



Office of Charter Schools

21st Century Charter School at Gary

2017-18 Charter Renewal Application

October 1, 2017

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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	April 28, 2017
Renewal Orientation: Meetings with School Leaders and Board Members	May – August 2017
Letter of Intent to Renew due to OCS on or before	October 1, 2017
Renewal Application Due to OCS	October 1, 2017
Onsite School Visits.....	June – December 2017
Renewal Decisions.....	On or before January 15, 2018

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.

2017-18 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, 2017.**

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 in CSAPPHIRE are the most current version. If such document listed below is not in CSAPPHIRE, please upload the required document. These documents can be found under the "Plans and Policies" folder unless otherwise indicated.

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

Current School Plans and Policies

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.

- Conflict of Interest Policy
- Criminal Background Check Policy

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

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 2016-17 and 2017-18
- School's Audit (if not conducted by Fitzgerald Isaac) for the school years ended 6/30/2016 and 6/30/2017

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 2016-17 and 2017-18

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.

2017-18 ENROLLMENT & DEMOGRAPHIC INFORMATION		
	#	%
Total Enrollment as of 9/28/2017	938	
# of Students on Waiting List		
Gender		
Male	484	51.6%
Female	454	48.4%
Ethnicity/Race		
White	3	.3%
Black	889	94.8%
Hispanic	21	2.23%
Asian	0	
Native American	1	.11%
Other	24	2.56%
Special Populations		
Students with IEPs	118	12.5%
English Language Learners	0	0
Homeless Students	3	.3%
Eligible for Free and Reduced Lunch	877	93.5%

B. Provide enrollment information for length of current charter contract (Period 1 ADM count).

	2013-14	2014-15	2015-16	2016-17	2017-18
Total Student Enrollment	633	719	739	896	938

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

	Year 1	Year 2	Year 2	Year 4	Year 5
Grade	2013-14	2014-15	2015-16	2016-17	2017-18
K	90.80%	92.10%	94.30%	94.5%	92.90%
1	90.10%	93.6%	95.1%	94.8%	94.09%
2	93.3%	93.8%	95.4%	95.6%	94.44%
3	92.9%	95.8%	95.7%	96.2%	94.51%
4	93.0%	95.1%	96.7%	95.9%	95.07%
5	93.5%	94.1%	96.0%	96.3%	96.41%
6	94.0%	96.0%	95.4%	96.8%	96.42%
7	96.7%	97.0%	94.2%	97.3%	95.07%
8	96.2%	96.6%	94.2%	97.6%	96.79%
9	96.3%	94.8%	92.6%	96.4%	95.02%
10	94.7%	95.1%	91.0%	96.4%	97.10%
11	95.6%	92.1%	87.9%	95.0%	97.96%
12	95.2%	91.4%	82.5%	94.9%	96.50%
All Grades	93.8%	94.6%	93.6%	96.0%	95.50%

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

	Year 1		Year 2		Year 3		Year 4		Year 5	
	2013-14		2014-15		2015-16		2016-17		2017-18	
	#	%	#	%	#	%	#	%	#	%
Autism Spectrum Disorder 15	0		0		1	1.10%	3	2.86%	5	4.24%
Blind of Low Vision 03	0		0		0		0		0	
Cognitive Disability 10,11,12	2	6.45%	5	8.62%	15	16.48%	15	14.29%	11	9.31%
Deaf of Hard of Hearing 04	0		0		0		0		0	
Deaf-Blind 14	0		0		0		0		0	
Development Delay (early childhood) 08	0		0		0		0		0	
Emotional Disability 05 06	2	6.45%	7	12.07%	6	6.59%	5	4.76%	6	5.08%
Language or Speech Impairment 09	8	25.81%	12	20.69%	10	10.99%	16	15.39%	17	14.41%
Multiple Disabilities 01 17	2	6.45%	7	12.07%	7	7.69%	6	5.71%	6	6
Orthopedic Impairment 02	0		0		0		0		0	
Specific Learning Disability 07	17	54.84%	27	46.55%	52	57.14%	60	57.14%	73	61.86%
Traumatic Brain Injury 16	0									

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

ELL STUDENT POPULATION CHART									
Year 1		Year 2		Year 3		Year 4		Year 5	
2013-14		2014-15		2015-16		2016-17		2017-18	
#	%	#	%	#	%	#	%	#	%
1	.02%	0	0	0	0	0	0	0	0

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

HOMELESS STUDENT POPULATION									
Year 1		Year 2		Year 3		Year 4		Year 5	
2013-14		2014-15		2015-16		2016-17		2017-18	
#	%	#	%	#	%	#	%	#	%
14	2.21%	NA	NA	2	.27%	5	.56%	3	.31%

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

HIGH ABILITY STUDENTS									
Year 1		Year 2		Year 3		Year 4		Year 5	
2013-14		2014-15		2015-16		2016-17		2017-18	
#	%	#	%	#	%	#	%	#	%
36	5.69%	NA	NA	38	5.14%	32	3.57%	21	2.23%

II. Executive Summary

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

Description of the school (6000 character limit)

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

School’s Purpose (6000 character limit)

- a. Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.
 - i. Address why the school was founded? What educational need were the founders seeking to address in your community?
 - ii. 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.
 - iii. Describe any substantial modifications pertaining to the educational program that the school intends to request should it be renewed for an additional charter term.

Notable Achievements and Areas of Improvement (6000 character limit)

- a. Describe the school's notable achievements and areas of improvement in the last three years.

The biggest achievement we’ve been able to accomplish over the past three years is the acceleration of high school students to and through college. When we started out pushing the early college program, families and students did not believe they were college capable. Today, they believe they are and they are succeeding at the college level while in our high school. Our high school has fully embraced the notion that high school students can do college material and we’ve demonstrated our support for this mission by changing our high school schedule to fit the

college schedule, we've provided the staff support, the tuition, the transportation and the textbooks for students to be successful in college while in our high school. We continue to do college tours and college FAFSA nights as well as prep classes for ACT and SAT and we celebrate our high school students who plan to go to college and/or the military each year during our "college signing" day. This has led to 14 students earning their Associate Degree in the past three years and one student earning her Bachelor degree. These are the outputs we seek to achieve every year.

- b. Describe areas for improvement that the school is striving to achieve in the next three years.

We continue to improve instruction in the classroom by digging deeper into our curriculum which is based on Core Knowledge and Eureka math in grades K-8. We've committed to this curriculum and back it up with annual and continual professional development. We seek to further strengthen our climate and culture schoolwide by continuing to support professional development in Teach Like a Champion strategies. Our support for both better instruction and climate and culture is reinforced each week through TAP cluster meetings. We believe these inputs are necessary in order to support academic performance and growth in math and language arts.

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

The school has received several recognitions in recent years including a recognition from the Indiana Higher Education Commission as a "Top FAFSA School" (one of six schools statewide) for our students having met 100% of the 12 step process to be 21st Century Scholars.

The Indianapolis Black Expo recognized Principal Anthony Cherry and High School Counselor Krishelle Murphy for excellence in education at their summer meetings in 2017.

The National Institute for Excellence in Teaching has provided evidence of steady improvement in the implementation of the TAP system at 21st Century Charter School.

Lastly, while she didn't present us an award, we were honored to host U.S. Secretary Betsy DeVos on September 15 at both 21st Century Charter School and Gary Middle College. Her staff reached out to us because they wanted to highlight innovations in public schools across the country.

Additional Information (6000 character limit)

III. Self-Assessment

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

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

IV. Student Performance Diagnostic

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.

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://goo.gl/s8HZwH>.

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

- a. Student Performance Data Document
 - This document 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.
- b. Areas of Notable Achievement

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

 - Describe the area(s) that show a positive trend in performance
 - Which area(s) indicate the overall highest performance?
 - Which subgroup(s) show a trend toward increasing performance?
 - Between which subgroups is the achievement gap closing?
 - Which of the above reported findings are consistent with findings from other data sources?
- c. Areas in Need of Improvement
 - Which area(s) are below the expected levels of performance?
 - Describe the area(s) that show a negative trend in performance.
 - Which area(s) indicate the overall lowest performance?
 - Which subgroup(s) show a trend toward decreasing performance?
 - Between which subgroups is the achievement gap becoming greater?
 - Which of the above reported findings are consistent with findings from other data sources?

V. Stakeholder Assessment (recommended)

The following information will be entered into the Stakeholder Assessment Diagnostic in AdvancEd Assist.

- a. Areas of Notable Achievement
 - Which area(s) indicate the overall highest level of satisfaction or approval?
 - Which area(s) show a trend toward increasing stakeholder satisfaction or approval?
 - Which of the above reported findings are consistent with findings from other stakeholder feedback sources?
- b. Areas in Need of Improvement
 - Which area(s) indicate the overall lowest level of satisfaction or approval?
 - Which area(s) show a trend toward decreasing stakeholder satisfaction or approval?
 - What are the implications for these stakeholder perceptions?
 - Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

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.

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://goo.gl/0QvmDa>.

The following information will be entered into the Organizational Performance Diagnostic in AdvancEd Assist. **Responses required for Renewal Application:**

- Provide a reflection of the school's governance and organizational performance over the past charter term. Describe any anticipated changes to the governance and management of the school, including but not limited to board composition, board member roles, member recruitment, committee structure, and/or amendments to by-laws.

The school's governance has remained significantly stable over the life of the school. All members of the Board are from the Gary community. Board members Alyce Butler, Nadine McDowell, Arlene Colvin, and Theodore McClendon have been with the school since its inception in 2005, and bring a wealth of community leadership, and executive, legal, and educational experience. A few years later, Dana Gore and Arlene Pearson joined the Board, expanding the Board's knowledge base into human resources and further community leadership. All of these leaders continue on the Board today.

In 2016, the Board expanded its fiscal and academic diversity, by adding Lisa Edwards and Katrina Hudson from Ivy Tech (to fill the higher education void left by Joe Arredondo who left the Board to take the helm of Gary Middle College). The Board also added Dakita Jones from local Centier Bank to improve the Board's fiscal expertise.

The Board continues to seek ways to expand the diversity of its knowledge base to improve its own capacity to govern the school, and in September of 2017, added two more strong individuals to the Board. The first is Charles Swanson, a former Teach for America alum and highly successful teacher at the school who is currently completing his medical school residency. Mr. Swanson brings great insight into the operation of the school from a teacher’s perspective as well as a strong connection with the students. The Board also added Jena Bellazza, from the Indiana Parenting Institute, who brings a wealth of knowledge, insights and parent connections to the Board.

The Board has also undertaken significant review and revision to the School’s By-Laws, recognizing that they are out-of-date and no longer are in alignment with Ball State Office of Charter School Policies. The By-Laws have been comprehensively revised to ensure that each and every one of the requirements in Ball State’s “Policy Regarding Organizer Governance” have been met, and this revised document is submitted to Ball State OCS for approval as part of this application.

- **Please specify whether the board intends to contract or terminate a contract with an education service provider (ESP), educational management organization (EMO), or charter management organization (CMO), and describe the nature of that contractual relationship.**

The Board does not intend to make any changes to its relationship with its current Charter Management organization, GEO Foundation, as it has a productive relationship since inviting GEO to implement its GEO Academy model in the Gary community 12 years ago. However, that does not mean that the Board is complacent about its duties to hold GEO accountable for performance.

The Board retains responsibility for holding the charter, fiscal accountability, setting policy, and holding GEO accountable for management of the school and implementing the academic model that the board has hired GEO to provide. GEO is responsible for executing that model as promised and as written in the charter. If GEO fails to do so, the Board should – and will – remove GEO and bring someone else in. Both parties are responsible for working together in good faith for the students and families of Gary.

If applicable, please provide evidence illustrating an effective working relationship with an ESP, and describe the ESP's roles and responsibilities in relation to the school's management and governing board; describe how the governing board holds the operator accountable for specific academic, operational or financial outcomes from the agreed upon contract.

One incident that clearly shows the effective working relationship between the ESP and the Board, and how the Board holds the ESP accountable – and, most importantly, how those roles work together for the good of the students in the school – took place a few years ago. A former disgruntled teacher filed a complaint with the Special Education department of the Indiana Department of Education. While the DOE largely found that students were receiving services, it did find numerous areas in terms of training, paperwork, and supervision that it felt needed improvement. The Board required that as GEO was implementing the DOE’s improvement plan – which was also echoed by Ball State as part of its Probation Notice – that GEO report to the Board directly on a regular basis. As a result, GEO took several significant steps to improve the special education program at the school that actually went above and beyond what the DOE and Ball State were requiring on their Improvement Plans. Specifically, with the Board’s support, GEO terminated their long-standing relationship with their out-of-state Special Education Director, and promoted a highly-experienced local case-manager to Director to ensure full-time, local oversight

of the program. All staff, including both special and general education teachers, administrators, and deans underwent extensive re-training. All special education families were contacted and invited in to review their child's Individualized Education Plan for errors. The self-contained classroom was redesigned to include oversight of a licensed special education teacher, and new procedures were established to foster communication between general education and special education teachers.

The important part of the process was that no teachers or administrators were held accountable for the improvements in the program – no one was terminated, written up, or disciplined in any way. With the support of the Board, all accountability was retained at the GEO level, and the only terminations took place within the GEO staff. At the school level, staff was either promoted (the new Director), and given the opportunity to become part of implementing improvements and solutions, or given additional training and professional development. With the Board's support in managing the budget, GEO also worked with the school to hire additional staff to help with student support and staff workload.

The Board monitored the progress of the Improvement Plan with feedback at each Board meeting, and the Board President received communication from the DOE and Ball State and GEO on an ongoing basis. As a result of the Board holding GEO accountable, GEO working with the Board in partnership, and the knowledgeable "on-the-ground" school staff being actively brought in as part of the team to find solutions, the school was removed from DOE probation in a timely manner. Today, the special education program at 21st Century is known as perhaps the best in the city, attracting a disproportionately high number of students (perhaps as high as 15% this year), and proudly serves and graduates our special education students right along with their peers.

Please describe any anticipated changes to service contract or provider over the next charter term, including, but not limited to, intentions to terminate your contractual relationship with your management organization. If terminating, describe in detail the plans for carrying out the primary operational and educational activities for which the service provider had been responsible.

No changes anticipated

- **Describe the current condition of the school's facility, and its capacity to serve students. Discuss any anticipated changes in facilities needs and/or location, which includes any changes to lease terms and/or building plan. If the facility is leased, how does the board oversee the terms of the lease agreement?**

21st Century Charter School is housed in two buildings, both built brand new for the school. The original building was constructed in 2005 and seats 360 students. A second building was constructed in 2012 for middle and high school students. The school owns both buildings and pays a mortgage on a 20 year bond. We are currently in year five of the bond. We don't anticipate making any changes to the buildings nor expanding in enrollment at this time.

- **If any organizational deficiencies or findings were noted in any of the annual independent audits, prior notices of deficiencies, onsite reviews, or prior renewal letter, please note such deficiencies and how they were remedied.**

No deficiencies.

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

The school owns a small bus and a van that it uses to transport students to the Ivy Tech campus for classes, as well as for the smaller athletic teams for competition. Drivers are school employees, and are insured after completing a successful driver safety background check. For larger events such as basketball away games, the school contracts with insured bus transportation companies.

The school does not provide transportation to or from school for families on a daily basis, however, it does assist families with carpool coordination, or bus route assistance.

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://goo.gl/vSOezX>.

Financial Assurance: With respect to financial performance, provide an assurance and any evidence, that the school is current in meeting its liabilities including, but not limited to, lease/mortgage, payroll taxes, debt service payments, and employee benefits.

The school has met – and continues to meet - all obligations. This is an area where the best evidence to prove success is...no evidence at all. All audits have been unqualified, and there are no lenders, auditors, debt collectors, staff members (former or current), etc. have issued any claims, notices, or concerns against the school.

Three-year Financial Projections: Complete a three-year projected budget for 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 three 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, such as employee health insurance, facility insurance, liability, and their respective renewal dates

5. Current accrual-based audits
6. Enrollment plan for the next three years (*e.g.*, grade level and projected student enrollment). Identify how the school plans to sustain its enrollment and what plan(s) the school has to continue to recruit students.
7. Charter agreement
8. Documentation of other contracted services, including cost and scope of services (*e.g.* food service, marketing, legal, accounting).
9. Form 9

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

Responses required for Renewal Application:

- In what ways does the board assure that financial resources provide adequate support for the school's overall program and to improve student achievement? Please reflect on the allocation, challenges, trends and any shifts in resources directed toward Student Academic Achievement, Student Instructional Support, Overhead and Operational, and Nonoperational (See Form 9).
- If any financial deficiencies or findings were noted in any of the annual independent audits, prior notices of deficiencies, onsite reviews, or prior renewal letter, please note such deficiencies and how they were remedied.

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	2.36
1.b.	Cash to Current Liabilities	Cash divided by Current Liabilities	1.55
1.c.	Unrestricted Days Cash	Unrestricted Cash divided by ((Total Expenses-Depreciation Expenses)/365)	42.000
1.d.	Enrollment Variance	Actual Enrollment divided by Enrollment Projection in Charter School Board-Approved Budget	00.00
1.e.	Default		NO
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	-0.04
2.b.	Debt to Asset Ratio	Total Liabilities divided by Total Assets	1.01
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)	690,807
2.d.	Debt Service Coverage Ratio	(Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)	1

Financial Performance Framework – Data Points	
Current Assets	1,493,895
Current Liabilities	633,345
Cash	984,734
Unrestricted Cash	984,734
Total Expenses	9,197,456
Depreciation Expenses	722,522
Enrollment Projection in Charter School Board-Approved Budget	898
Actual Enrollment	896
Default	NO
Net Income	166,585
Total Revenue	9,364,041
Aggregated Total Margin	-4.26%
Total 3 Year Net Income	(1,109,590)
Total 3 Year Revenues	26,051,006
Total Liabilities	14,162,946
Total Assets	14,066,983
Year 1 Total Cash	293,927
Year 2 Total Cash	542,186
Year 3 Total Cash	984,734
Depreciation	592,777
Interest	805,878
Interest Expense	805,878
Annual Principal, Interest, and Lease Payments	1,055,878

School Data Summary Document

21st Century Charter School at Gary
Gary, IN
In Operation since 2005 (12 Years)
EMO: Geo Foundation
Grade Range: K-12

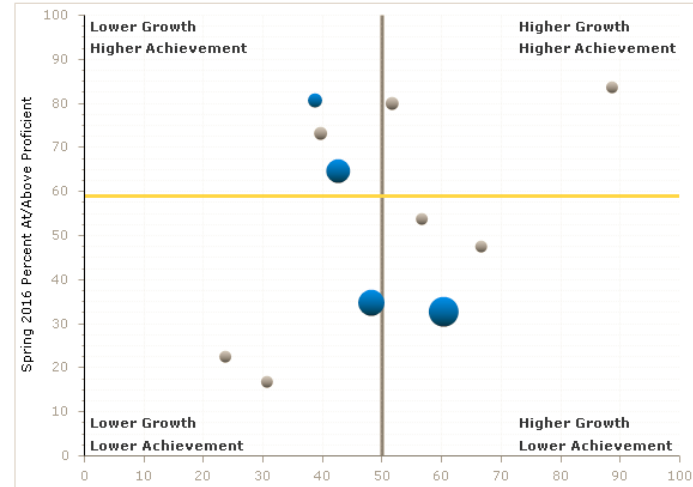
Total Student Enrollment											
2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
265	304	315	350	360	372	399	480	632	709	758	888

2016-17 Enrollment & Demographic Information		
	#	%
Total Enrollment	480	
Ethnicity/Race		
White	3	0.3
Black	860	96.8
Hispanic	11	1.2
Asian	0	0
Native American	1	0.1
Multiracial	13	1.5
Special Populations		
Students with IEPs	105	11.8
English Language Learners	0	0
Eligible for Free and Reduced Lunch	765	86.1

	A-F	Data Results Under Intervention /Assessment Policy	NWEA % meeting reading growth target	NWEA % meeting ELA growth target	NWEA % meeting math growth target	ISTEP % Passing Math	ISTEP % Passing ELA	ISTEP % Passing Math & ELA
SY 12-13	C	Probation	59.6%	52.9%	62.7%	80.2%	75.4%	68.4%
SY 13-14	D	Does not Meet Standard	65.5%	62.6%	65.4%	64.7%	58.9%	48.5%
SY 14-15	D	Does not Meet Standard	41.4%	35.9%	40.7%	34.6%	42.9%	24.7%
SY 15-16	C	Probation	46.2%	54.5%	63.7%	33.1%	38.4%	22.9%

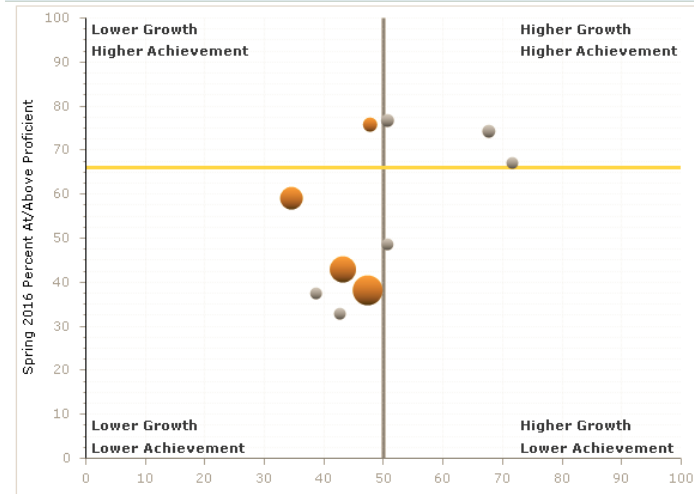
Math Growth	Year	# Tested	Pass %	Median Growth %
2013: Low growth, high achievement	Spring 2013	172	80.2	39.0
2014: Low growth, high achievement	Spring 2014	278	64.7	42.5
2015: Low growth, low achievement	Spring 2015	308	34.7	48.0
2016: Low growth, low achievement	Spring 2016	347	33.1	60.0

21ST CENTURY CHARTER SCH OF GARY (4164): SCHOOL ACHIEVEMENT & GROWTH



ELA Growth	Year	# Tested	Pass %	Median Growth %
2013: Low growth, high achievement	Spring 2013	171	75.4	48.0
2014: Low growth, low achievement	Spring 2014	275	58.9	34.5
2015: Low growth, low achievement	Spring 2015	314	43.0	43.0
2016: High growth, low achievement	Spring 2016	349	38.4	47.0

21ST CENTURY CHARTER SCH OF GARY (4164): SCHOOL ACHIEVEMENT & GROWTH



Graduation Rate							
2013		2014		2015		2016	
#	%	#	%	#	%	#	%
24	100	33	94.3	30	93.8	31	88.6

School Year	Total Students	# Pass IREAD	% Pass IREAD	% ELL	% F/R Lunch
2012-13	29	25	86.2	0.0%	87.3
2013-14	39	36	92.3	0.0	91.9
2014-15	46	42	91.3	0.0	91.3
2015-16	60	46	76.7	0.0	77.6

BSU Continuous Improvement Report

21st Century Charter School of Gary

21st Century Charter School of Gary

Mr. Anthony M Cherry
556 Washington St
Gary, IN 46402-1915

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Executive Summary

Introduction

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

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

Description of the School

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

21st Century Charter at Gary is located in Northwest Indiana. Gary is a steel city that sits on the shores of Lake Michigan and is home to approximately 80,000 residents. Our sprawling two-building campus is located in downtown Gary and has been servicing the community since 2005.

Students

Our 927 students reside in Lake County and surrounding areas. Our demographic breakdown is as follows:

African American 95%

Hispanic 2.0%

Multiracial 2.6%

White 0.3%

Staff

Our current staff at 21st Century is a great combination of youth which promotes student engagement and experience which leads to the usage of effective "best practice". 41% (18 out of 44) of our current teaching staff has 6 or more years of experience and 63% of our teaching staff is categorized as "Highly Effective" by the Indiana Department of Education. In addition, we currently have 18% (3 of 16) of our high school staff certified to teach dual-credit courses through Ivy Tech Community College or Vincennes University.

Unique Features and Challenges

While neighboring school districts are experiencing a decline in enrollment, our student population here at 21st Century has nearly tripled since the 2010-2011 school year. This high rate of growth was partly due to several low-performing schools closing in the area. The 2010-2011 school year was also the last year our school was awarded an A rating by the Indiana Department of Education. Our population at 21st Century Charter at Gary has grown exponentially and a high percentage of those students came from those low-performing schools. To properly service our students we, of course, had to increase staffing numbers to both keep our student to teacher ratio at an efficient effective level and to satisfy IEP requirements for students with special needs. Because of our rapid expansion and already-present teacher shortages throughout the state of Indiana, more specifically in our region, we had to hire an inordinate number of novice teachers (62% of teachers had less than 5 years experience in 2013-2014 school year). However this trend seems to be changing, we added over 50 years experience this school year to our teaching staff. We have also had an increase in quality teachers applying however not in the areas of science and math which remain difficult to fill.

School's Purpose

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

The 21st Century Charter School seeks to beat poverty by providing a quality K12 education in Gary, Indiana that helps students catch up, master, and accelerate through school from grades K through 12. We believe to beat poverty we must go beyond college prep and actually put high school students in college courses while we have them as our students. We accelerate students through college by paying for their tuition, textbooks and transportation, providing staff support and structuring our high school schedules to support college success.

We seek to provide a comprehensive approach to college success by creating a culture and climate where college is expected. In addition to the above, we also conduct college tours, college scholarship nights, financial aid nights and "college signing days" to celebrate our students' success. The journey to college starts in kindergarten with Core Knowledge curriculum and CKLA, and Eureka Math. When students get to 8th grade, we administer the Accuplacer test and if students pass one part of the test, we start them in college courses. If they fail, we remediate and support them until they do. All of this helps 21st Century Charter School produce students with college credits and experience that help them go onto achieve success in two or four-year universities.

In fact, in the past five years, we've graduated 14 students who earned their Associate Degree and one student who earned her Bachelor degree. We have several others who earned a career certification. In 2012, our graduates earned an average of 3 college credits. Today, the class of 2017 earned an average of 17 college credits prior to earning a 21st Century Charter School diploma.

Notable Achievements and Areas of Improvement

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

We have implemented with fidelity the TAP teacher evaluation system to monitor the effectiveness of instruction in the classroom. TAP is not a system it is a part of our culture here at 21st Century.

We provide 12 hours of professional development per month to facilitate and nurture the growth of teachers as educational practitioners. We receive annual reviews from NIET, the National Institute for Excellence in Teaching, on our TAP implementation progress and each year, these reports demonstrate we are getting better and our staff is adjusting and accepting and indeed supporting TAP at a higher rate than national rates.

Our high school received an award from the Indiana Higher Education Commission this year (2017) for having 100% of our high school students complete the 12 steps of the FAFSA process--we were one of only six schools in the state to earn this distinction. We have been identified as an emerging Early College program by the University of Indianapolis's CELL program.

Indy Black Expo recognized our leadership, Principal Anthony Cherry and High School Counselor Krishelle Murphy for their excellence in education leadership. We have had a 4-year graduation rate of 100%, 94% and 93% the last three years. We have had over 100 students participate in our dual college program through our partnership with Ivy Tech and Vincennes University. We have had 14 students graduate with an Associate Degree in addition with had 17 students graduate with technical certifications and 6 career licensure. Over the last 3 years 100% of our graduating seniors have been accepted into 2 or 4 year universities or into one of the United States the military branches.

Additional Information

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

Here at 21C we don't provide transportation as means of increasing parent engagement. Our parents, at the very least, care enough to make sure their student is dropped off and picked up every day. This gives us two opportunities daily to connect and collaborate with parents on how to increase outcomes for their student. We are also one a few schools in the area that has a Robotics team. The "GI Frostbots", who are a shining example of the positive impact that a STEM program can bring to a school . One of our new programs, A dance team that consists of mostly female students K-12, has truly gained its own notoriety culminating with them being asked to perform at halftime with the "Chicago Luvabulls". Lastly our 21st Century Cougar boys basketball team has reached the state's Final 4 in Class A basketball 2 consecutive years, proving that we aim for excellence in all endeavors here at 21C.

Self Assessment

Introduction

AdvancED's Self Assessment (SA) diagnostic is based on the AdvancED Standards of Quality, which serves as the foundation of the accreditation and continuous improvement process. The SA is a valuable tool for collaboratively engaging staff members and stakeholders in purposeful, honest dialogue and reflection to assess the institution's adherence to the Standards, and guide its continuous improvement efforts. The SA includes the institution's self-ratings of and the evidence cited for each of the indicators, comments that explain the indicator's ratings and an overall narrative for each Standard. The results of the SA are reviewed by the External Review Team as one essential component of the preparation process for the institution's External Review.

Standard 1: Purpose and Direction

The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.

Overall Rating: 3.33

Indicator	Statement or Question	Response	Evidence	Rating
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	The school's process for review, revision, and communication of the purpose statement is documented. The process is formalized and implemented on a regular schedule. The process includes participation by representatives from all stakeholder groups. The purpose statement focuses on student success.	<ul style="list-style-type: none"> •Survey results •Examples of communications to stakeholders about the school's purpose (i.e. website, newsletters, annual report, student handbook) •Purpose statements - past and present 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
1.2	The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	Commitment to shared values and beliefs about teaching and learning is clearly evident in documentation and decision making. This commitment is always reflected in communication among leaders and staff. Challenging educational programs and equitable learning experiences are implemented in a measurable way so that all students achieve learning, thinking, and life skills necessary for success. Evidence indicates a strong commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. School leadership and staff hold one another accountable to high expectations for professional practice.	<ul style="list-style-type: none"> •Agendas and/or minutes that reference a commitment to the components of the school's statement of purpose •Survey results •The school's statement of purpose 	Level 4

BSU Continuous Improvement Report

21st Century Charter School of Gary

Indicator	Statement or Question	Response	Evidence	Rating
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	School leaders implement a documented, systematic continuous improvement process for improving student learning and the conditions that support learning. All stakeholder groups are engaged in the process. School personnel maintain a profile with current and comprehensive data on student and school performance. The profile contains analyses of data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. Improvement goals have measurable performance targets. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals. School leaders hold all school personnel accountable for and evaluate the overall quality of the implementation of all interventions and strategies. The process is reviewed and evaluated. Documentation that the process yields improved student achievement and instruction is available and communicated to stakeholders.	<ul style="list-style-type: none">•Survey results•Agenda, minutes from continuous improvement planning meetings•Communication plan and artifacts that show two-way communication to staff and stakeholders	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Our instructional practices are guided by our mission statements goal of beating poverty by preparing students academically to deal with the rigor of college level courses sooner by growing students 1.5 years in a regular school year. By doing this, our students are positioned to begin taking college level courses as soon as Middle School. In order to facilitate this goal we have to communicate constantly and provide precise instructions to our teaching staff. The principal sets the stage for this communication of practices through is Tap Leadership Team Meetings or TLTs. He creates an agenda based on assessed school needs then sets out a plan to try to resolve deficits. TLT agendas are set monthly but the team meets biweekly to review and monitor progress and quality of instruction. From there the communication takes various forms. In each building we have a TAP team lead by a Master Teacher, whose job is to monitor and evaluate instructional practices as well as create professional developments based on goals set in TLT. They address these documented concerns that will improve the schools outcomes through something TAP calls Cluster meetings. Cluster meetings have an agenda and a stated goal as well as a skill development piece that is aligned to the goals set in TLT. Each Master Teacher has two mentor teachers to help support and grow teachers through the usage of the TAP rubric which outlines best practices that further knowledge acquisition in the classroom. We also have an Assistant Principal in both buildings whose job is to create, monitor, and assess the Climate and Culture. Both are also TAP trained and they quality control our PBIS system, afterschool programs, and other day to day activities. They communicate our requests and keep teachers informed through two means one is something we call the Morning Huddle and second is something we call the Sunday Pulse. The Sunday Pulse is something the Assistant Principals send out to communicate any pertinent information that has come about throughout the week or relevant to the next week. Morning Huddles typically happen on Mondays but could theoretically happen any day to outline and detail specific tasks that need to be accomplished throughout the day or week. Also at the elementary school we do a weekly assembly to communicate pertinent information to our students as well.

Standard 2: Governance and Leadership

The school operates under governance and leadership that promote and support student performance and school effectiveness.

Overall Rating: 3.5

Indicator	Statement or Question	Response	Evidence	Rating
2.1	The governing body establishes policies and supports practices that ensure effective administration of the school.	Policies and practices clearly and directly support the school's purpose and direction and the effective operation of the school. Policies and practices require and have mechanisms in place for monitoring effective instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices requiring and giving direction for professional growth of all staff. Policies and practices provide clear requirements, direction for, and oversight of fiscal management.	<ul style="list-style-type: none"> •Governing body policies, procedures, and practices •Communications to stakeholder about policy revisions 	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
2.2	The governing body operates responsibly and functions effectively.	The governing body has a process to ensure that its decisions and actions are in accordance with defined roles and responsibilities, a code of ethics, and free of conflict of interest. Governing body members participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members. The governing body complies with all policies, procedures, laws, and regulations and functions as a cohesive unit.	<ul style="list-style-type: none"> •Governing body minutes relating to training •Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest •List of assigned staff for compliance •Communications about program regulations •Governing code of ethics 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	The governing body protects, supports, and respects the autonomy of school leadership to accomplish goals for improvement in student learning and instruction and to manage day-to-day operations of the school. The governing body maintains a distinction between its roles and responsibilities and those of school leadership.	<ul style="list-style-type: none"> •Roles and responsibilities of school leadership •Stakeholder input and feedback •Communications regarding board actions •Survey results regarding functions of the governing body 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	Leaders and staff align their decisions and actions toward continuous improvement to achieve the school's purpose. They expect all students to be held to high standards in all courses of study. All leaders and staff are collectively accountable for student learning. School leaders support innovation, collaboration, shared leadership, and professional growth. The culture is characterized by collaboration and a sense of community.	<ul style="list-style-type: none"> •Examples of collaboration and shared leadership •Examples of decisions aligned with the school's statement of purpose 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	Leaders consistently communicate effectively with appropriate and varied representatives from stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback and respond to stakeholders, work collaboratively on school improvement efforts, and provide and support meaningful leadership roles for stakeholders. School leaders' proactive and persistent efforts result in measurable, active stakeholder participation; positive engagement in the school; a strong sense of community; and ownership.	<ul style="list-style-type: none"> •Copies of surveys or screen shots from online surveys 	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	The primary focus of the criteria and processes of supervision and evaluation is improving professional practice and ensuring student success. Supervision and evaluation processes are consistently and regularly implemented. The results of the supervision and evaluation processes are analyzed carefully and used to monitor and effectively adjust professional practice and ensure student learning.	<ul style="list-style-type: none"> •Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation •Governing body policy on supervision and evaluation 	Level 4

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

As an administrative team we feel supported by our EMO. GEO foundation has developed structures and a brand identity overtime that have helped to develop our systems and guide instructional practices but still allow for local autonomy and decision making. GEO foundation has four pillars that guide the governance and practices as each of schools. TAP, a system of best practices that guides teacher instruction, support and evaluation is a our first pillar. The curriculum we use makes up our second pillar. We use Engage New York or Eureka Math for Math instruction, Core Knowledge for Science and Social Studies and Core Knowledge Language Arts for reading and grammar instruction. Teach Like a Champion strategies help guide our culture, systems and routines and is our third pillar. Our fourth pillar is what we have become known for and rightfully so, it's our Dual Credit model that allows for students to accelerate through high school and complete courses normally designated for college students. Adherence and focus toward full implementation of these programs and full usage with fidelity of these curriculums will continue to guide and usher our growth as a school.

Our area of weakness continues to be our ISTEP scores. We have struggled mightily in recent years, having test scores that are not

acceptable or representative of the work that most of our staff puts forth every day. Though our NWEA scores continue to show that we can grow our students knowledge base with some of the best schools in the country we struggle at get our students up to a proficient level as measured by the ISTEP test. We have concluded that our students need more exposure to high rigor multi-step questions that not only test the student's ability but also test the students understanding of strategies and processes. In order to facilitate this goal we are currently field testing a "a problem of day" strategy that will be implemented in every classroom everyday. All students will see two types of problems everyday k-12, one that focuses on reading comprehension and one that focuses on math in the form of a word problem. These problems will be pulled from our curriculum, be teacher made, or pulled from other rigorous assessments such as ACT, SAT, or the PARCC exam. We feel that everyday exposure to these types of problems will get our students more acclimated come time for ISTEP.

Standard 3: Teaching and Assessing for Learning

The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.

Overall Rating: 3.0

Indicator	Statement or Question	Response	Evidence	Rating
3.1	The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is some evidence to indicate curriculum and learning experiences prepare students for success at the next level. Like courses/classes have equivalent learning expectations. Some learning activities are individualized for each student in a way that supports achievement of expectations.	<ul style="list-style-type: none"> •Lesson plans •Learning expectations for different courses •Posted learning objectives •Representative samples of student work across courses •Course schedules •Descriptions of instructional techniques 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.2	Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	Using data from student assessments and an examination of professional practice, school personnel monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. There is a process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised. The continuous improvement process ensures that vertical and horizontal alignment as well as alignment with the school's purpose are maintained and enhanced in curriculum, instruction, and assessment.	<ul style="list-style-type: none"> •Curriculum guides •Products – scope and sequence, curriculum maps •Lesson plans aligned to the curriculum 	Level 3

BSU Continuous Improvement Report

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Indicator	Statement or Question	Response	Evidence	Rating
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	Teachers plan and use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of students when necessary. Teachers use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.	<ul style="list-style-type: none"> •Teacher evaluation criteria •Agenda items addressing these strategies •Professional development focused on these strategies •Authentic assessments •Examples of teacher use of technology as an instructional resource •Examples of student use of technology as a learning tool •Student work demonstrating the application of knowledge •Findings from supervisor walk-thrus and observations 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	School leaders formally and consistently monitor instructional practices through supervision and evaluation procedures beyond classroom observation to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.	<ul style="list-style-type: none"> •Curriculum maps •Documentation of collection of lesson plans and grade books •Supervision and evaluation procedures •Peer or mentoring opportunities and interactions •Recognition of teachers with regard to these practices •Examples of improvements to instructional practices resulting from the evaluation process •Administrative classroom observation protocols and logs 	Level 4

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Indicator	Statement or Question	Response	Evidence	Rating
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	All members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration often occurs across grade levels and content areas. Staff members have been trained to implement a formal process that promotes discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching occur regularly among most school personnel. School personnel indicate that collaboration causes improvement results in instructional practice and student performance.	<ul style="list-style-type: none"> •Common language, protocols and reporting tools •Calendar/schedule of learning community meetings •Peer coaching guidelines and procedures •Examples of improvements to content and instructional practice resulting from collaboration 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.6	Teachers implement the school's instructional process in support of student learning.	Most teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are sometimes provided to guide and inform students. The process may include multiple measures, including formative assessments, to inform the ongoing modification of instruction. The process provides students with feedback about their learning.	<ul style="list-style-type: none"> •Examples of learning expectations and standards of performance •Examples of assessments that prompted modification in instruction 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	All school personnel are engaged in systematic mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set high expectations for all school personnel and include valid and reliable measures of performance.	<ul style="list-style-type: none"> •Records of meetings and walk thrus/feedback sessions •Professional learning calendar with activities for instructional support of new staff •Descriptions and schedules of mentoring, coaching, and induction programs with references to school beliefs and values about teaching and learning •Personnel manuals with information related to new hires including mentoring, coaching, and induction practices 	Level 4

BSU Continuous Improvement Report

21st Century Charter School of Gary

Indicator	Statement or Question	Response	Evidence	Rating
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	Programs that engage families in meaningful ways in their children's education are designed and implemented. School personnel regularly inform families of their children's learning progress.	<ul style="list-style-type: none"> •List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days •Calendar outlining when and how families are provided information on child's progress •Parental/family/caregiver involvement plan including activities, timeframes, and evaluation process 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	School personnel participate in a structure that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the student. All students may participate in the structure. The structure allows the school employee to gain insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills, and life skills.	<ul style="list-style-type: none"> •List of students matched to adult advocate •Description of formal adult advocate structures 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	Most teachers use common grading and reporting policies, processes, and procedures based on criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented across grade levels and courses. Most stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures may or may not be evaluated.	<ul style="list-style-type: none"> •Sample report cards for each grade level and for all courses •Sample communications to stakeholders about grading and reporting •Policies, processes, and procedures on grading and reporting 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.11	All staff members participate in a continuous program of professional learning.	All staff members participate in a rigorous, continuous program of professional learning that is aligned with the school's purpose and direction. Professional development is based on an assessment of needs of the school and the individual. The program builds measurable capacity among all professional and support staff. The program is rigorously and systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none"> •Results of evaluation of professional learning program. •Evaluation tools for professional learning •Brief explanation of alignment between professional learning and identified needs 	Level 4

BSU Continuous Improvement Report

21st Century Charter School of Gary

Indicator	Statement or Question	Response	Evidence	Rating
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	School personnel use data to identify unique learning needs of special populations of students based on proficiency and/or other learning needs (such as second languages). School personnel are familiar with research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to students within these special populations.	<ul style="list-style-type: none">•List of learning support services and student population served by such services•Training and professional learning related to research on unique characteristics of learning	Level 2

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

An area of strength for our staff is our strict adherence to TAP and the TAP model. Through this model we support, evaluate, and professionally develop our instructors into users of best practices that nurture and grow our students on the daily basis. We put a large emphasis on lesson planning and giving usable feedback to each of our teachers. When struggling teachers are identified we assign a teacher to specifically support them and their needs. Continued adherence to the principles of TAP will allow for development of stronger practitioners over time, especially those who stay in our system. With all of the demands we place on teachers here at 21st Century, the one area we are struggling to get to teachers to conform is adherence to gradebook expectations. The inputting of grade data into our Powerschool system has to get better. Too often our teachers are waiting until the last minute to update gradebooks which misleads the informed parent on where their child's performance really is. We currently reinforcing our expectation of 2 grade inputs per week per subject. The leadership team is currently working on a schedule of when teachers have to input grades and a plan for enforcing this procedure.

Standard 4: Resources and Support Systems

The school has resources and provides services that support its purpose and direction to ensure success for all students.

Overall Rating: 3.0

Indicator	Statement or Question	Response	Evidence	Rating
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.	Policies, processes, and procedures ensure that school leaders have access to, hire, place, and retain qualified professional and support staff. School leaders systematically determine the number of personnel necessary to fill all the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund positions critical to achieve the purpose and direction of the school.	<ul style="list-style-type: none"> •Policies, processes, procedures and other documentation related to the hiring, placement and retention of professional and support staff •Documentation of highly qualified staff 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	Instructional time, material resources, and fiscal resources are focused solely on supporting the purpose and direction of the school. Instructional time is fiercely protected in policy and practice. School leaders exhaust every option to secure material and fiscal resources to meet the needs of all students. School leaders measurably demonstrate that instructional time, material resources, and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations concentrate on achieving the school's purpose and direction.	<ul style="list-style-type: none"> •Examples of efforts of school leaders to secure necessary material and fiscal resources •Alignment of budget with school purpose and direction 	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	School leaders have adopted or collaboratively created clear definitions and expectations for maintaining safety, cleanliness, and a healthy environment and they have shared these definitions and expectations with all stakeholders. All school personnel and students are accountable for maintaining these expectations. Valid measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel to continuously improve these conditions. The results of improvement efforts are systematically evaluated regularly.	<ul style="list-style-type: none"> •Documentation of compliance with local and state inspections requirements •Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures. •Maintenance schedules 	Level 4

BSU Continuous Improvement Report

21st Century Charter School of Gary

Indicator	Statement or Question	Response	Evidence	Rating
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	Students and school personnel have access to media and information resources necessary to achieve the educational programs of the school. Qualified personnel are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information.	<ul style="list-style-type: none"> •Schedule of staff availability to assist students and school personnel related to finding and retrieving information 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	The technology infrastructure meets the teaching, learning, and operational needs of few stakeholders. A technology plan, if one exists, addresses some technology services and infrastructure needs.	<ul style="list-style-type: none"> •Policies relative to technology use 	Level 1

Indicator	Statement or Question	Response	Evidence	Rating
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	School personnel implement a process to determine the physical, social, and emotional needs of each student in the school. School personnel provide or coordinate programs to meet the needs of students as necessary. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	<ul style="list-style-type: none"> •Agreements with school community agencies for student-family support •Schedule of family services, e.g., parent classes, survival skills •List of support services available to students 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	School personnel implement a process to determine the counseling, assessment, referral, educational, and career planning needs of all students. School personnel provide or coordinate programs necessary to meet the needs of students whenever possible. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	<ul style="list-style-type: none"> •List of services available related to counseling, assessment, referral, educational, and career planning •Description of IEP process 	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Our support staff does a great job maintaining, securing, and servicing our building. We participate in all scheduled servicing of equipment and our facilities as mandated. An area of improvement is our IT program. We can do a better job of making sure all of our technology is up to date and we are truly being a 21st century charter school.

Standard 5: Using Results for Continuous Improvement

The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.

Overall Rating: 3.0

Indicator	Statement or Question	Response	Evidence	Rating
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	School personnel maintain and use an assessment system that produces data from multiple assessment measures, including locally developed and standardized assessments about student learning and school performance. The system ensures consistent measurement across classrooms and courses. Most assessments, especially those related to student learning, are proven reliable and bias free. The system is regularly evaluated for reliability and effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none"> •Documentation or description of evaluation tools/protocols •Brief description of student assessment system including range of data produced from standardized and local assessments on student learning and school performance 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.2	Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.	Systematic processes and procedures for collecting, analyzing, and applying learning from multiple data sources are used consistently by professional and support staff. Data sources include comparison and trend data that provide a complete picture of student learning, instruction, the effectiveness of programs, and the conditions that support learning. School personnel use data to design, implement, and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs, and organizational conditions.	<ul style="list-style-type: none"> •Written protocols and procedures for data collection and analysis •List of data sources related to student learning, instruction, program effectiveness, and conditions that support learning 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	All professional and support staff members are assessed and trained in a rigorous professional development program related to the evaluation, interpretation, and use of data.	<ul style="list-style-type: none"> •Professional learning schedule specific to the use of data •Documentation of attendance and training related to data use •Training materials specific to the evaluation, interpretation, and use of data 	Level 3

BSU Continuous Improvement Report

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Indicator	Statement or Question	Response	Evidence	Rating
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	Policies and procedures describe a process for analyzing data that determine verifiable improvement in student learning, including readiness for and success at the next level. Results indicate improvement, and school personnel consistently use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.	<ul style="list-style-type: none"> •Agendas, minutes of meetings related to analysis of data •Description of process for analyzing data to determine verifiable improvement in student learning •Evidence of student readiness for the next level •Evidence of student success at the next level 	Level 3

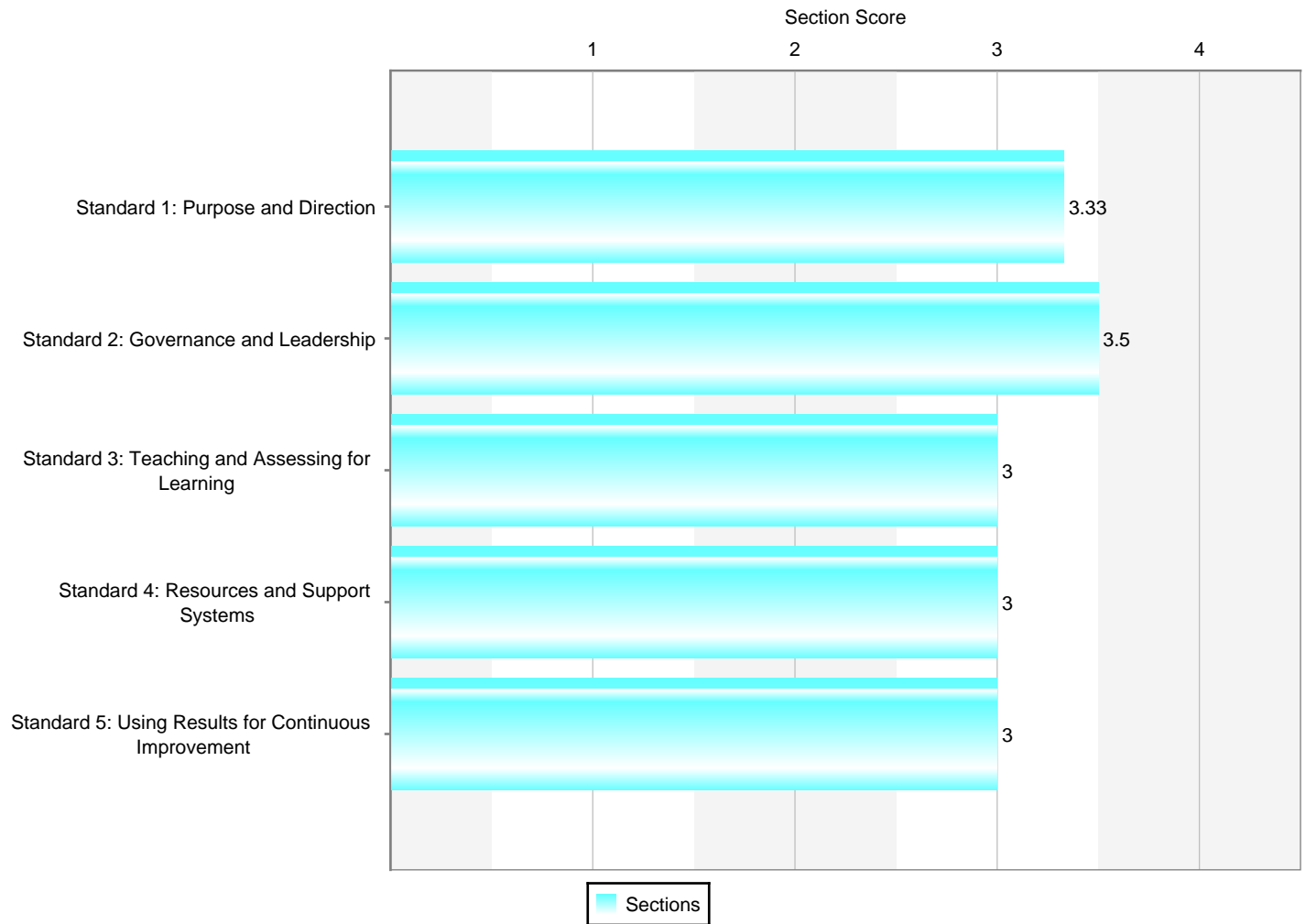
Indicator	Statement or Question	Response	Evidence	Rating
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	Leaders monitor comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals. Leaders regularly communicate results using multiple delivery methods to all stakeholder groups.	<ul style="list-style-type: none"> •Minutes of board meetings regarding achievement of student learning goals •Sample communications to stakeholders regarding student learning, conditions that support learning, and achievement of school improvement goals •School quality control procedures for monitoring information about student learning, conditions that support learning, and the achievement of school improvement goals 	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Here at 21st Century we have 3 primary data sources that we use to remediate, group, and support our students. We use NWEA scores, ISTEP test results, and teacher made assessments in order to make instructional decisions concerning our students. The classroom is not the only place data is used to make instructional choices, our intervention team uses those same data points to cultivate remediation opportunities through pullouts for RTI and both "emerging learner" and high ability populations. These pullouts are small group learning experiences where students can get a more focused and fully differentiated activity that fosters knowledge acquisition on their level. In our middle school we take it a step further, two days a week and our intervention team pushes into classes and supports learners using these data points. Teachers also meet with the Master Teacher once week to evaluate all data points and make sure instruction is addressing the needs that are represented. We will continue to use data to guide our instructional practices. Our teachers also meet in professional learning communities every other friday to discuss best practices and they also get professional development on both our assessment system (Mastery Connect) and creating quality assessments for our students. At this point I believe our system's only weakness is we have to get better or more consistent at these instructional best practices. The more we do these things the better we will get at doing them.

Report Summary

Scores By Section



Stakeholder Feedback Diagnostic

Introduction

The Stakeholder Feedback Diagnostic is designed to analyze the institution's survey results in terms of areas of achievement and areas that need improvement. Further, the diagnostic is essential to the accreditation and continuous improvement processes in that it provides the institution with a comprehensive view of the aggregate scores of the surveys administered, and the actual total of respondents for each survey type to derive a single score for this diagnostic. The performance level score computed at the completion of the diagnostic is used to broaden and enhance the external review team's understanding of the stakeholder's perceptions of the institution; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes		Tap Teacher Survey

Evaluative Criteria and Rubrics

Overall Rating: 2.0

	Statement or Question	Response	Rating
1.	Questionnaire Administration	Few or no required AdvancED questionnaires were used by the institution. The minimum response rate was not met (parent questionnaire: less than 20%, student questionnaire(s): less than 40%, staff questionnaire: less than 60%). Questionnaires were administered with no fidelity to the administrative procedures. The participants to whom these questionnaires were administered did not represent the populations served by the institution. Appropriate accommodations were not provided for participants.	Level 1

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	All questionnaires had an average item value of 3.20 or above (on a 5.0 scale). Results of stakeholder feedback collected by the institution were acceptably analyzed and presented with reasonable clarity.	Level 3

Areas of Notable Achievement

Which area(s) indicate the overall highest level of satisfaction or approval?

100% of our teachers participated in this survey.

Which area(s) show a trend toward increasing stakeholder satisfaction or approval?

With 100% teachers completing the survey and with 63% strongly supporting the fact that we have instructional accountability I feel this positive forward trend.

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

39% of our teachers felt that we strongly support compensating teachers based on performance while 36% of teachers felt we moderately support which is consistent with 70% of teachers choosing to return this year.

Areas in Need of Improvement

Which area(s) indicate the overall lowest level of satisfaction or approval?

We need to get more parent feedback.

Which area(s) show a trend toward decreasing stakeholder satisfaction or approval?

Though we continue to grow in terms of our population as a school we have no information to show that our parents are satisfied with the school and its direction.

What are the implications for these stakeholder perceptions?

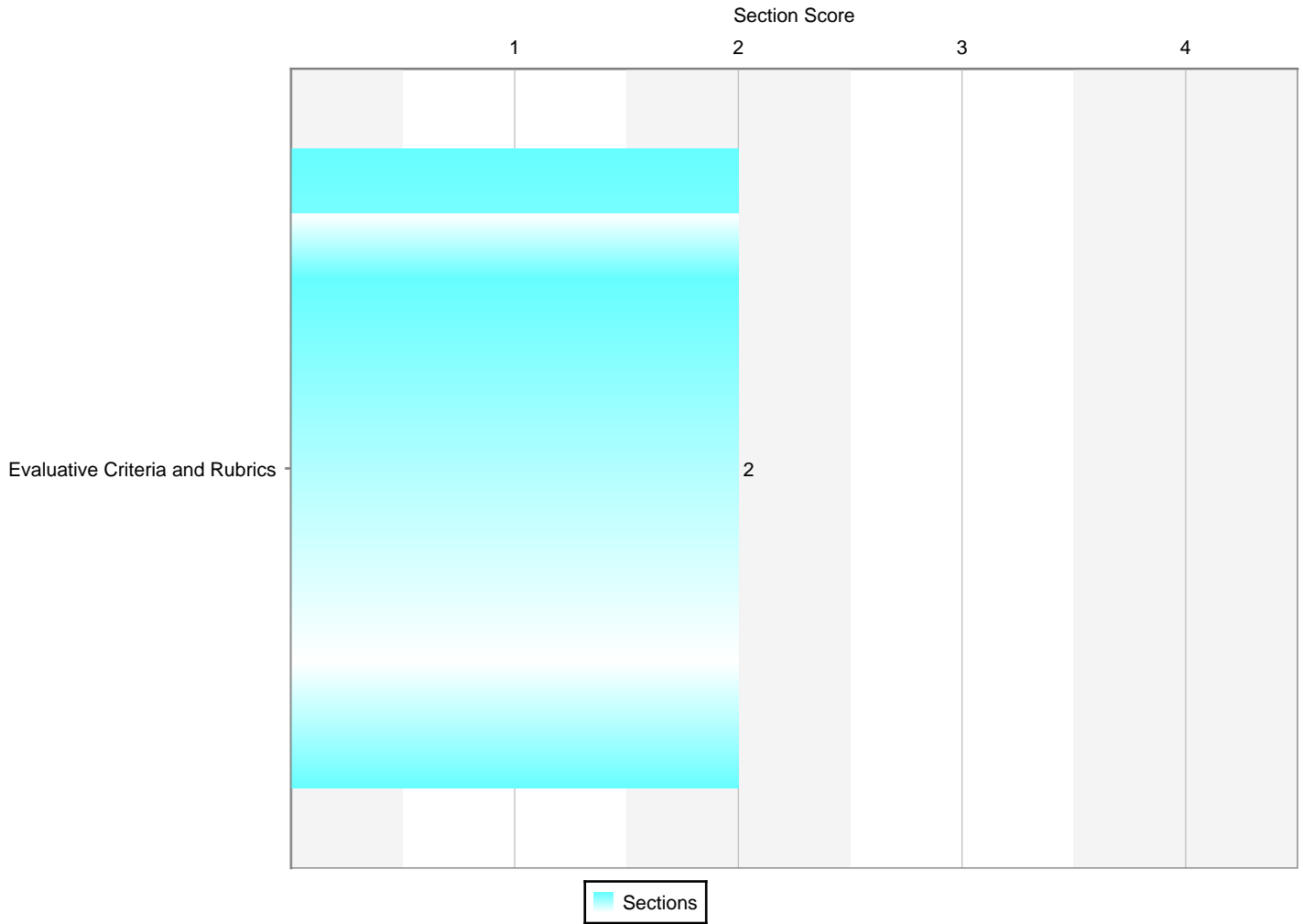
Our parents show their commitment to the school everyday when they drop off and pick up their students. 21st Century still doesn't provide transportation and but our population has tripled since 2010. This alone shows that parents are satisfied with the services we provide.

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

We need to collect more data in this area before accurately answering this question.

Report Summary

Scores By Section



Student Performance Diagnostic

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		Data ISTEP and ECA

Evaluative Criteria and Rubrics

Overall Rating: 3.0

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is not aligned and thus valid inferences are unlikely to be reached regarding students' status with respect to those curricular aims regarded as high-priority instructional targets. No documentation in support of alignment has been provided or, if provided, it is not persuasive. Few of the assessments used are accompanied by evidence demonstrating that they satisfy technical requirements.	Level 1

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

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

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

Areas of Notable Achievement

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

Our High School students participating in the Early College program at 21st Century Charter at Gary have achieved an average G.P.A. of at least 3.0 in classes taken at Ivy Tech Community Colleges. This G.P.A. is actually higher than traditional college student performance in similar coursework.

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

College and Career Readiness assessments have shown an increase in the number of students who qualify for dual credit classes. Also student performance in this area is at an all-time high.

Which area(s) indicate the overall highest performance?

Our highest performing student population is in our high school. Seventy-Five percent of our senior class has passed the ECA and 56% of all high school students are participating in the Early College program.

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

Little to no diversity exists in our student population. Ninety-seven percent of our student body is African American.

Between which subgroups is the achievement gap closing?

Little to no diversity exists in our student population. Ninety-seven percent of our student body is African American.

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

Our Early College program has graduated 8 students with Associate Degrees which is consistent with our performance data.

Areas in Need of Improvement

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

Our middle and elementary school students are performing below expectations according to I-Step data.

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

As our student population has increased over the past three years our students performance in these areas has declined significantly.

Which area(s) indicate the overall lowest performance?

Our elementary student population is our overall lowest performing group.

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

The elementary school students shows a trend toward decreasing performance.

Between which subgroups is the achievement gap becoming greater?

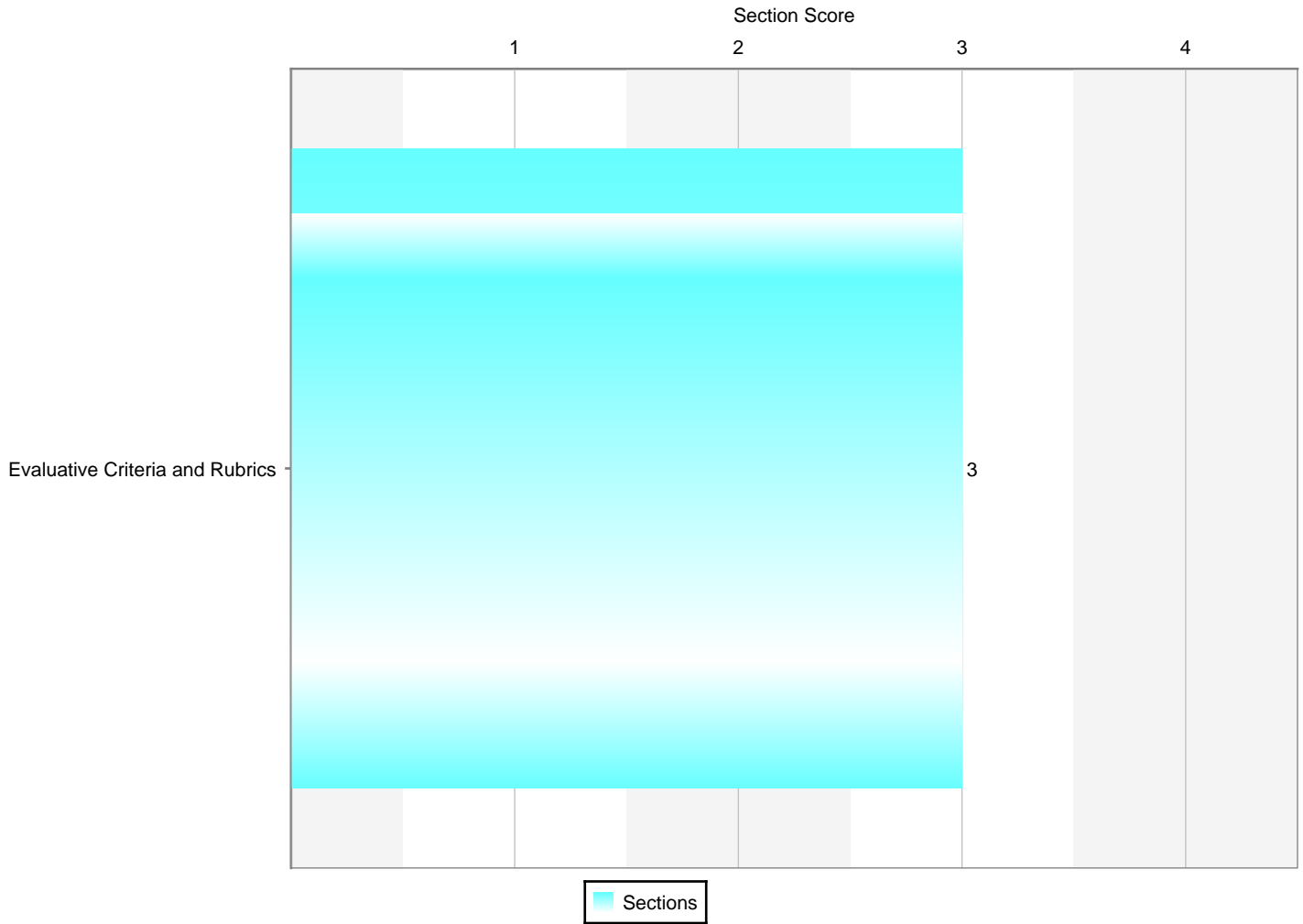
Students who have been educated in our system for more than three years perform drastically higher of standardized assessments then students who have been with us 2 years or less.

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

All of the above data inputted is consistent with multiple data sources.

Report Summary

Scores By Section



Organizational and Financial Performance Diagnostic

Introduction

BSU OCS will review and verify the organizational and financial documents submitted through by schools during the renewal process and evaluate a school's performance using the BSU Organizational and Financial Accountability Frameworks.

Organizational and Financial Strategic Planning-Required Responses

Provide a reflection of the school's governance and organizational performance over the past charter term. Describe any anticipated changes to the governance and management of the school, including but not limited to board composition, board member roles, member recruitment, committee structure, and/or amendments to by-laws.

Our board has added 3 new members Katrina Hudson, Lisa Edwards, and Dakita Jones. Ms. Jones works for Centier Bank and both Mrs. Hudson and Ms. Edwards work IVY Tech, all bring an array expertise and experiences. We have a new President, Mrs. Arlene Colvin who works for the City of Gary. Alice Butler, Theo McClendon, Dana Gore and Nadine McDowell are all incumbents who are returning to serve on the board.

Please specify whether the board intends to contract or terminate a contract with an education service provider (ESP), educational management organization (EMO), or charter management organization (CMO), and describe the nature of that contractual relationship. If no such relationship exists, please respond "Not Applicable."

21st Century Charter at Gary will be retaining the services of their CMO, Greater Education Opportunities (GEO) Foundation. This relationship began in 2005, when community members in Gary invited GEO to bring their successful academic model to the community of Gary. This partnership has stood the test of time. The role of the Board is to hold the charter, and to hold GEO accountable for academic and financial performance. To do that, the Board retains full authority over budget and policy, but delegates the daily management of the school to GEO to execute its successful model. However, the Board remains involved by overseeing GEO, visiting the school, listening to parent feedback (both positive and negative), remaining in contact with the Authorizer and the DOE, being responsive to concerns, and holding GEO accountable for performance and necessary corrections when needed.

If applicable, please provide evidence illustrating an effective working relationship with an ESP, and describe the ESP's roles and responsibilities in relation to the school's management and governing board; describe how the governing board holds the operator accountable for specific academic, operational, or financial outcomes from the agreed upon contract. If no such relationship exists, please respond "Not Applicable."

One significant example of the Board/CMO/School relationship took place last year with an issue within the special education program. A former disgruntled teacher filed a complaint with the Special Education department of the Indiana Department of Education. While the DOE largely found that students were receiving services, it did find numerous areas in terms of training, paperwork, and supervision that it felt needed correction. The Board required that as the CMO was implementing the DOE's improvement plan - which was also echoed by Ball State as part of its Probation Notice - the CMO report to the Board on a regular basis. As a result, the CMO took several significant steps to improve the special education program at the school that actually went above and beyond the Improvement Plan required by the DOE. Specifically, with the Board's support, the CMO terminated its long-standing relationship with its out-of-state Director, and promoted a highly-experienced case-manager to Director to ensure full-time, local oversight of the program. All staff, including both special and general education teachers, administrators, and deans underwent extensive re-training. All special education families were contacted and invited in to review their child's Individualized Education Plan for errors. The self-contained classroom was redesigned to include oversight of a licensed special education teacher and new procedures were established to foster communication between general education and special education teachers.

BSU Continuous Improvement Report

21st Century Charter School of Gary

The important part of the process was that no teachers or administrators at the school level were held accountable for the improvements in the program - no one was terminated, written up, or disciplined in any way. With the oversight of the Board, all accountability was retained at the CMO level, and the only termination took place within CMO staff. At the school level, staff was either promoted (the new Director), and given the opportunity to become part of implementing improvements and solutions, or given additional training and professional development. With the Board's support in managing the budget, the CMO also worked with the school to hire additional staff to help with student support and staff workload.

The Board monitored the progress of the improvement by the Board President receiving communications from the DOE, Ball State, and the CMO on an ongoing basis, and the full Board receiving status reports at board meetings, as significant checkpoints.

This example shows how the Board exercised oversight while the CMO operated its management responsibilities in improving the staffing and academics at the school level. All stakeholders - Board/CMO/school staff - worked together from their own areas of responsibility to strengthen outcomes for students.

If applicable, please describe any anticipated changes to service contract or provider over the next charter term, including, but not limited to, intentions to terminate your contractual relationship with your management organization. If terminating, describe in detail the plans for carrying out the primary operational and educational activities for which the service provider had been responsible. If no such relationship exists, please respond "Not Applicable."

We do not anticipate any changes.

Describe the current condition of the school's facility, and its capacity to serve students. Discuss any anticipated changes in facilities needs and/or location, which includes any changes to lease terms and/or building plan. If the facility is leased, how does the board oversee the terms of the lease agreement?

We don't anticipate any changes in the near future, although we are absolutely at capacity. We do anticipate having to look for new space and perhaps building a new structure in the next few years.

If any organizational deficiencies or findings were noted in any of the annual independent audits, prior notices of deficiencies, onsite reviews, or prior renewal letter, please note such deficiencies and how they were remedied.

None.

In what ways does the board assure that financial resources provide adequate support for the school's overall program and to improve student achievement? Please reflect on the allocation, challenges, trends and any shifts in resources directed toward Student Academic Achievement, Student Instructional Support, Overhead and Operational, and Nonoperational (See Form 9).

21st Century is very proud that, unlike many charter schools, it has largely been able to operate on the federal and state dollars it receives, and generally does not rely on philanthropic donations to cover operating costs. In the past few years, it has benefitted from a significant Title I - School Improvement Grant. However, with the expiration of that grant, the school has looked to other sources of revenue to fill in the

gap. The largest source of revenue is simply enrollment. Demand has been high for the high-quality education provided by 21st Century, and with its sister school, Gary Middle College, moving out to a new location in the 2016-17 school year, additional space has become available for 21C to accept new students from the waitlist and expand class offerings. So, this year, 21C is up to nearly 900 students, which has increased the "bottom line" significantly. This has allowed the school to add even more resources in terms of interventional staff who focus on student achievement.

Additionally, one of the many benefits of being part of the GEO Academy network is cost-savings in operational costs. The school is able to participate in GEO's national health plan, which did not see any health care cost increases this year. This has been a savings for both the school, and employees - which helps the school attract higher quality candidates. Again, this allows the school to direct those savings into the classroom, in the form of hiring more staff, or more technology, or wherever it would like to spend those funds - anywhere but in overhead.

The school also took advantage of the loan program offered by the state of Indiana last year, and borrowed funds to replace technology infrastructure at a 1% interest rate - this would be a significant cost savings over almost any other source of borrowed funds. Again, funds not paid to a bank are funds that can be used to support student learning.

Organizational and Financial Strategic Planning-Optional Responses

Discuss how your charter school has avoided creating conflicts of interest where possible and, when necessary what policies has the school utilized to manage those conflicts of interest in a clear and transparent manner. Please address any related parties, including management company, landlord, and other associated non-profits, and overlapping Board members or employees.

The school is careful to avoid conflict of interest, and has a conflict of interest policy in place. Board members are required to review and sign disclosures each year. At this time, no known conflicts exist.

All Board members are from the Gary area, and no Board member has any related interest in the CMO or administration of the school, or vice versa.

No member of administration of the school has any interest in the CMO, or vice versa.

The school owns the building with financing in its own name, there are no related parties (Board members, CMO, or other.).

How does the board ensure the charter school is meeting its legal obligations to students with special needs and English Language Learners? Please describe the board's role in responding to parent complaints with regards to these populations.

The Board first relies on the expertise of school administration and the CMO. However, it does welcome feedback from parents and does listen to concerns if any are brought forward. "Contact the Board" information is readily available on the website, and board meeting notices are appropriately posted so that parents can easily reach the Board at anytime should they need to. Board member contact information can also be obtained from the front desk, upon request. Additionally, all of our Board members are well-known in the community and can often be informally reached "out and about".

If it is an informal concern, Board members request that it be brought back to the Principal for resolution, if it has not been done so already. More serious concerns that have already reached the DOE or the Authorizer, the Board requires the Principal and the CMO to follow appropriate legal channels for resolution, and monitors the process until complete.

How does the board ensure that admission policies are legally compliant and promote equitable access to diverse student populations? How does the board address parent complaints with regards to admission policies?

All of our policies have been legally vetted, and approved through our charter process. They may not be changed at the school level without legal review and Board approval.

A parent complaint would be first reviewed at the school level, then, given the significance of this issue, reviewed by legal counsel to determine the legal issues involved. The Board would stay involved to ensure the complaint was seen through to resolution. If a violation was deemed to have occurred, the Board would then have to determine what steps to take at that point to determine proper resolution. (We've not had this issue arise.)

How does the board ensure that discipline policies are legally compliant and promote equitable treatment of diverse student populations? How does the board address parent complaints with regards to discipline (e.g. bullying policy, expulsion policy)?

All of our policies have been legally vetted and approved as part of our chartering process. They may not be changed at the school level without legal review and Board approval.

The Board requires that all parent complaints be handled at the school level, with a review by the Superintendent if necessary. If the issue appears extreme, the General Counsel may get involved to weigh in on the legal ramifications. It is generally not wise for a Board to get involved in individual issues of student discipline, unless it becomes an extraordinary issue involving a staff member.

Provide evidence that illustrates how the school creates a professional working climate for all staff. Please describe the board's process for addressing teacher complaints or concerns.

Over the past few years, the school has implemented the "TAP" program: System for Teacher and Student Achievement. The focus of this system has been to provide an objective framework for teacher evaluation, as well as provide additional professional development in student data analysis and disaggregation. The school has also provided a great deal of additional professional development in "Teach Like a Champion" strategies to support teacher development in the classroom.

This initiative has had varying levels of success. While many teachers have felt supported and many used these instructional strategies to develop professionally, others did not thrive in this system. The school continues to look at how we can take the best parts of these systems and adapt them in the classroom. New strategies have been added to the system, and master and mentor teachers continue to work on a weekly basis with classroom teachers to develop their skills.

Like student interactions, overall, it is not wise for a Board to delve too deeply into teacher complaints. Those are best handled at the school level by the Principal and the Superintendent. The Board would first redirect an issue back down to the Principal and the Superintendent, but would continue to monitor the situation until resolution. They would also want to refer to any policies that were already in place and hold the Principal and Superintendent accountable for making sure those policies were being followed appropriately. Ultimately, if a complaint were serious, the Board would need to review an allegation, and take appropriate action at that time.

Describe the plan for providing transportation to students to attend the school, including transportation to extra-curricular activities, if applicable.

The school does not provide transportation in a traditional sense. Rather, we help parents coordinate their own transportation. We support car-pool teams, local bus transportation, and student drivers for our high schoolers. We do provide transportation for our college program, as well as all extra-curricular programs.

Describe the charter school's food services program, indicating whether a food contractor is used and whether individuals on site preparing and serving food are employees of the contractor or school.

We out-source our food program to a local vendor.

Please describe the health services offered to students, including medical examinations, dental examinations, vision screenings, mental health screenings, hearing screening, and height/weight measurements. Specify the frequency, grades, service providers, and follow up interventions based on student results or whole-school findings.

We have two nurses on site, full time. One for the elementary, and one for the high school. The nurses coordinate with local health care services to provide all mandatory health screenings (vision, hearing, etc.) as well as tracking immunizations, etc. But they also help bring in the "extras" that our low income families so desperately need - free flu shots, dental care, and so much more.

They serve all grades, K-12, every student.

How does the school's board oversee the financial management of the school? Specify any relevant officers or committees. Provide evidence that demonstrates how the school operates in a financially sound and publicly accountable manner.

The Board holds its regular meetings every month, and part of that meeting is devoted to a financial review presented by the school's treasurer. The financial review includes Balance Sheet (including fund balance), and Profit/Loss statements. Budgets are reviewed and approved by the board every year.

Evidence that the school operates financially sound and publicly accountable would be clean audits every year, and the financial information presented in public meetings each month, with that information available to be handed out to the public. It is also available upon request at any time.

Who is responsible on a daily basis for the oversight and accountability of the school's budget? If there are multiple parties involved (i.e. board treasurer, finance committee, school administrators, management organization, business manager), explain how they work together to ensure a high level of budget oversight.

Daily management for the oversight and accountability is at the CMO level, delegated by the Management Contract. The financials are prepared by the CMO's Executive Director of Finance, who is a CPA, and reviewed and presented to the Board by the CMO's Chief Financial Officer.

The CFO works with the school principal to develop the budget in the first place to meet the school's needs, and then presents it to the Board for review, discussion, and approval. The CFO then works with the Principal during the year to make sure things stay within budget. The CPA tracks and prepares the financials. The CFO then reviews the financials and presents them to the Board on a monthly basis for review and discussion. That way there is a three-way review and oversight of all financial information on a monthly basis to ensure not only accuracy, but to ensure that costs are staying within projections. If mid-year corrections are needed, all four parties (Principal, CFO, CPA, and Board) can work together to redirect and reset.

Describe the school's internal accounting procedures, addressing budget preparation and planning, bank accounts, purchase requests, authorized check signers, competitive bidding, credit/debit cards, and petty cash. Also provide details regarding the use of any accounting software or contracted services to track financial transactions.

The school and the CMO follow GAAP and State Board of Accounting recommendations and requirements.

Budgets are planned between the Principal and the CMO's CFO to meet school needs, and then brought to the Board for review, discussion, and approval. (The CFO is also the Board-appointed school treasurer of all funds.)

Purchase requests go through the Principal first to be sure they meet school needs, then through the CMO's CFO as the school's treasurer to be sure it meets budget requirements.

Checks are prepared at the CMO level, and are reviewed by the CPA (but are not written by) as part of the reconciliation process.

Competitive bidding is undertaken where required by law.

The school's credit card policy has been reviewed and approved by the audit process, and all credit card transactions and receipts are reviewed and reconciled on a monthly basis.

There is not a "petty cash" fund; however, there is an "extracurricular fund" held at the school, which is reviewed and monitored at the CMO level, and is maintained by the Principal and Office Manager at the school level. The Office Manager has been sent to DOE training for the management of this account, and it is fully audited each year.

The CMO uses a combination of software to meet different accounting needs: Komputrol, in order to meet the State's "Form 9", cash basis requirements, and QuickBooks, which tracks the school's financial statements on an accrual basis. Both systems have been reviewed and approved by the school's auditors and by the State Board of Accounts.

All funds are maintained in a proprietary school account (property of the school, not the CMO) and not co-mingled with any CMO funds or other CMO schools' funds.

Describe the regular review of lease/mortgage agreements, refinancing efforts or considerations, insurance revisions, human resource services, and/or Educational Management Organization contracts.

The school relies on the CMO's legal counsel to review all contracts, including mortgages, insurance, human resource issues, etc. on its behalf. All issues are then brought to the Board, after review, for discussion, update, or approval as warranted.

The only exception is the school's Management Organization contract, which, by definition, would require independent representation. When the contract comes up for renewal, the school will have outside counsel review any necessary changes on its behalf.

Describe the school's marketing plan and objectives. What have been successful and unsuccessful marketing strategies throughout the life of the school?

The school has done very little marketing over the years. It currently has a few billboards around the city, highlighting its strong academic program, its focus on its Associate Degree program, and its available seats in the Kindergarten grades. Other than that, it has achieved its enrollment objectives largely through parent satisfaction and word-of-mouth.

Please analyze and explain any financial challenges or trends that may be significantly different than originally proposed, including how projected and actual enrollment has influenced the school's budget.

None - the school has been financially stable.

Plan for Indiana School Improvement Plan

Overview

Plan Name

Plan for Indiana School Improvement Plan

Plan Description

ISTEP passage goal school wide

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	As a school we will achieve a 60% passage rate on all I-STEP tests.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$40000
2	Reading Comprehension	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$40000
3	All students will grow 1.5 years in ELA and Math	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0

Goal 1: As a school we will achieve a 60% passage rate on all I-STEP tests.

Measurable Objective 1:

60% of grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate student proficiency (pass rate) on the I-STEP assessment in Mathematics by 05/27/2016 as measured by the ISTEP examination. .

Strategy 1:

Targeted Student Pullout - We have selected 3 different student groups to focus our remediation and enrichment.

We have selected 5 emerging learners based on Star 360 and NWEA data per class to provide specific standards based instruction outside of class-time in Math and ELA.

We have identified 10% of our student population as high ability based on Star 360 and NWEA and provide them with standards based enrichment in Math and ELA.

We have identified 5 at-risk learners based on Star 360 and NWEA data and they are provided specific standards based remediation.

Research Cited: Differentiated Reading Instruction: Small Group Alternative Lesson Structures for all Students.

Marcia Kosanovich, Karen Ladinsky, Luanne Nelson, Joseph Torgesen

Differentiating Mathematics Instruction So Everyone Learns

Dr. Jennifer Taylor-Cox

Evidence of success: We use daily exit tickets and weekly standards based assessments to assess the efficacy of strategies used.

Activity - Interventionists	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Two Interventions were hired to pull grade level and just-below grade level students to increase NWEA growth in student performance as well as ensure we meet the Indiana Department of Education's goal to move 53 additional students in this category.	Academic Support Program	01/07/2016	05/27/2016	\$40000	State Funds	Anthony Cherry

Goal 2: Reading Comprehension

Measurable Objective 1:

60% of grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in fluency and comprehension at or above grade level in Reading by 05/27/2016 as measured by NWEA reading assessment .

Strategy 1:

Fluency and Comprehension Labs - In K-5 we have designated independent reading time and three mandated teacher-led read-alouds that occur daily. In addition we use Star 360 data to identify students who need additional support and they are pulled out and given small group intervention.

In 6-8 we have double ELA blocks that are built into the schedule to support our goal of improving reading fluency and comprehension. One of those blocks focuses specifically on reading and comprehension skills.

In 9-12, we have designated time for all students to have sustained reading time on a daily basis. The students were grouped by NWEA scores. Students are assessed for growth every six weeks to determine if the intervention is effective.

Research Cited: Reading Comprehension Strategies (2012) by Danielle McNamara

Evidence of success: We progress monitor to see growth by using Star 360 data and DIBELS assessments as well as NWEA test scores. Additionally, we use teacher generated weekly standard-based assessments

Activity - Fluency and Comprehension Labs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We use Easy CBM where the student's independent fluency levels are determined by the number of words read correctly per minute.	Direct Instruction, Academic Support Program, Class Size Reduction	01/07/2016	05/27/2016	\$40000	State Funds	All career teachers and interventionists

Goal 3: All students will grow 1.5 years in ELA and Math

Measurable Objective 1:

60% of grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate student proficiency (pass rate) in mathematics on the ISTEP assessment in Mathematics by 05/27/2016 as measured by the years of growth as populated by the Spring NWEA assessment.

Strategy 1:

Math Supports/Lab - In K-5, we have math interventionists that conduct pull outs on a daily basis. The students are identified by using Star 360 data.

6-8, we have double math periods that are built in to each student's schedule to ensure that math skills and standards are covered and mastered.

9-12, we have math labs designed to facilitate remediation for any student that has not passed Algebra I ECA. In addition, all 9th graders have a 90-minute block of Algebra on a daily basis. This was originally planned to ensure strong skills in Algebra and in preparation for Geometry on future for any state standardized testing.

Research Cited: Guided Math in Action Building each Students Mathematical Proficiency Using Small Group Instruction. by Nikki Newton

Evidence of success: We will use ISTEP, ECA, and NWEA data to determine our success.

BSU Continuous Improvement Report

21st Century Charter School of Gary

Activity - Monitoring Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Will check the progress of math instruction using weekly standardize assessments.	Academic Support Program	01/07/2016	05/27/2016	\$0	No Funding Required	Anthony Cherry

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Monitoring Math	Will check the progress of math instruction using weekly standardize assessments.	Academic Support Program	01/07/2016	05/27/2016	\$0	Anthony Cherry
Total					\$0	

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Fluency and Comprehension Labs	We use Easy CBM where the student's independent fluency levels are determined by the number of words read correctly per minute.	Direct Instruction, Academic Support Program, Class Size Reduction	01/07/2016	05/27/2016	\$40000	All career teachers and interventionists
Interventionists	Two Interventions were hired to pull grade level and just-below grade level students to increase NWEA growth in student performance as well as ensure we meet the Indiana Department of Education's goal to move 53 additional students in this category.	Academic Support Program	01/07/2016	05/27/2016	\$40000	Anthony Cherry
Total					\$80000	

Plan for BSU Continuous Improvement Report

Overview

Plan Name

Plan for BSU Continuous Improvement Report

Plan Description

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
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Activity Summary by Funding Source

Below is a breakdown of your activities by funding source