Office of Charter Schools

East Chicago Urban Enterprise Academy

2015-16 CHARTER RENEWAL APPLICATION

October 1, 2015

TABLE OF CONTENTS

<p style="text-align:center"><u>**RENEWAL NARRATIVE**</u></p>

I.   Enrollment and Demographic Overview

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

2015-16 ENROLLMENT & DEMOGRAPHIC INFORMATION		
	#	%
Total Enrollment as of 9/28/15	419	
September 2015 ADM	**423**	
# of Students on Waiting List	0	
Gender		
# Male	214	51%
# Female	205	49%
Ethnicity/Race		
# White	3	0.5%
# Black	171	41%
# Hispanic	226	54%
# Asian	0	0%
# Native American	0	0%
# Other	19	4.5%
Special Populations		
# Students with IEPs	34	8.1%
# English Language Learners	128	30.5%
# Homeless Students	0	0%
# Eligible for Free and Reduced Lunch	288	68.7%

B.   Provide enrollment information for length of charter contract.

	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Total Student Enrollment	265	284	331	382	432	433	437	446	422	427	419

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

Grade	Year 1 2005-2006	Year 2 2006-2007	Year 3 2007-2008	Year 4 2008-2009	Year 5 2009-2010	Year 6 2010-2011	Year 7 2011-2012	Year 8 2012-2013	Year 9 2013-2014	Year 10 2014-2015*
K			94.9%	94.6%	94.6%	95.4%	96.2%	96.4%	97.1%	91.6%
1			95.4%	96.1%	93.2%	95.7%	96.2%	96.6%	97.5%	93.5%
2			94.6%	96.3%	94.1%	94.5%	96.4%	96.7%	97.2%	92.9%
3			96.0%	95.3%	95.1%	95.4%	96.2%	96.2%	97.8%	96.1%
4			94.3%	95.5%	94.0%	96.9%	96.8%	96.4%	97.2%	91.3%
5	n/a		96.0%	95.3%	94.6%	95.4%	96.7%	97.1%	97.3%	93.0%
6	n/a	n/a	95.5%	95.5%	93.9%	96.2%	96.6%	96.2%	97.1%	92.8%
7	n/a	n/a	n/a	93.0%	94.8%	95.3%	97.2%	97.3%	96.5%	88.8%
8	n/a	n/a	n/a	n/a	92.9%	95.7%	96.8%	96.3%	97.0%	93.5%
All Grades	*Information not posted -IDOE Compass*		95.3%	95.3%	94.1%	95.6%	96.6%	96.6%	97.2	92.6%*

*2014-15 – *Data provided is an in-house calculation; compared to 2007-2014 data provided from IDOE Compass*

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																						
Disability	Year 1 2005-2006		Year 2 2006-2007		Year 3 2007-2008		Year 4 2008-2009		Year 5 2009-2010		Year 6 2010-2011		Year 7 2011-2012		Year 8 2012-2013		Year 9 2013-2014		Year 10 2014-2015		Year 11 2015-2016	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Autism Spectrum Disorder	0	0%	0	0%	0	0%	0	0%	1	<1%	1	<1%	1	<1%	2	<1%	3	<1%	4	1%	2	<1%
Blind of Low Vision	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Cognitive Disability	0	0%	0	0%	0	0%	1	<1%	4	1%	3	<1%	8	2%	7	2%	6	1%	6	1%	2	<1%
Deaf of Hard of Hearing	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Deaf-Blind	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Development Delay	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Emotional Disability	0	0%	0	0%	1	<1%	1	<1%	0	0%	0	0%	1	<1%	2	<1%	2	<1%	0	0%	1	<1%
Language or Speech Impairment	0	0%	5	0%	6	2%	8	2%	8	2%	6	1%	5	1%	8	2%	6	1%	5	1%	14	3%
Multiple Disabilities	0	0%	0	0%	0	0%	0	0%	2	<1%	4	1%	3	<1%	4	1%	5	1%	7	1%	8	2%
Orthopedic Impairment	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Other Health Impairment	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	4	1%	5	1%	6	1%
Specific Learning Disability	3	1%	4	2%	4	1%	5	1%	6	1%	14	3%	9	2%	8	2%	10	2%	10	2%	10	2%
Traumatic Brain Injury	0	0%	0	0%	0	0%	0	0%	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		Year 8		Year 9		Year 10		Year 11	
2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016	
#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
0	0%	0	0%	8	.02%	9	.03%	15	3%	18	4.2%	27	6.2%	65	14%	77	18%	78	18%	128	31%

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		Year 8		Year 9		Year 10		Year 11	
2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016	
#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
0	0%	0	0%	0	0%	0	0%	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		Year 8		Year 9		Year 10	
2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015	
#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

The Academy does not currently have a specific high ability program

II. Executive Summary

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. What unique features and challenges are associated with the community/communities the school serves?*

East Chicago Urban Enterprise Academy (ECUEA) is a charter school sponsored by Ball State University and managed by the American Quality Schools Corporation. Located at 1402 East Chicago Avenue, ECUEA primarily serves minority students in the urban community of East Chicago, as well as the surrounding communities of Hammond, Gary, Merrillville, Whiting, and Griffith. Entering into our 11th year, the Academy continues to provide an alternative, enriched education through the Core Knowledge curriculum, character education, technology, the arts, and solid parental involvement. ECUEA moved from the Title I Targeted Assistance Program (TAS) to Title I School-wide status during the 2010-2011 school year through the Indiana Student Achievement Institute's (InSAI) Vision-to-Action process.

This year, East Chicago Urban Enterprise Academy has a total enrollment of 419 students in grades Kindergarten through eighth; 49% female and 51% male. Of those students, 54% (226) are of Hispanic origin, 41% (171) of African-American descent, 4.5% (19) identify as Multiracial, and <1% (3) are Caucasian. Ninety-two percent of students (411) are educated in the general education setting and 8% (21) have been identified as students in need of special education services. Students with an individualized education plan (IEP) are educated with peers in the general education setting and receive additional individual instruction in the resource room for a percentage of each day. In recent years, the Academy's English Learner (EL) population has increased significantly from 6.2% (27) in 2012 to 31% (128) in 2015. ECUEA provides free meals to 65% (274) of students, reduced meal prices for 3% (14), and 31% (131) pay regular price for breakfast and lunch.

The Academy has a student-teacher ratio of about 24 to 1 in grades Kindergarten through eighth. It offers a rich curriculum with Core Knowledge (School-wide), Reading Street, Science Research Associates (SRA), Everyday Math for elementary, and Holt-McDougall Literature, Glencoe Integrated Math and Science, and Macmillan/McGraw-Hill Social Studies in middle school. The Academy has a community partnership with South Shore Arts which provides music and art instruction to all grades. Overall, 73.3% of students passed both English/Language Arts and Math sections of the 2014 Indiana Statewide Testing for Educational Progress-Plus (ISTEP+) assessment, which is a 5.7% increase from the previous year. As a result of high proficiency rates (84.2% - Math; 79.8% - ELA), East Chicago Urban Enterprise Academy earned an accountability grade of "A" from the Indiana Department of Education.

In 2014, the Academy's founding principal accepted another position and Mrs. Veronica Eskew, a native resident of East Chicago and career-educator at ECUEA, was chosen as the new Principal. With a change in administration, there was also a transition of staff. ECUEA employs 42 staff members, of which 36% are new to the Academy. Our staff consists of an administrative team of Principal and Assistant Principal; a support staff team of Administrative Assistants, Disciplinarian, Social Worker, School Nurse, Security, and Maintenance; an Instructional Coach with 5 instructional assistants; an English Learner Instructor with an EL para-professional; 16 highly qualified teachers, including a Special Education teacher, and teachers of special areas, such as physical education, Spanish, and media. Six teachers are in the process of completing educational programs through state certified universities or are scheduled to take the Indiana CORE Exam in order to obtain highly qualified status. Some of the staff either currently hold a master's degree (4) or are continuing education working toward a master's (5).

According to the last census data (2010), East Chicago, Indiana, had a total population of 29,698 people. At that time, 46.8% (13,909) of the residents were male and 53.2% (15,789) were female. The median age of this population was 30.9 years old. The majority of residents (50.9%) identify as Hispanic or Latino (of any race); 35.5% (10,530) were Caucasian, 42.9% (12,736) were African-American, <1% were either American Indian and Alaska Native (187), Asian (34), or Native Hawaiian and Other Pacific Islander (12), 18.1% (5,371) declared they were of some other race, and 2.8% (828) were biracial.

As of the year 2010, the United States Census showed that the educational attainment of the residents of East Chicago, Indiana, was 71.7% having a high school degree or higher and only 7% with a bachelor's degree or higher. The median household income was $27,583 and the poverty

rate was 35.7%. About 14% percent of the civilian labor force was unemployed. Thirty-four percent (3,721) of families in East Chicago have a child under the age of 18 in the household. Of those 3,721 families, 65% (2,420) of them are single-parent households.

The Academy welcomes all families and is focused on developing a positive, family-centered culture. It is our hope that East Chicago Urban Enterprise Academy will maintain its high academic standing and provide a quality education in a safe, family-like atmosphere in which students, parents, staff, and community stakeholders can call home.

School's Purpose (6000 character limit)

- **Our Purpose**
  ECUEA's purpose is to provide innovative learning opportunities and creative educational approaches to improve learning for all students in preparation for college and life.
- **Our Mission**
  We are committed to empowering students, parents, the community, and each other in a unified effort to accomplish educational excellence. Through individualized learning and character education, we strive to inspire students to become well prepared, active citizens. We embrace diversity in a safe environment that is condusive to learning.
- **Our Vision**
  At East Chicago Urban Enterprise Academy all students are provided with and utilize the tools they need to become self-motivated learners, respectful and responsible citizens, who are productive members in a global society.

East Chicago Urban Enterprise Academy embodies our purpose, mission, and vision through maintaining a culture of excellence with high expectations, not only of student achievement, but moral standing as well. We teach students to think critically using the Indiana College and Career Ready standards as a guide, along with an aligned curriculum that is purposeful as well as relevant to students' lives. Students experience meaningful instruction and lessons that will last a lifetime through the implementation of the AQS 6: Problem-Based Learning, Project-Based Learning, Place-Based Learning, Play-Based Learning, Paideia Instructional Strategy, and Positive Behavior Intervention Strategies (PBIS).

The Academy's Schoolwide Expectations are modeled by staff and required of students. At ECUEA, all Students are expected to:

- Show respect to everyone, including themselves.
- Arrive to school on time.
- Abide by the school dress code policy.
- Follow directions the first time they are given.
- S.L.A.N.T. – (Sit up, Listen, Ask and Answer questions, Nod your head, Track the speaker)
- Complete assignments carefully and on time.
- Bring supplies to school and come prepared to learn.

a. *Address why the school was founded? What educational need were the founders seeking to address in your community?*

East Chicago Urban Enterprise Academy was founded in 2005 by a group of concerned community leaders, parents, and educators who shared a common vision to provide all East Chicago children with a high quality education. The school was founded to improve educational opportunities and to provide students with the tools, skills, and abilities to overcome traditional barriers to success. Toward that end, the school is committed to providing its students with a well-rounded educational program.

The Academy meets the needs of the community in providing a quality choice for the students of East Chicago and surrounding communities. ISTEP scores at the Academy still outperform most of the neighboring public school districts. The Academy continues to provide a safe environment for all of our students and staff. It remains a viable option for many of the students of Northwest Indiana.

b. *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.*
   - The Academy reviews our mission annually to ensure that all staff and stakeholders understand our mission and uphold the commitments within.

c. *Describe any substantial modifications pertaining to the educational program that the school intends to request should it be renewed for an additional charter term.*
   - N/A – The Academy intends to maintain a rigorous education program.

Achievements and Notable Improvements *(6000 character limit)*

a. *Describe the school's notable achievements and areas of improvement in the last three years.*
   - 2013-14 IDOE Accountability Grade: A
   - ISTEP+ Math scores have increased by 13.43% since 2011
   - ISTEP+ ELA scores have increased by 8.07% since 2011

b. *Describe areas for improvement that the school is striving to achieve in the next three years.*
   - Increase the number of EL students who test at a level of 5-6 (Proficient) on the WIDA assessment.
   - Increase students writing proficiency as measured by IDOE Writing, Grammar, and Usage Rubrics through quarterly writing prompts (Grades 3 – 8)
   - Increase parental/community involvement to obtain the IDOE Family Friendly School Status in the 2016-17 school year

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

   - 2015-16: WIDA (World-Class Instructional Design and Assessment) Certification
     - o Mrs. Rosa Perez (EL Instructor)
     - o Mrs. Amy Rummel (Instructional Coach)
     - o Ms. Melissa Mendiola (1st grade teacher),
     - o Ms. Trisha Nowak (1st grade teacher)
     - o Ms. Kristy Hood (3rd grade teacher)
   - 2014-15: BSU Teacher's College Best Practices in Education Showcase Participants

- o Mrs. Amy Rummel (3rd grade teacher – at the time)
- o Ms. Amira Abunadi (3rd grade teacher)
- o Ms. Michelle Drysch (4th grade teacher)
- 2013-14: Foundations of East Chicago Teacher of the Year Award – Ms. Amira Abunadi (3rd grade teacher)
- 2012-13: Foundations of East Chicago Teacher of the Year Award – Ms. Michelle Jordan (5th grade teacher)
- 2013-14: IASP M.A.T.H. Bowl Competition – 6th grade team placed 16th in state
- 2013 Gary Community School Corporation Middle School City-Wide Boys' Basketball Tournament – 1st Place
- 2013 Hammond Academy of Science and Technology (HAST) Lady Hawk Valentine's Day Girls' Basketball Tournament – 2nd Place
- 2012 Purdue University Calumet Holiday Hoop Jam – 8th Grade Basketball Champions
- 2012 Gary Community Schools Elementary School City-Wide Girls' Basketball Champions
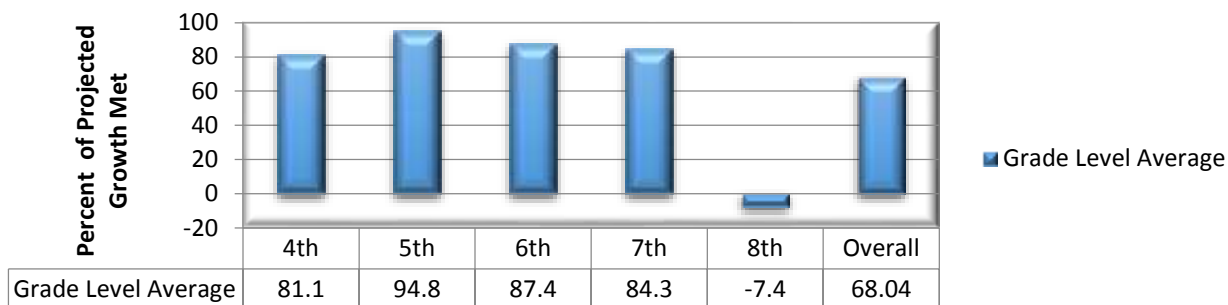
Additional Information (6000 character limit)

III.   Self-Assessment

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

IV.   Academic Performance Overview
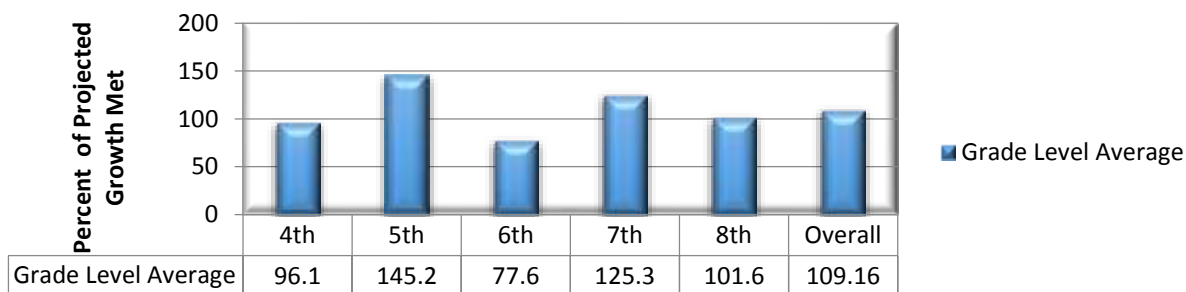
	PL 221/A-F	Data Results Under Intervention /Assessment Policy	NWEA % meeting reading growth target	NWEA % meeting LA growth target	NWEA % meeting math growth target	ISTEP % Passing Math	ISTEP % Passing ELA	ISTEP % Passing Math & ELA
SY 2005-06	Exemplary		38.40%	35.6%	38.0%	51.57%	51.83%	37.09%
SY 2006-07	Exemplary		32.4%	31.0%	36.9%	56.32%	61.13%	43.78%
SY 2007-08	Exemplary		35.8%	38.3%	29.3%	75.73%	61.99%	55.70%
SY 2008-09	n/a		35.8%	47.0%	47.3%	74.00%	57.00%	53.00%
SY 2009-10	Acad Progress (C)	Corrective action	48.8%	50.8%	60.4%	71.84%	75.09%	61.73%
SY 2010-11	F	Does not meet standard	48.8%	58.8%	50.9%	67.90%	71.11%	56.72%
SY 2011-12	D	Does not meet standard	48.4%	50%	59.5%	70.77%	71.73%	60.07%
SY 2012-13	C		68.7%	61.9%	67.3%	75%	75.4%	67.6%
SY 2013-14	A		66.7%	61.9%	67.0%	84.2%	79.8%	73.3%
SY 2014-15	*Awaiting Results*		68.0%	109.2%	89.2%	*Awaiting Results*		

NWEA Fall 2014 - Spring 2015
Reading Growth Data*

	4th	5th	6th	7th	8th	Overall
Grade Level Average	81.1	94.8	87.4	84.3	-7.4	68.04

Y-axis: Percent of Projected Growth Met

Legend: Grade Level Average

Data source: NWEA Achievement Status and Growth Report

NWEA Fall 2014 - Spring 2015
Language Growth Data*

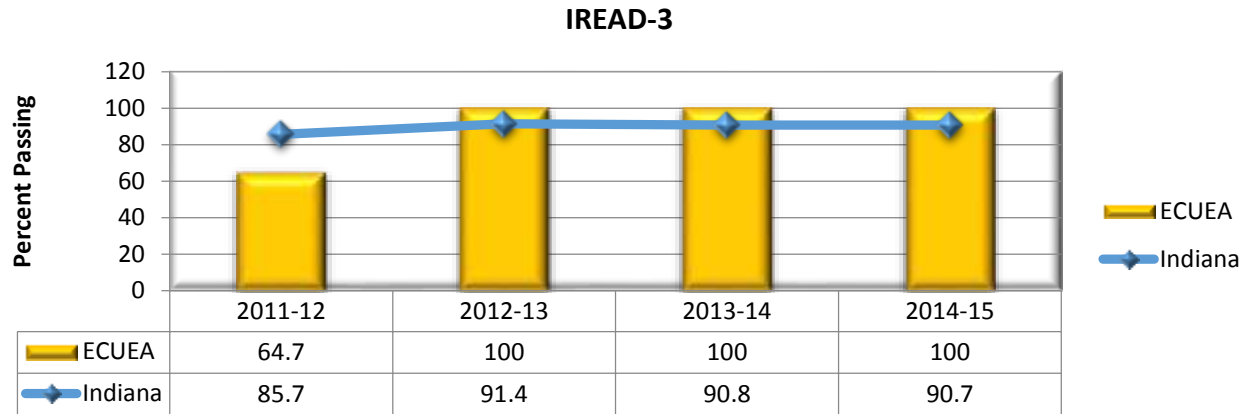|	4th	5th	6th	7th	8th	Overall
Grade Level Average	96.1	145.2	77.6	125.3	101.6	109.16

Y-axis: Percent of Projected Growth Met

Legend: Grade Level Average

Data source: NWEA Achievement Status and Growth Report

NWEA Fall 2014 - Spring 2015
Mathematics Growth Data*

	4th	5th	6th	7th	8th	Overall
Grade Level Average	94.3	107.7	55.2	64.8	124.2	89.24

Y-axis: Percent of Projected Growth Met

Legend: Grade Level Average

Data source: NWEA Achievement Status and Growth Report

IREAD-3

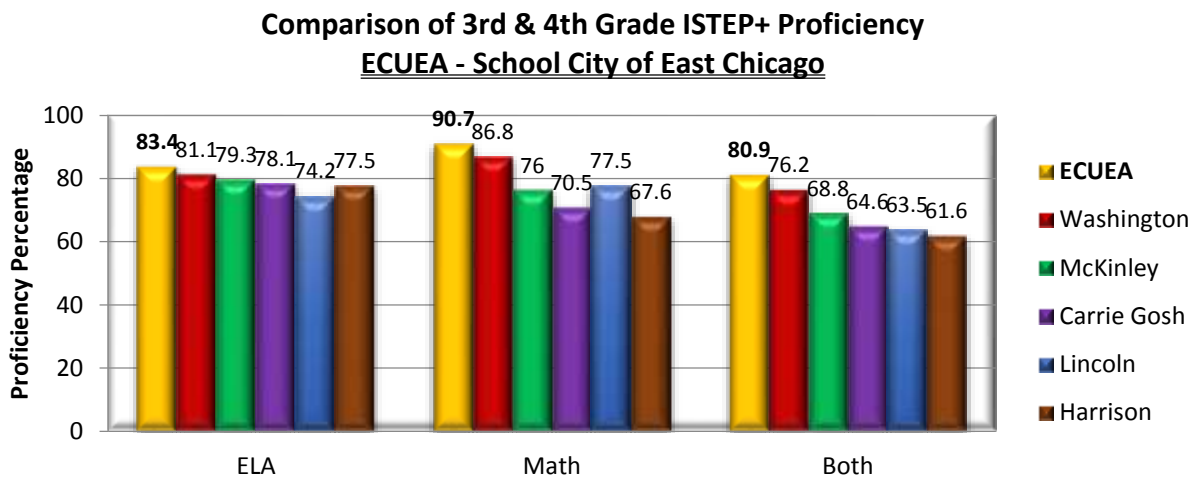|	2011-12	2012-13	2013-14	2014-15
ECUEA	64.7	100	100	100
Indiana	85.7	91.4	90.8	90.7
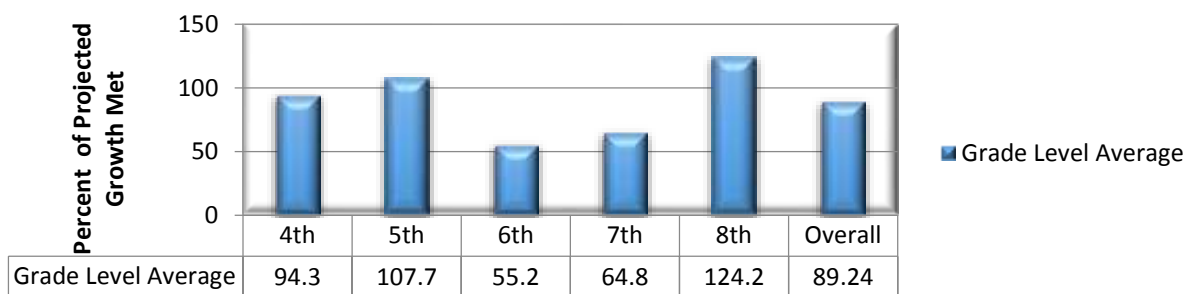
2014-15 – data represents total results after summer administration and includes 1 good cause exemption

Academic Performance Framework: *http://bit.ly/162WbPx*
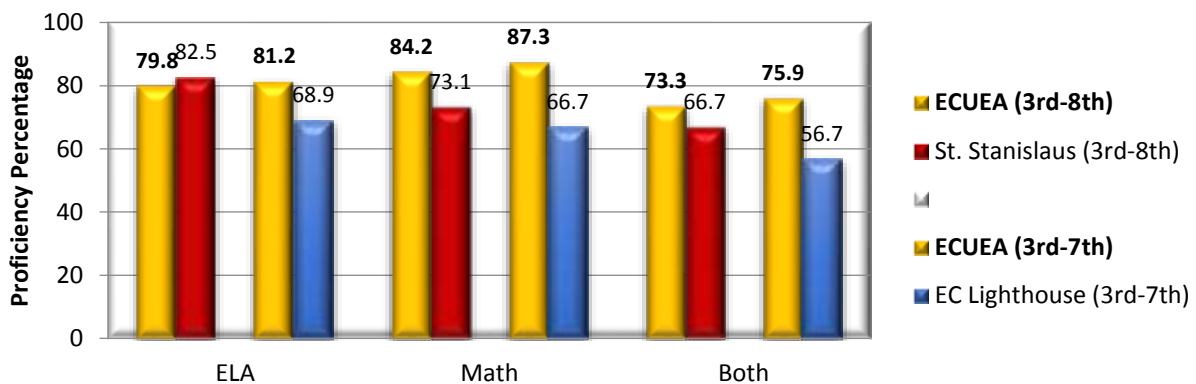
Student Performance

a. Assessment Data

Comparison of 3rd & 4th Grade ISTEP+ Proficiency
ECUEA - School City of East Chicago

Comparison of 5th-6th Grade & 7th-8th Grade
ISTEP+ Proficiency
ECUEA - School City of East Chicago

Chart legend: ECUEA (5th-6th), Franklin (5th-6th), ECUEA (7th-8th), West Side (7th-8th), Block (7th-8th)

Y-axis: Proficiency Percentage (0–100)

ELA: 82.7, 55.9, 57.4, 41.4
Math: 86.7, 68.8, 46.8, 35.6
Both: 77.4, 48.3, 38, 28.9

And values 73.2, 74.9, 61.2 for ECUEA second groups.
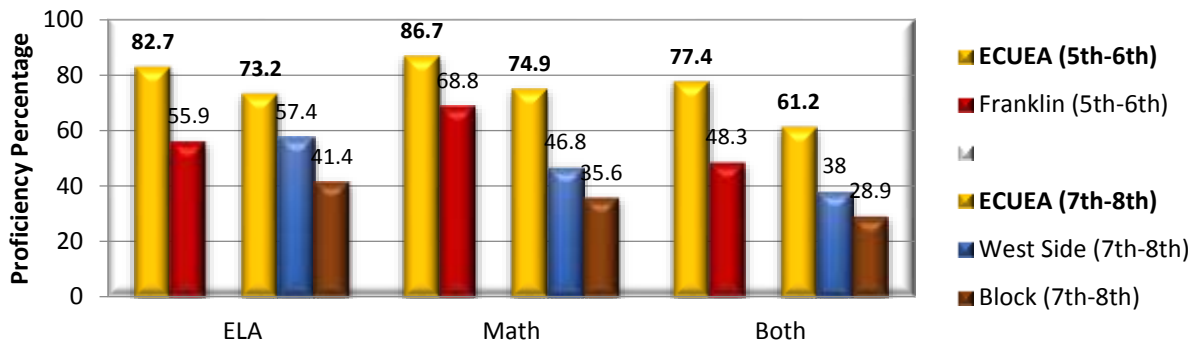
Comparison of ISTEP+ Proficiency
ECUEA - Private & Charter

Chart legend: ECUEA (3rd-8th), St. Stanislaus (3rd-8th), ECUEA (3rd-7th), EC Lighthouse (3rd-7th)

Y-axis: Proficiency Percentage (0–100)

ELA: 79.8, 82.5, 81.2, 68.9
Math: 84.2, 73.1, 87.3, 66.7
Both: 73.3, 66.7, 75.9, 56.7

b. Areas of Notable Improvements
   1) To what do you attribute these improvements?
- The RTI and Academic Specialists/Coaches Restructuring in 2012 provided the support necessary for teacher and student success
- Reading and Math Specialists supported teachers through guided data meetings, coaching, co-teaching, and modeling of lessons; in addition to working with small groups of students who needed intensive/strategic interventions
- The RTI Interventionists/Instructional Assistants provided support to students under the direct supervision of the Specialists in small group settings using research-based interventions, such as Fountas & Pinnell, Study Island, IXL, ext.
- Classroom teachers also analyzed their students' data and worked with small groups within the classroom to address the needs of students who were on- and above-level in order to support student growth.

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?
   - English Learner (EL) Students are a subgroup that has been identified as in need of support in reading comprehension and written expression.

2) What progress monitoring tools do you have in place that provided this information?
   - Progress monitoring tools used are Fountas and Pinnell benchmark assessments, NWEA MAP assessments, NWEA skills and screeners assessments, Curriculum Based Measurement, Study Island.

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?
   - ECUEA has restructured our EL program.
   - Students who are identified as EL are assessed by our EL Instructor and based on the students' individual needs a determination of small group pull-out or push-in services will be made.
   - The EL para-professional will work with students under the direct supervision of the EL Instructor to provide EL students with literacy strategies needed in order to raise achievement and language proficiency.

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.

   - There are no anticipated changes to the governance and management of the school for the next charter term.
   - The East Chicago Urban Enterprise Academy's Board of Directors is currently seeking applicants to fill vacancies for the following seats: Parent representative and Legal representative.

4.   **Transportation (if applicable).** Describe the plan for providing transportation to students to attend the school, including transportation to extra-curricular activities, if applicable.

   - N/A

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.

   - The Academy's facility is in good working order overall. Discussion at the Board of Directors recent meetings have taken place regarding the cost to replace versus repair the modular building, which houses 6th through 8th grade. No decisions have been made at this time; however this consideration should not impact ECUEA's ability to effectively educate all students in grades Kindergarten through 8th.

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. <u>Copy/paste the statement that is applicable and proceed as directed:</u>

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

- *ECUEA is currently contracted with American Quality Schools through June 30, 2016. As of this time, there has been no formal public discussion at the East Chicago Urban Enterprise Academy's Board of Directors meetings which addresses the Educational Service Providers. Therefore, a selection of the statements below will be made at a later time.*

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.

   - The Academy will maintain the current K-8 enrollment plan and not increase grade levels for the next charter term.
   - ECUEA teachers and a member of the administration team go to Head Start programs in the community to recruit Kindergarten students in the spring.
   - The Academy also holds an Open House during National School Choice Week for prospective students and families.

			Meets
			Does Not Meet
FINANCIAL PERFORMANCE FRAMEWORK **BALL STATE UNIVERSITY**			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)	

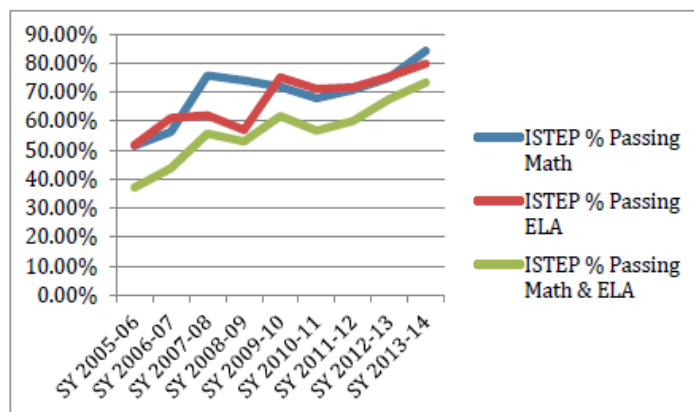| Financial Performance Framework – Data Points	
Current Assets	
Current Liabilities	
Cash	
Unrestricted Cash	
Total Expenses	
Depreciation Expenses	
Enrollment Projection in Charter School Board-Approved Budget	
Actual Enrollment	
Default	
Net Income	
Total Revenue	
Aggregated Total Margin	
Total 3 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

East Chicago Urban Enterprise Academy
East Chicago, IN
In Operation since 2005 (10 years)
EMO: American Quality Schools
Grade Range: K-8

	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Total Student Enrollment	265	284	331	382	432	433	437	446	422	427

| 2014-2015 ENROLLMENT & DEMOGRAPHIC INFORMATION		
	#	%
Total Enrollment	427	
Ethnicity/Race		
# White	4	0.9
# Black	175	41.0
# Hispanic	231	54.1
# Asian		
# Native American		
# Multiracial	17	4.0
# Other		
Special Populations		
# Students with IEPs		
# English Language Learners		
# Eligible for Free and Reduced Lunch	348	81.5

	AYP	PL 221	A-F	Data Results Under Intervention /Assessment Policy (2009)	Data Results Under Intervention /Assessment Policy (2012)	NWEA % meeting reading growth target	NWEA % meeting LA growth target	NWEA % meeting math growth target	ISTEP % Passing Math	ISTEP % Passing ELA	ISTEP % Passing Math & ELA
SY 2005-06	n/a	Exemplary	n/a	n/a	n/a	38.40%	35.6%	38.0%	51.57%	51.83%	37.09%
SY 2006-07	Yes	Exemplary	n/a	n/a	n/a	32.4%	31.0%	36.9%	56.32%	61.13%	43.78%
SY 2007-08	Yes	Exemplary	n/a	n/a	n/a	35.8%	38.3%	29.3%	75.73%	61.99%	55.70%
SY 2008-09	n/a	n/a	n/a	n/a	n/a	35.8%	47.0%	47.3%	74.00%	57.00%	53.00%
SY 2009-10	No	Acad Progress	C	Corrective action	n/a	48.8%	50.8%	60.4%	71.84%	75.09%	61.73%
SY 2010-11	No	n/a	F	Probation	Does not meet standard	48.8%	58.8%	50.9%	67.90%	71.11%	56.72%
SY 2011-12	n/a	n/a	D	*Not applicable due to IDOE policy change*	Does not meet standard	48.4%	50%	59.5%	70.77%	71.73%	60.07%
SY 2012-13			C			68.7%	61.9%	67.3%	75%	75.4%	67.6%
SY 2013-14			A			66.7%	61.9%	67.0%	84.2%	79.8%	73.3%
SY 2014-15											

Math Growth:
2006: High growth, low achievement
2007: High growth, low achievement
2008: Low growth, low achievement
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 2006	111	63.1	64.0
Spring 2007	171	74.9	50.0
Spring 2008	217	76.5	36.5
Spring 2009	222	73.0	47.5
Spring 2010	276	72.8	34.0
Spring 2011	270	68.1	22.5
Spring 2012	284	70.8	37.0
Spring 2013	276	75.4	47.0
Spring 2014	266	84.2	61.0
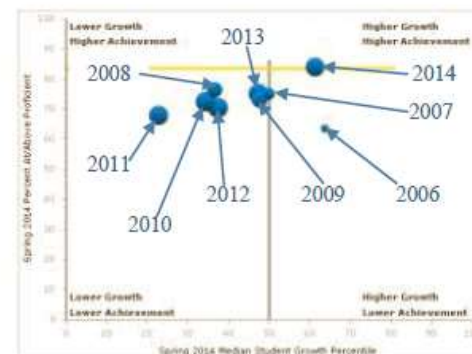
ELA Growth:
2006: High growth, low achievement
2007: High growth, low achievement
2008: Low growth, low achievement
2009: High growth, low achievement
2010: High growth, low achievement
2011: Low growth, low achievement
2012: Low growth, low achievement
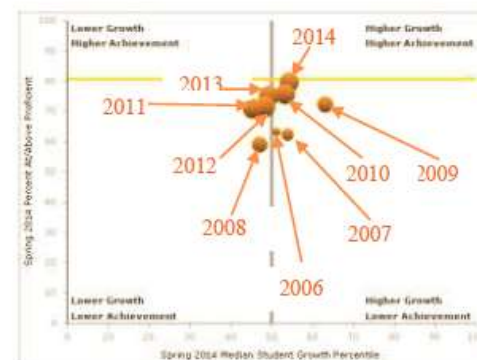2013: Low growth, low achievement
2014: High growth, low achievement

Year	# Tested	Pass %	Median Growth %
Spring 2006	110	62.7	51.5
Spring 2007	169	62.1	54.0
Spring 2008	217	59.0	47.0
Spring 2009	221	72.4	63.0
Spring 2010	275	76.0	53.0
Spring 2011	269	71.0	45.0
Spring 2012	283	71.7	48.0
Spring 2013	280	75.4	49.0
Spring 2014	267	79.8	54.0

School Year	Total Students	# Pass IREAD	% Pass IREAD	% ELL	% F/R Lunch	# in Remediation	# Re-tested	# Pass Retest
2011-12	51	33	64.7	3.9	90.2			
2012-13	43	40	93.0	10.8	90.1			
2013-14	48	48	100	18.2	82%			

	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	.625
1.b.	**Cash to Current Liabilities**	Cash divided by Current Liabilities	.400
1.c.	**Unrestricted Days Cash**	Unrestricted Cash divided by ((Total Expenses-Depreciation Expenses)/365)	9702.47
1.d.	**Enrollment Variance**	Actual Enrollment divided by Enrollment Projection in Charter School Board-Approved Budget	.997
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	.110: .027
2.b.	**Debt to Asset Ratio**	Total Liabilities divided by Total Assets	.909
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)	220,525; 82,318
2.d.	**Debt Service Coverage Ratio**	(Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)	1.119

Financial Performance Framework – Data Points	
Current Assets	273,164
Current Liabilities	436,508
Cash	174,879
Unrestricted Cash	0
Total Expenses	3,551,968
Depreciation Expenses	10,565
Enrollment Projection in Charter School Board-Approved Budget	424
Actual Enrollment	423
Default	
Net Income 2015	241,295
Total Revenue 2015	3,793,263
Aggregated Total Margin	.576
Total 3 Year Net Income 2013-2015	315,416
Total 3 Year Revenues 2013-2015	11,660,225
Total Liabilities	1,989,001
Total Assets	2,187,118
Year 1 Total Cash 2015 $174,879 =2-1	82,318
Year 2 Total Cash 2014 $257,197 =3-2	138,207
Year 3 Total Cash 2013 $395,404 =3	395,404
Depreciation	10,565
Interest	0
Interest Expense	59,260
Annual Principal, Interest, and Lease Payments	277,858