	#	%	#	%	#	%	#	%	#	%
0	0	0	0	0	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	
2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015	
#	%	#	%	#	%	#	%	#	%	#	%	#	%
0	0	19	5.9	15	3.6	47	5.5	36	4	40	4.6	37	4.4

II. Executive Summary – Completed on AdvancEd ASSIST

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 – N/A

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 - Completed on AdvancEd ASSIST

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 2008-09			58.3%	47.8%	58.9%	67.00%	55.00%	50.00%
SY 2009-10 6-8	Commendable (B)	Meets Requirements	46.3%	49.8%	47.6%	62.15%	68.69%	53.27%
9-10			71.2%	61.1%	64.3%			
SY 2010-11 6-8	D	Does not meet standard	52.9%	58.7%	54.7%	62.61%	66.67%	52.32%
9-10			55.1%	42.6%	51.5%			
SY 2011-12 K-8	D	Does not meet standard	52.4%	50.9%	42%	70.54%	69.31%	58.17%
9		Meets standard	46.1%	61.4%	42.5%			
SY 2012-13	D		60%	65.4%	62.8%	74.9%	69.8%	62.4%
SY 2013-14	A		60.2%	65.4%	63.8%	85.4%	72.0%	68.0%
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) – N/A

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.

As OCS has been notified, our founder and CEO Bob Guillaume retired at the end of the 2014-2015 school year. Jill Barker has replaced Bob Guillaume and is currently working with OCS and the Board of Directors during this transition. Board composition changes have been noted in CSapphire.

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.

Due to the need for renovations and the need to improvement our transitional performance issues, the 25th St. building is not currently in use for the 2015-2016

school year. We are currently examining multiple options for this site including the possibility of expanding our educational offerings to subgroups and community groups. K-4 is now housed in our 22nd St. building and grades 5-12 are housed in the 29th St. facility. No significant changes have been made to our academic program.

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: N/A

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.

Information available on CSapphire.

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.

In addition to our decrease in ADM that led to lower cash at the end of the 204-2015 school year, our reliance on technology for the delivery of our academic program and many machines being classified as obsolete and the delay in receipt of our capital projects grant, our cash balance took a hit when we replaced our outdated machines. This was a necessary expenditure in order to successfully begin the 2015-2016 school year and has been partially remedied with the first disbursement of our capital projects fund. In addition, our 2015-2016 budget ADM count was lowered to anticipate possible decrease in enrollment. At the September count day we were 36 students over our budgeted amount of 810. We will be keeping additional income in reserve to ensure that we end the year with a healthy cash balance and a high DSR.

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.
See CSapphire.
2. Prior year's Board approved budget with minutes.
See CSapphire.
3. Current facility/school lease term and conditions.
See CSapphire.
4. Applicable insurance policies and their renewal.
See CSapphire.
5. Current Accrual-Based Audits
See CSapphire.
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.

Our 2015-2016 budget ADM count was lowered to anticipate possible decrease in enrollment. At the September count day we were 36 students over our budgeted amount of 810. We will be keeping additional income in reserve to ensure that we end the year with a healthy cash balance and a high DSR. In the past, because of our rapid growth and addition of grade levels, it has been challenging to identify enrollment patterns to consistently predict enrollment for budgeting purposes. This had a large impact on our financials during the 2014-2015 school year. The budget was set at 850 ADM with an actual ADM in September of 834. This decreased to 806 for the February count. In order to prevent this from happening again, we made reductions as part of our consolidation and budgeted based on a count of 810 which was calculated using trends from the past few February count days. Our decrease in enrollment can be attributed mainly to three areas: lack of transportation, staying true to our high standards of conduct and enforcing our charter, and the rigorousness of our curriculum and graduation requirements. We have been actively recruiting students through multiple avenues including traditional marketing such as billboards and newspaper ads and non-traditional advertising through the APA Loves Anderson

community service project. In addition to this, we approached every daycare and Pre-K program in the city to distribute enrollment brochures and also reinstated one-on-one family orientations. We also connected with local parochial schools that only go up to grade 8 which led to an increase in freshmen enrollment. By holding ourselves accountable to our charter and mission and delivering the product that we advertise, we have seen an increase in the retention of our families and increase in word of mouth. This has resulted from students moving to Anderson from as far away as Alabama with sole intention of enrolling in our school. Our partnerships with local universities has also had a large impact on enrollment as well as the success of our graduates including a Lilly Endowment winner and Cornell University student. Our students are our best marketing strategy and the community can easily identify our students in comparison to our non-students based on their behavior, level of respect, and behavior which is reflective of the values that we teach.

Grade	Year 1	Year 2	Year 3	Year 4	Year 5
KG	55	55	55	55	55
1	60	60	60	60	60
2	60	60	60	60	60
3	60	60	60	60	60
4	60	60	60	60	60
5	55	55	55	55	55
6	60	60	60	60	60
7	70	70	70	70	70
8	70	70	70	70	70
9	80	80	80	80	80
10	60	60	60	60	60
11	60	60	60	60	60
12	60	60	60	60	60
TOTAL	810	810	810	810	810

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	2.63
1.b.	Cash to Current Liabilities	Cash divided by Current Liabilities	2.01
1.c.	Unrestricted Days Cash	Unrestricted Cash divided by ((Total Expenses-Depreciation Expenses)/365)	31.1
1.d.	Enrollment Variance	Actual Enrollment divided by Enrollment Projection in Charter School Board-Approved Budget	104%
1.e.	Default		N/A
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	26.52%
2.b.	Debt to Asset Ratio	Total Liabilities divided by Total Assets	.63
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)	\$864,492
2.d.	Debt Service Coverage Ratio	(Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)	.79

Financial Performance Framework - Data Points	
Current Assets	\$508,193
Current Liabilities	\$193,231
Cash	\$388,815
Unrestricted Cash	\$372,096
Total Expenses	\$775,084
Depreciation Expenses	\$44,986
Enrollment Projection in Charter School Board-Approved Budget	810
Actual Enrollment	846
Default	N/A
Net Income	\$279,720
Total Revenue	\$1,149,404
Aggregated Total Margin	
Total 3 Year Net Income	\$430,526
Total 3 Year Revenues	\$20,752,229
Total Liabilities	\$2,266,875
Total Assets	\$3,613,215
Year 1 Total Cash	\$943,065
Year 2 Total Cash	\$790,380
Year 3 Total Cash	\$711,807
Depreciation	\$44,986
Interest	N/A
Interest Expense	\$18,282
Annual Principal, Interest, and Lease Payments	\$377,796

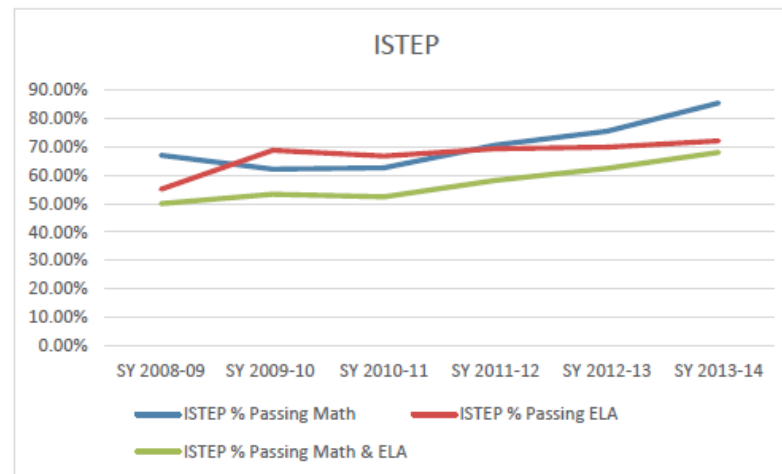
School Data Summary Document

Anderson Preparatory Academy
Anderson, IN
In Operation since 2008 (7 years)
Independent School
Grade Range: K-12

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Total Student Enrollment	235	316	420	870	931	904	863

2014-2015 ENROLLMENT & DEMOGRAPHIC INFORMATION		
	#	%
Total Enrollment	863	
Ethnicity/Race		
# White	536	62.1
# Black	174	20.2
# Hispanic	71	8.2
# Asian	7	0.8
# Native American	2	0.2
# Other (Multi-racial)	73	8.5
Special Populations		
# Students with IEPs		
# English Language Learners		
# Eligible for Free and Reduced Lunch	525	60.8

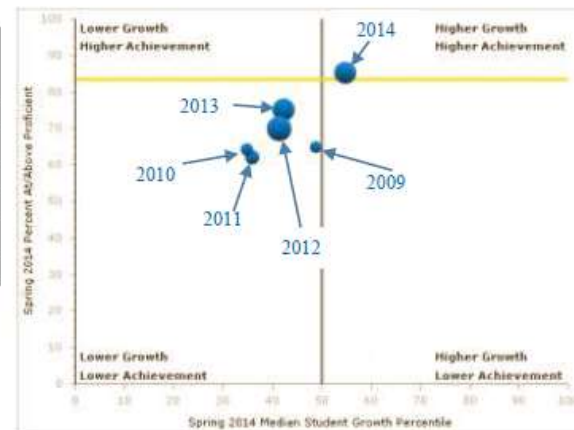
	AYP	PL 221	A-F	Data Results Under Intervention /Assessment Policy (2009)	Data Results Under Intervention /Assessment Policy (2009)	NWEA % meeting reading growth target	NWEA % meeting LA growth target	NWEA % meeting math growth target	ISTEP % Passing Math	ISTEP % Passing ELA	ISTEP % Passing Math & ELA
SY 2008-09	n/a	n/a	n/a	n/a	n/a	58.3%	47.8%	58.9%	67.00%	55.00%	50.00%
SY 2009-10 6-8	No	Commendable	B	Meets Requirements	n/a	46.3%	49.8%	47.6%	62.15%	68.69%	53.27%
9-10						71.2%	61.1%	64.3%			
SY 2010-11	No	n/a	D	Corrective Action	Does not meet standard	52.9%	58.7%	54.7%	62.61%	66.67%	52.32%
9-10						55.1%	42.6%	51.5%			
SY 2011-12 K-8	n/a	n/a	D	<i>Not applicable due to IDOE policy change</i>	Does not meet standard	52.4%	50.9%	42%	70.54%	69.31%	58.17%
9						46.1%	61.4%	42.5%			
SY 2012-13 K-8	n/a	n/a	D			60%	65.4%	62.8%	74.9%	69.8%	62.4%
SY 2013-14 K-8			A			60.2%	65.4%	63.8%	85.4%	72.0%	68.0%



Math Growth:

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

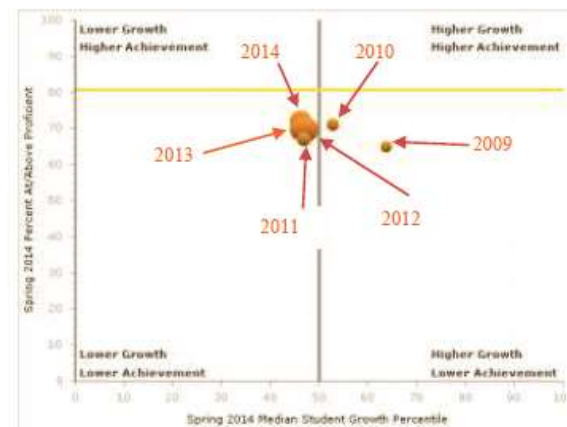
Year	# Tested	Pass %	Median Growth %
Spring 2009	197	64.5	49.0
Spring 2010	211	64.0	35.0
Spring 2011	239	61.9	36.0
Spring 2012	410	70.2	41.0
Spring 2013	370	75.4	42.0
Spring 2014	364	85.4	54.5



ELA Growth:

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

Year	# Tested	Pass %	Median Growth %
Spring 2009	194	64.4	64.0
Spring 2010	211	70.6	53.0
Spring 2011	238	66.8	47.0
Spring 2012	410	70.0	47.0
Spring 2013	370	69.8	46.0
Spring 2014	364	72.0	46.0



Graduation Rate	2012		2013		2014	
	#	%	#	%	#	%
	5	41.7	80.8	42	59	95.2

	Total Students	# Pass IREAD	% Pass IREAD	% ELL	% F/R Lunch	# in Remediation	# Re-tested	# Pass Retest
2011-12	45	31	68.9	0.0	64.4			
2012-13	57	40	70.2	1.6	65.8			
2013-14	58	53	91.4	1.7	60.8			



Executive Summary

Anderson Preparatory Academy

Jill Barker, Superintendent
101 W 29th St
Anderson, IN 46016-5209

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Introduction

Every school system has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school system makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school system 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 system, and the kinds of programs and services that a school system implements to support student learning.

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

Description of the School System

Describe the school system'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 system serves?

APA is located in Anderson, Indiana and currently serves 846 students in grades K-12. Once a booming factory town, the heart of Anderson came from the automotive industry and the exit of GM had a devastating impact on the residents and city as a whole. The city has faced many hardships and has seen a decrease in population. The city is working to rebuild and has been able to attract many international companies and revitalize brown spaces left from the golden days of the automotive industry. APA has worked closely with the local schools and city government to help promote the educational opportunities available in Anderson to support the city's mission of rebuilding and attracting larger companies that will help restore Anderson to its glory. Anderson, as a whole, is a family with a common goal of breathing life into this amazing and unique community.

The demographic data included in Section I. of the Renewal Narrative is not only reflective of our school but also of our community. While we have a diverse community, it is united in a lower socio-economic status and many families struggle to make ends meet and to offer educational choice to their children. Our local district has also faced hardships due to decrease in population and has made great strides in improving their academic offerings; however, due to consolidation, their programs have had to increase their student to teacher ratio. The majority of our students that come from the local district are seeking smaller class sizes and the benefits that come from a military-style school in regards to structure, discipline, and safety. In addition to this, our families are seeking our college preparatory offerings as there has been a paradigm shift in the community in regards to education. As a factory town, the ideology used to be that you would get your high school diploma and then be able to go to work in the GM factory and have a very comfortable and successful career with the opportunity for advancement. The exit of GM caused a change in focus, and now families are seeking rigorous programs to help make their children competitive as they seek new career fields and opportunities that require outside higher education degrees.

System's Purpose

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

The mission of APA is to provide a safe, disciplined, structured, and creative environment that prepares students for academic excellence while nurturing diverse individual student interests. We intend to foster desire for learning and to develop those cherished principles and values of leadership, character, patriotism and respect for self, community, and country.

Our vision and purpose is to empower, through education and training, young women and men to be successful leaders, academically, and socially. We believe that a proper public education provides the foundation and training necessary to prepare today's youth to be come tomorrow's leaders.

Simply put, we believe that all students have the right to a high quality education in a safe and disciplined environment that will prepare them for their future college and career endeavors regardless of their socio-economic status or individual challenges. We value the fundamental values of the United States Air Force and all Armed Services and believe that they are the backbone to the success of our school. Our students learn the importance of respect and community service and are truly becoming leaders in their communities. Our school empowers our students to success and helps them find their purpose. We hold our faculty and students to a higher standard and work with their individual needs to surpass these expectations

The following is an excerpt from the HISTORICAL NARRATIVE OF CENTRAL INDIANA MILITARY ACADEMY, Inc.
DbA ANDERSON PREPARATORY ACADEMY prepared by Commandant Robert Guillaume, Founder / CEO in January 2015.

GROUND ZERO

Working as an education specialist for Purdue University in the late 1980's after fourteen years in public education, I felt a calling and a vision to establish a school that was based upon high academic standards and the principles of respect, honor, structure and discipline. There was, at this time, no state legislation for charter schools in Indiana. I personally did not have the financial resources to undertake this vision as a private school.

In 1991 re-entered public education. Seeing the lack of expectation for high academic success, the lack of structure, and the apathy toward discipline and respect in public education, my vision continued forward. Thus, in 2001 when Indiana legislators passed the charter schools legislation, I began my quest to open a school. Now, there was the financial potential for support with such an endeavor, and I realized that this opportunity could be for all families, not simply those who could afford private school tuition.

HOW

In 2000 my youngest son entered the United States Coast Guard Academy. Personally having been raised by a father who served this nation as a WW II veteran in combat, and now seeing the principles of the Coast Guard Academy, I realized that the school should be established as a "military academy" style school. I had no problem with establishing the academic and other components of the school; however, my question was, "How would I tie the military aspect into it?" Mr. John Riley and I worked together at a state educational facility where he headed the JROTC program. I approached John with my vision, my purpose, and my plan and solicited his assistance in the project. He

Executive Summary

Anderson Preparatory Academy

agreed.

MOVING FORWARD

In order to move the vision forward, I began intense research on how to establish a charter school. I called existing charter schools in Indiana. I contacted military charter schools in Florida and California speaking with their founders and directors. I contacted the Indiana Department of Education seeking assistance in areas such as funding resources. It was during this time that John and I drove throughout Marion County seeking a school location. The initial intent was to be authorized by the Mayor of Indianapolis. Then, the potential for Anderson arose. Anderson had a population base of nearly 60,000. It had the infrastructure of major roadways, etc., and, it had not one charter school. Locating in Anderson meant that the school would be authorized by Ball State University. Thus, I contacted BSU's office of charter schools for guidance in the process of application and proposal. During these early years of charter schools in Indiana there was little guidance for "how to." Most charters in operation were operated by large EMO (educational management organization) corporations that came to the table with huge financial support and a track record of existing schools in other states and a large legal team. No one had established a charter school without major capital backing and without a team of attorneys to sell the product. I stepped out and created what I felt was a sound charter proposal and presented it to BSU. Looking back, I shudder at the initial proposal.....it was nicely rejected. BSU, shortly after this time, hired a new Director of Charter Schools. I met with the new director for guidance on her expectations and how I might create a solid proposal. It was also during this period that I spoke with a public school superintendent familiar with charter schools and sought his opinion. His comment to me was, "Good luck with that one you might _see it approved when you retire." Before my revised proposal could be submitted to BSU, the director of the charter school office resigned and the search was once again in place for a new director of Charter Schools for BSU.

Months later, BSU hired Dr. Larry Gabbert as the Director of Charter Schools. Dr. Gabbert came to BSU from the East Coast (Delaware) where he was the head of charter schools for that state. I established an appointment with Dr. Gabbert where-by he handed me his "Indicators of Success" format for a charter proposal. He also suggested that I visit the Delaware Military Academy Charter School in Wilmington, Delaware. I traveled to Delaware and spent two days gleaning from the school aspects that would be helpful in my proposal.

Now began the intense effort of assembling the charter proposal in accordance with the "Indicators" outlined by Dr. Gabbert. Hours and hours, days and days of research, discussions with organizations such as the Woodrow Wilson Foundation, calling foundations such as the Gates Foundation and the Walton Foundation seeking financial support were initiated. John Riley and I met with the IUPUI Cell Group and the Charles A. Tindley Academy to gather their thoughts and suggestions.

A major challenge was completing the extremely detailed financial budgets expected by BSU. They expected (their forms) a "start-up" budget, a six page first year budget month by month, a two year six page budget, and a five year projected budget. It was at this point, after spending hours and hours of research and preparation, all-night work sessions, and many all-consuming weekends that I told my wife, "I am tired and I am not sure this is worth it." Her reply was calm and simple, "If God has given you this vision, if you have been called to do this, and He has not yet shut the door. There is a reason....keep walking. If He shuts the door, you will know it." On those words I continued the effort.

FOUNDING THE CORPORATION

It was essential that the Not-for-Profit 501c3 corporation be founded. I retained the services of an attorney for consultation and assistance in the effort. Financially, the 501c3 is an expensive project if it were totally turned over to an attorney. Thus, with guidance I would do all of the leg work. I studied the samples of the National Charter School Bylaws that were approved by BSU as an aspect of the submission. I wrote the Articles of Incorporation that were accepted by the state and included in the IRS application with nearly 55 pages of support materials.

Executive Summary

Anderson Preparatory Academy

The first submission to the IRS was returned with questions and comments. The second submission, now over 65 pages in length, was accepted and the corporation, Central Indiana Military Academy, Inc., was founded.

One comment brought to my attention by BSU was a concern for the corporate name. On the East Coast, West Coast, or the South, "Military Academy" is no issue. But, in the conservative Midwest, it could be. Thus, I revised the corporation with the name (dba) Anderson Preparatory Academy.

MILITARY

There was also a concern that the proposal was as a "military academy" and there was no established vehicle for that aspect. The school would open with grades 6-8 and JROTC only accommodated grades 9-12. A news article concerning the APA effort reached the Indianapolis Star News. The article was read by Col. Richard Griffith, USAF-CAP. Col. Griffith contacted John Riley and me and we met in Indianapolis. He stated that the USAF Civil Air Patrol Cadet Program might be a great vehicle for our military program. We agreed, worked through the details, and implemented this program into the Charter proposal.

LEG WORK

With much accomplished, the task that still lie ahead was enormous. BSU required that a community survey as to feasibility of such a school be conducted. I put together a one-page survey and then spent twelve hours on the Friday, Saturday, and Sunday of Thanksgiving weekend standing in front of Kohl's, Target, and Wal-Mart in the cold, soliciting survey information from community families. At the end of the weekend I had over 300 surveys in hand and all but 30 supported the establishment of a "charter school" in Anderson.

PIECES COMING TOGETHER

With the charter process moving forward, it became necessary to create a "founding board." The founding board was created to act as the official support mechanism for the proposal as the proposal was submitted to BSU. With the 501c3 in place, the founding board in place, the completion of the proposal was still a work in progress, but it was moving forward.

The process required explanation of indicators of academic success from state ISTEP+ expectations and other indicators, lesson plans for every curriculum area in grades 6-12, remedial programs, etc., etc.....much is found in the charter. However, there were also requested attachments on insurance, etc., that were required. The final proposal submitted reached nearly 100 pages.

THE FINAL PROCESS

Dr. Gabbert, after review of the proposal, established a meeting before the BSU Charter Schools Committee. Representing APA was the founding board, attorney Charles Braddock, Mayor Kevin Smith, and Col. Griffith. After an intense Q&A session, we were told BSU would inform us of their decision. Days later we were informed the committee approved the application. One more aspect remained: a public hearing in Anderson conducted by BSU. The hearing was conducted and with no other obstacles remaining the Charter was approved.

PERMANENT FACILITY & PARTNERSHIPS

With charter approval in hand it became essential to secure a permanent facility. It also became essential to begin recruiting 240 students (per the charter) for opening grades 6-8. This initial recruiting effort was extremely slow and unproductive. Then, divine fate intervened, a gentleman named Ed Lembcke entered into the life of APA. We had been looking at an abandoned school building facility on west 25th street

Executive Summary

Anderson Preparatory Academy

in Anderson. Just as we were negotiating to see how we might secure the facility, it sold. Then, one afternoon, I received a telephone call from a gentleman stating, "I think I just bought a building you were interested in. I'm not philanthropic, I'm a businessman, but I believe in what you are doing for the community and I think we might be able to work something out to be mutually beneficial." Thus, we entered into a lease for the 25th street facility. With a facility secured, we needed enrollment. Again Mr. Lembcke stepped up to assist. He printed brochures, established a 24 hour 800 hot line, and asked his business staff and family to stand in front of local businesses passing out brochures and applications for enrollment in the cold of January and February. I remember well as I was also in that cold. He established evening meetings at the Anderson Library for information and recruitment. Early supporting parents, Annie Keller, and Mrs. Zard were huge participants in the process as well as Mr. Lembcke's staff. In April of 2008, 240 students were enrolled.

MAJOR PROBLEM

Just as all was moving forward, a major problem arose. Two years prior to Mr. Lembcke's purchase of the 25th street School the facility's zoning had been changed. The zoning was changed from school to business. It needed to be re-zoned for school use. Attorney Mr. Braddock was employed to assist in the process as certified letters were required to be sent to surrounding businesses and residences. After having to appear before the Anderson City Council to defend this request, the request was approved.

FIRST YEAR

In the months between January 2008 -July 2008 the following had been accomplished: Facility secured

Zoning changed

Renovation loan secured from bank Enrollment of 240 completed Hiring of teachers and staff

Equipment and technology obtained and put in place Utilities secured

Cleaning and renovation of the 34,000 square foot building

Funding for public education in the state of Indiana is computed by student enrollment count and then formulated in accordance with the state tuition per student for each specific public school district. The difficulty with the process is that revenues are six months in arrears. Thus, funding to begin operations was a huge obstacle. \$270,000 for the renovation of our first facility at 25th street in the summer of 2008 was secured through Old National Bank of Anderson on a three year note. I had been able to obtain, over the first three years the school was in operation, over \$1,700,000 in state and federal grants as well as over \$2,000,000 in state common school funding. The state common school funding originally was on a twenty year pay back but was legislatively forgiven in 2011. These funds, along with the state tuition that the school began receiving six months into operation, were the sustaining finances through the first three years of start-up and growth.

Mr. Jim Roan was now brought into the APA family as building and grounds manager and oversaw the renovation of the 25th street building. Mr. Roan and Mr. Riley worked on facility projects along with others in order to renovate the 25th street facility for opening in August 2008. Mrs. Evelyn Armstrong, Mr. John Hayden, Mrs. Natalie Hall, Mr. David Webb, and I spent 12-14 hour days preparing educational aspects, registration of students, collecting fees, etc.

RAPID GROWTH

Year 2008-2009

240 students grades 6-8

28 employees

One facility (25th St) of 34,000 square feet & 10 acres

Executive Summary

Anderson Preparatory Academy

Year 2009-2010

320 students grades 6-9

44 employees

Addition of four modular units to the 25th St. facility to accommodate grade 9

Year 2010-2011

400 students grades 6-10

Over 60 employees

Additional purchase of 22nd St. facility adding 47,000 square feet & 7 acres

Year 2011-12

Addition of K-5 grades

growth to over 650 students

Nearly 90 employees

Purchase of 29th street facility adding 155,000 square feet & 22 acres

Year 2012 to current

Growth to grades K-12 with over 850 students 105 employees

Over 40 acres & 240,000 square feet of facility

IN SUMMARY

APA's success in performance has been influenced by its rapid expansion. In year two, APA was rated as a "Commendable" school by DOE. Then, the rapid expansion of additional grades and facilities made stability difficult. Close examination of academic performance indicated the need for capturing students prior to grade six in order to raise their performance ability in state standards skills. Thus, APA amended its Charter to add grades K-5. Initially this added to the instability factor. However, as APA ended its expansion of additional grades and facilities and stability took root, the fruit of that stability, along with the efforts of a dedicated administration and staff, produced a state "A" - rated corporation as released in 2014 by the state of Indiana.

Successful graduates of APA (graduation rate of over 95%) are attending post-secondary institutions such as Cornell University, Purdue, IUPUI, IU, and other top educational colleges and universities. Their majors range from Pre-Medicine, to Nuclear Engineering. Several of APA's graduates have entered our nation's military service as well.

Today (2014), as the APA family has grown to over 850 students and 105 employees; we have become an exceptional faculty, administration, staff and student body. To summarize this historic narrative a quote from a visitor to APA in October of 2014 might put APA in perspective. The visitor was professionally in "top management" with a national EMO (educational management organization) that ran 60 charter schools throughout the nation. He had heard of APA and wanted to see for himself. After the visit he stated, "This is unlike any charter school I know. Every child in the United States should have the opportunity to attend APA."

Notable Achievements and Areas of Improvement

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

Over the last three years, we have made notable gains and improvements.

We were able to go from a two-year D priority school to an A school in one year's time after the successful implementation of improvement plans included in our charter renewal and the Student Achievement Plan.

Our English 10 ECA scores grew from 78.2% in 2013 to 86% passing in 2014 and 88% passing in 2015.

Our Algebra I ECA scores grew from 71.4% in 2013 to 73.8% in 2014 with 90% of accountability students passing for 2014.

Our graduation rate increased from 41.7% in 2012 to 95.1% in 2013.

Our IREAD 3 scores grew from 68.9% to passing in 2012 to 91.4% passing in 2014 with 95% of students who had been with us for two years passing on the first attempt. Due to an influx of new students, our score dropped to 83.1% passing for 2015, but our reading program initiative is still in effect and showing positive results.

Based on internal assessments, our elementary students continue to meet our goal of 95% of students overall reading at or above grade level by the end of the school year and our reading initiative and instructional model will continue to meet or exceed that goal as we continue in our new charter.

The Valedictorian of the Class of 2014 who piloted our customized education program beginning in the 8th grade was accepted to both Brown and Cornell University and is currently studying Pre-Med at Cornell University.

In 2015, APA received a bronze rating as one of the Best High Schools in America from US News & World Report.

In order to continue on this positive trend and continue to see improvement, we are implementing our Student Achievement Plan and SWT Title I program as outlined in our included SIG application with fidelity. We will continue to serve our students and meet their individual needs through the use of our rotational model and interventions.

Additional Information

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

N/A at this time.



Student Performance Diagnostic

Anderson Preparatory Academy

Jill Barker, Superintendent
101 W 29th St
Anderson, IN 46016-5209

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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		3 Year Comp. Data D to A Disagg_Data for A Rating Goal Calculations - Data Pre-Implementation Strategies DOE Progress Report Culture Goals SIG Application Student Achievement Plan

Evaluative Criteria and Rubrics

Overall Rating: 3.75

	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 the entire set of curricular aims regarded as high-priority, "must accomplish," instructional targets. The documentation provided in support of this alignment is persuasive. All of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements such as validity, reliability, absence of bias, and instructional sensitivity.	Level 4

	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 well analyzed and clearly presented. 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 substantially greater than what would otherwise be expected.	Level 4

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps have noticeably declined.	Level 3

Areas of Notable Achievement

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

IREAD-3

2012 -68.9% compared to local district's 81.0%

2013 -82.8% compared to local district's 81.9%

2014 -91.4% compared to local district's 86.3%

2015 - 83.1% compared to local district's 89.3%

A-F Accountability Label (A)

2012 - D compared to local district's F

2013 - D Priority School compared to local district's D rating

2014 - A compared to local district's C

HS Graduation Rate

In 2012, our graduation rate was 41.7% compared to the local district's 85.4%.

In 2013, our graduation rate was 80.8% compared to the local district's 81.2%.

95.1% in 2014 compared to the local district's 90%.

In comparison with our local HS, 7% more of our graduates attend college and 3% less require remediation based on our 2013 data which is our first full graduating class. While this is also an area in need of improvement, this supports the fact that we are outperforming the local district in multiple areas.

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

IREAD-3

2012 -68.9% compared to local district's 81.0%

2013 -82.8% compared to local district's 81.9%

2014 -91.4% compared to local district's 86.3%

2015 - 83.1% compared to local district's 89.3%

A-F Accountability Label (A)

2012 - D compared to local district's F

2013 - D Priority School compared to local district's D rating

2014 - A compared to local district's C

We are also seeing a significant increase in Math Proficiency and Growth scores as noted in the provided data.

We are showing a slower increase in ELA performance which is why reading comprehension and writing have been prioritized in our improvement initiatives.

Student Performance Diagnostic

Anderson Preparatory Academy

HS Graduation Rate

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In 2013, our graduation rate was 80.8% compared to the local district's 81.2%.

95.1% in 2014 compared to the local district's 90%.

In comparison with our local HS, 7% more of our graduates attend college and 3% less require remediation based on our 2013 data which is our first full graduating class. While this is also an area in need of improvement, this supports the fact that we are outperforming the local district in multiple areas.

Which area(s) indicate the overall highest performance?

ISTEP Math in both proficiency and multiple areas of growth as demonstrated by the Academic Framework.

Additionally, our ECA scores in both English 10 and Algebra I have made significant gains as included in the data in our Academic Framework and throughout the narrative.

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

Free and Reduced Lunch, SPED, and ELL are all showing a trend to increasing performance. We are working with the Black subgroup to provide mentoring and tutoring services to assist in bridging the achievement gap in this area. We are forming partnerships with local organizations including Anderson University, Intersect, and The Landing to provide more support for these students as well as our ELL students.

Between which subgroups is the achievement gap closing?

SPED and ELL

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

Our need for improvement in the area of ELA, specifically reading comprehension, is supported through multiple data points including RAZ assessments, Compass assessments, NWEA, Imagine It! assessments in addition to ISTEP. We have found that a majority of our students come to us approximately 2 grade levels behind in this area and that this also is impacting math performance in relation to problem-solving, word problems, and multi-step problems. A lack of strong Pre-K programs in our community can be considered a contributing factor and we are pursuing options to work with local daycares and Pre-K programs to strengthen these areas.

Areas in Need of Improvement

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

ELA growth and proficiency across the board. Most specifically, we are observing negative trends at the third grade level and beginning middle school levels. As these are both transitional times, we are examining the correlation between research that shows building transitions lead to lower performance and growth. We have consolidated our two elementary buildings to address this and transitioned our 5th grade over to the 6-12 building. We have also redesigned the 6th grade program to slow the transition between "traditional" elementary school and middle school as well as providing additional academic and social supports at these levels as well as all levels.

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

We have observed a slight decline in IREAD 3 performance but this can partially be attributed to an influx of new students at this grade level for the 2014-2015 school year. We are currently not observing negative trends overall although we are working to expedite the growth and proficiency in ELA. We serve a transient population and we can expect to see our data fluctuate from year to year. Examining our legacy data provides a much more accurate picture of areas in of success and areas in need of improvement.

Which area(s) indicate the overall lowest performance?

ELA proficiency and growth. While our reading initiative had a significant impact on our math scores, it had a much lower impact on our ELA scores although we did see an increase. This remains our focus and will continue to be a focus until we exceed our goals in both Math and ELA.

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

An increase in ELL students has shown a slight decrease in performance due the severity of language deficiencies; however, we also see the most growth from these students on the combination of our assessments.

Between which subgroups is the achievement gap becoming greater?

Our current trends are not demonstrating what I would describe as an achievement gap becoming greater; however, historically, our black subgroup has shown an achievement gap which is why it has been prioritized as part of our school improvement efforts.

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

The areas noted regarding transitional students in third grade and early middle school is also supported through NWEA, RAZ, and Compass assessments as well as classroom assessment data and behavior data.

Report Summary

Scores By Section

