



Office of Charter Schools

Inspire Academy

2017-18 Charter Renewal Application

September 29, 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 MembersMay – August 2017

Letter of Intent to Renew due to OCS on or beforeOctober 1, 2017

Renewal Application Due to OCS.....October 1, 2017

Onsite School VisitsJune – December 2017

Renewal DecisionsOn 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	199	
# of Students on Waiting List	17	
Gender		
Male	112	56
Female	87	44
Ethnicity/Race		
White	127	64
Black	38	19
Hispanic	4	2
Asian	0	0
Native American	1	1
Other	29	15
Special Populations		
Students with IEPs	45	23
English Language Learners	0	0
Homeless Students	0	0
Eligible for Free and Reduced Lunch	161	81

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

	2013-14	2014-15	2015-16	2016-17	2017-18
Total Student Enrollment	124	169	183	174	199

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	29	36	22	24	25
1	21	30	31	24	25
2	27	19	27	25	23
3	26	29	28	23	24
4	5	34	24	21	25
5	16	12	33	23	18
6		9	11	17	24
7			7	11	21
8				6	14
All Grades	124	169	183	174	199

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	1	1	4	2	6	3	5	3	10	5
Blind of Low Vision	0	0	0	0	0	0	0	0	0	0
Cognitive Disability	3	2	4	2	2	1	1	1	3	2
Deaf of Hard of Hearing	0	0	0	0	0	0	0	0	0	0
Deaf-Blind	0	0	0	0	0	0	0	0	0	0
Development Delay (early childhood)	0	0	0	0	0	0	0	0	0	0
Emotional Disability	3	2	3	2	5	3	4	2	0	0
Language or Speech Impairment	8	7	16	9	16	9	13	7	10	5
Multiple Disabilities	0	0	0	0	0	0	0	0	1	1
Orthopedic Impairment	0	0	0	0	0	0	0	0	0	0
Specific Learning Disability	4	3	5	3	11	6	17	10	16	8
Traumatic Brain Injury	0	0	0	0	0	0	0	0	0	0
Other Health Impairment	2	2	3	2	1	1	2	1	3	2
Total	21	17	35	21	41	23	42	24	43	22

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	
#	%	#	%	#	%	#	%	#	%
2	1.6	1	.6	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	
#	%	#	%	#	%	#	%	#	%
0	0	0	0	0	0	0	0	0	0

- 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	
#	%	#	%	#	%	#	%	#	%
NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

At Inspire Academy, we believe that all students have high ability levels in various areas of life, many outside of the realm of what can be measured by standardized testing. As a result, we believe that the detrimental impact of labeling some students “high ability” based on uniform metrics outweighs the benefit gained by identifying some students for participation in “high ability” programs.

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.

Inspire Academy (IA) was founded in 2013 with a *mission* of empowering a diverse body of students with an internationally competitive education by fostering students’ natural inclination toward curiosity, discovery, and adventure. Our *method* for accomplishing this is an inquiry-based, inter-disciplinary approach, with emphasis on arts integration, collaborative learning, and character development, facilitated by the use of in-depth expeditions for mastering learning targets aligned with Indiana State Standards.

IA currently serves 199 students in K-8 through its public charter, plus an additional twenty-five preschool students in a separate Pre-K program, in Muncie, Indiana, a post-industrial town facing economic challenges and population decrease. IA serves a diverse body of students and actively pursues at-risk student populations in the city of Muncie.

While the school is open to all Indiana residents, we desire to target local students from the urban core of Muncie who are falling through the cracks of traditional public school classrooms. Eighty-one percent of our students receive free or reduced lunch. Twenty-five percent of our students are categorized as having special education services. Approximately sixty percent of our students are Caucasian, and about forty percent of our students represent various ethnic minorities. Ninety-nine percent of our students are fully integrated into a general education classroom that emphasizes three dimensions of student achievement: character and engagement, mastery of knowledge and skills, and high quality student work. The use of expeditions, hands-on fieldwork, projects, and study of primary sources inspires students who may not otherwise see the value of classroom instruction to develop a life-long thirst for knowledge through inquiry and discovery. IA serves students who are underserved educationally and gives them confidence that they can achieve competitively in secondary and post-secondary education.

Over the past three years, IA has experienced many changes as a new and growing school. The most notable change came as the result of moving forward with the opportunity to purchase our own facilities. While our original location at 1600 S. Madison Street served our purposes for initial start-up, the lessor was not meeting the originally agreed upon expectations, so we took the opportunity to purchase our own building and grounds and move to 2801 E. 16th Street during the summer of 2016. The new location, situated between public housing and the Cardinal Greenway, enables us to remain focused on our target population of students who are traditionally underserved while opening up a world of possibilities for organizational growth and expansion in numbers and in programming, such as outdoor learning, athletics, and community events. With many dreams and projects still in the works, we have already grown in numbers, added more athletic opportunities, and held numerous community events since moving to our new facilities.

We also made a notable enrollment cap change. Our original charter had approved us for 50 students per grade, but we were often finding between 30-35 students in several grades during our first few years of operation. This caused us undue organizational strain in multiple realms. To resolve this situation, we requested a charter amendment that capped us at approximately 25 students per grade. Focusing on one section per grade empowered us to increase teacher quality through the ability to plan ahead and invest in the teachers already in place.

Another key change that we have made in recent years is a shift in curriculum in all key areas. As we analyzed our state test scores in mathematics, we found that our mathematics curriculum was not well-aligned with the content on ISTEP+, nor was it user-friendly for teachers. As a result, we shifted our curriculum from *Investigations in Number, Data, and Space* to *Bridges in Mathematics*. Both are inquiry-based, but according to edreports.org, the latter ranks much higher in teacher usability, rigor and mathematical practices. We are presently in our first year of implementing *Bridges in Mathematics*. We have also shifted from teacher-created expeditions to expedition modules crafted by EL Education curriculum writers. We piloted this shift in a few expeditions in several grades during the 2016-2017 school year and are fully implementing the EL Education curriculum presently for the first time during the 2017-2018 school year. We have found that, while they enjoyed the creative freedom of coming up with their own standards-aligned expeditions, teachers were unable to sustain both curriculum writing and teaching. EL Education's middle school curriculum received the highest rankings from edreports.org in all three areas rated: text quality, building knowledge, and usability.

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

The city of Muncie, Indiana in 2017 is much different than the Muncie identified as "Middletown USA" in sociological studies in the 1920's. As with the rest of the upper

Midwest “rustbelt,” Muncie has suffered significantly from the loss of manufacturing. Once the home of several major factories, most associated with automobile manufacturing, Muncie has seen these major industrial entities shut down or move to other locations. The result has been a significant loss of jobs, lowering of income, and loss of population -- factors which represent important challenges for public life and public education in Muncie.

A brief review of census data reveals the following: (1) Median income in Muncie is \$31,044, compared to \$53,889 nationally. (2) The percentage of people under the age of 18 is 17.8%, compared to 24% nationally. (3) The percentage of people who lived in the same house in the previous year in Muncie is 65%, compared with 85% nationally. (4) Those age 25 and above holding a bachelor’s degree in Muncie is 22%, compared with 30.7% nationally.

Another significant feature of the community is that it is the site of a major state university. Ball State University, currently with an enrollment of approximately 22,000 students, is located directly Northwest of downtown Muncie, and represents a significant resource in terms of employment and impact on the community in a variety of ways. The presence of the university is particularly noteworthy with respect to Inspire Academy in that it provides major opportunities for field study and collaboration with both faculty and students from the university in the pursuit of learning expeditions by Academy students.

Although the community has experienced the pressures of post-industrial life in the Midwest as noted above, the community of Muncie possesses many positive social and cultural assets. Lying along the riverfront of the White River, which flows through the center of Muncie, is the Minnetrista Cultural Center – a place of meeting and gathering which also sponsors continuous exhibits of cultural significance. In addition, the Muncie Symphony is a first-rate orchestra – part of a lively arts community including an active Civic Theater and the Cornerstone Center for the Arts.

The citizens of Muncie are generally quite active and supportive of community-based efforts of all kinds. Many contribute significant amounts of time and energy to support local initiatives and causes. Many have been significant in working with the students at Inspire Academy as they have pursued learning expeditions through field studies at the university, the cultural center, and in neighborhoods.

The portion of Muncie primarily served by Inspire Academy is the south side neighborhoods. This section of the city is largely inhabited by lower-income families and includes a high percentage of public housing sites. The area contains a limited variety of businesses and few high quality day care options.

Inspire Academy intentionally set out to serve this part of the greater Muncie community. Children of such families, as described by Robert Putnam in his book, “Our Kids,” are not “less competent;” they are “less connected.” These features of the community present both opportunities and challenges for Inspire Academy, as it seeks to provide highly engaging learning for the children in these neighborhoods.

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.

Inspire Academy (IA) was founded in 2013 with a *mission* of empowering a diverse body of students with an internationally competitive education by fostering students’ natural inclination toward curiosity, discovery, and adventure. Our *method* for accomplishing this is an inquiry-based, inter-disciplinary approach, with emphasis on arts integration, collaborative learning, and character development, facilitated by the use of in-depth expeditions for mastering learning targets aligned with Indiana State Standards.

Our values and beliefs are based on the ten design principles of EL Education (formerly Expeditionary Learning) that reflect the educational philosophy of Kurt Hahn, founder of Outward Bound:

- the primacy of self-discovery
- the having of wonderful ideas
- the responsibility for learning
- empathy and caring
- success and failure
- collaboration and competition
- diversity and inclusion
- the natural world
- solitude and reflection
- service and compassion

In addition to the ten design principles of EL Education, Inspire Academy champions five habits of scholarship that we expect all staff to model to students and all students to develop and become masters of over time. These five habits are empathy, perseverance, integrity, curiosity, and quality.

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

Inspire Academy is Muncie's first public charter school that services children onsite five days a week. The school was created in response to the local community communicating need for another educational option in Muncie in which parents feel comfortable partnering with school staff and where student participation and inquiry is encouraged. Through community organizing and community development efforts in South Central Muncie and surrounding areas of the urban core of Muncie, founding members of the organizing group determined that inclusive, quality education was a need among community residents.

It was our intention to state clearly and continuously to the district and the public that we intend to target children who are falling through the cracks of the traditional system and who will be better served through an expeditionary, inquiry-based approach to learning. IA desires to be a valuable option to round out the portfolio of Muncie's schools. It was also the desire of the founders to clearly and continuously communicate that we are not intending to inflate the statistics of IA by recruiting students who are already high-achievers at other schools.

In short, we were founding a school that would serve Muncie proper first, then the rest of the county and surrounding areas. We were founding a school that would offer an alternative pedagogy to traditional public schools to connect more with students who were traditionally falling through the cracks by engaging interactive learning styles and deepening all kids' love for learning.

- 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.

The school is not proposing any substantial changes to the school's mission for the next charter term. However, we are proposing some revisions to the education program for the next charter term.

1. Teachers creating their own learning expeditions has contributed significantly to teacher burnout among quality teachers and varied quality for teachers less inclined to be strong curriculum writers. While some of the teacher-created expeditions inspired community involvement while

producing outcomes in achievement, others were of lesser quality. We are proposing that we now use the EL Education pre-created curriculum modules as our expeditions in all grades.

2. Due to consistently low scores in mathematics on standardized tests, we are changing our math curriculum. We are now be using *Bridges in Mathematics* for elementary school and will begin implementing *Eureka Math* for implementation in middle school in 2018.
3. Data shows that our kindergarteners are amongst the least prepared in Delaware County. As a result, we are proposing that our charter be expanded to PK-8th grade.

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.

NA

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.

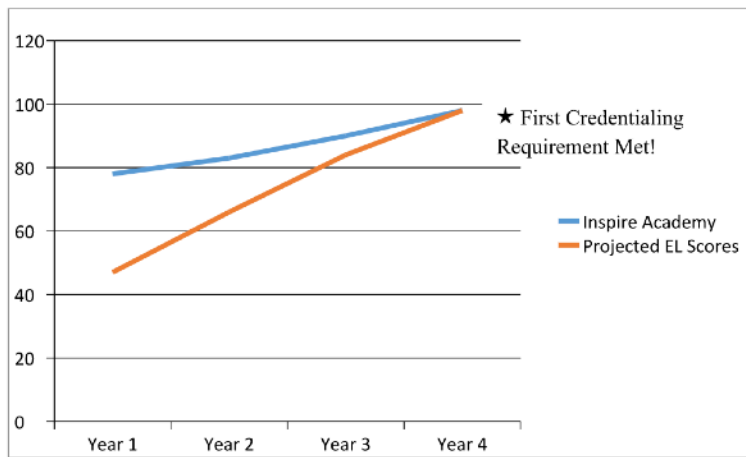
Notable Achievement #1: Inspire Academy has scored at or above expected levels every year on the EL Education Implementation Review. Below is an explanation of the implementation review, as described within the review letter:

The Implementation Review (IR) scores ... have meaning locally and nationally, since the scores are standardized across the network. The IR is designed to help:

1. Determine the level of implementation of EL Education practices in your school and all EL Education schools,
2. Track growth of your school's implementation practices levels over time,
3. Provide standardized scores that allow individual schools and researchers to analyze the relationships between level of implementation and other outcomes (e.g. growth in achievement, engagement, motivation, etc.), and
4. Inform the work plan and professional development activities for your school and EL Education schools nationally.

The IR score is meant to be an accurate measure of the actual extent of implementation of 26 key EL Education practices in your school, called the EL Education *Power Practices*. The Power Practices are essential components of the EL Education model that are hypothesized to have an impact on student achievement either directly or indirectly.

The IA scores shown below in comparison to projected school start-up scores demonstrate that IA has prioritized best practices within the EL Education school reform model. For a more detailed breakdown of IA scores over time, please click [here](#).



Notable Achievement #2: *School Leadership has been selected to present a master class on Culture & Character at the EL Education 2017 National Conference.* Developing structures and strategies that foster a culture of engagement, diversity, and inclusion that is the foundation for all student achievement, and IA has demonstrated work in this area that will be shared with other schools. Developing a school where a student states, “I came here because I was bullied at my old school, and I know everyone is accepted here!” is challenging, and IA has been strategic and intentional in building a school culture where *all* students, staff, and families are valued members of the community. For a list of structures and strategies in place to facilitate student achievement in Character and Engagement with links to artifacts, please click [here](#).

Improvement #1: In the past three years, IA has increased the *consistency of High Quality Student Work throughout the school.* While we have always emphasized this dimension of student achievement, we now use a list of the attributes of high quality work identified by EL Education as complexity, authenticity, and craftsmanship. The attached document used to assess whether student work is high quality can be accessed by clicking the following link: [Attributes of High Quality Work](#). For a list of high quality work from the 2016-2017 school year that meet the requirements for all three attributes of high quality work and links to samples, click [here](#).

Improvement #2: Inspire Academy has *strengthened and broadened community and family connections* over the past three years. Our student-led conferences and exhibition nights continue to have the high attendance rates they’ve had from the beginning. To strengthen this family involvement, we have added regular family events. We have switched the name of our Family Association to Family Crew and moved away from traditional monthly meetings, as family involvement can look very different for families facing poverty, many of whom may not be comfortable at a formal meeting or may not have dependable transportation and schedules to make meeting attendance a priority. Instead, we focus on all parents having an active role and acknowledging volunteerism of all types. We have also added a Family Resource Room that contains a uniform shop with new and used apparel, curriculum resources, computer stations, and volunteer workstations so that parents have adequate resources and have a space to call their own.

We’ve also expanded our fieldwork and partnerships with local experts to be more consistent and routine for all grade levels and have had the opportunity over the past few years to build local partnerships through local fieldwork, experts, and intersession partnerships. Parents often help facilitate these opportunities for students. A list of community partnerships we have developed or strengthened over the past few years can be viewed by clicking [here](#).

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

Inspire Academy has identified the following student impact goals to be achieved in the next three years for each of the dimensions of student achievement:

Mastery of Knowledge and Skills

- In pursuit of the ideal of outperforming the average, our goal is that 66% or more of students will have met their annual growth target on NWEA-MAP testing for two years in a row by spring of 2020.
- Inspire Academy is working to achieve a 10% increase each year for the next three years in the number of students who will increase growth to the 66th growth percentile or higher in ELA and Math on ISTEP+.
- Inspire Academy students demonstrate their mastery of knowledge and skills by communicating content clearly through portfolios and presentations. Students will present the contents of their portfolios to public audiences. During student-led conferences and passage presentations, students must communicate how their work demonstrates readiness for the next level and answer questions about their work. This is all part of the assessment process at Inspire Academy.

Character and Engagement

- 90% of graduating students will present evidence of their mastery of Habits of Scholarship through the following via an online portfolio:
 - Becoming effective learners
 - Becoming ethical people
 - Contributing to the developing of a better world

100% of students are already reporting on their achievement in their Habits of Scholarship, based on teacher-assigned grades in the habits and self-assessment. This year we are focusing on a school-wide system for having students collect artifacts to add their portfolios to accompany this dimension of student achievement.

High Quality Student Work

- 95% of Inspire students will have multiple artifacts of high quality student work included in their portfolios that demonstrate each of the three attributes of High Quality Student Work. In order for the work to be high quality, it must meet the standards for complexity, craftsmanship, and authenticity outlined in the [Attributes of High Quality Work](#) document.

Presently, all students have multiple artifacts of student work included in their portfolios, and at least 80% have artifacts of high quality work. During SY1718, we are focusing on a school-wide system for documenting what percentage of students in each class achieved high quality in all three attributes of high quality work. 100% of classes engaged in multiple projects that required high quality work of students during SY1617.

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

Inspire Academy students, faculty, and leadership have been recognized for the achievements listed below:

Leslie Draper, School Leader

- Completed Masters Degree in Educational Leadership
- Completed Indiana Principal Leadership Institute
- Selected to present a master class on Culture & Character and EL Education National Conference
- Presented at the BSU Best Practices Event two consecutive years

Kayla Cange, Director of Fine Arts and School Leadership Team Member

- Completed Orff Level 1 Certification

Bridget Duggleby, Third Grade Teacher and School Leadership Team Member

- Completed Masters Degree in Curriculum Development
- Presented at the BSU Best Practices Event two consecutive years
- Completed one year of Indiana Principal Leadership Institute as a Teacher Leader

Inspire Academy Choir

- Chosen to be a special guest performing in a Taylor University choir concert
- Performed in Joseph and the Amazing Technicolor Dreamcoat at Muncie Civic Theater

Inspire Academy Band

- Recognized as special guests at a Marion Philharmonic Orchestra concert

Martin Luther King Jr. Citizenship Awards

- Six IA students were award recipients over in 2017.
- Four IA students were award recipients in 2016.
- Five IA students were award recipients in 2014.

Washington D.C. Student Leadership Recognition

- Two students selected to participate in special summer program. One went and was publicly recognized.

Cornerstone Center for the Arts Exhibit

- Our first graduating class held a professional art exhibit during their 6th grade year, emphasizing empathy to overcome the concept of otherness.

National Bat Conservation Event

- When they were in 4th grade, our current 7th graders performed a song about bat conservation and awareness that they had written and filmed the previous year.

Gun Violence Awareness Day

- Our first graduating class and current 8th graders coordinated a city-wide Wear Orange campaign to raise awareness about gun violence and its impact on our community. Students shared their stories of being directly impacted by gun violence.

Additional Information (6000 character limit)

Inspire Academy is well known amongst parents and community members for our emphasis on character development, meeting the individualized needs of students, and civic engagement through authentic student products that impact our community. Our impact on families is evident in the parent quotes below pulled from parent feedback surveys:

“This school takes time to understand my child’s needs.”

“The emphasis on skills such as empathy, quality, and responsibility is what I like best about Inspire Academy.”

“Inspire Academy instills values along with an education.”

“I love that the curriculum includes building character as well as knowledge.”

“Inspire gives the children an opportunity to come up with their own answers and conclusions to questions. They give them a chance to think it through instead of giving everyone the same answer.”

“My children get the opportunity to learn the way they learn best – it isn’t all about papers while sitting in a desk. They get an opportunity to see, first hand, what they are learning.”

A community member said just a few weeks ago, "The work you are doing at Inspire is incredible. Students who currently go there or used to go there are different. They are vibrant. They talk about school in ways you don't hear other kids from other schools talk about school. They like it. They never talk bad about it. They are invested in their homework. You don't see that in other kids. That means a lot coming from the kids."

Inspire Academy students see an immediate purpose in their learning, and this is one of the key intentions of the original charter organizers who chose the EL Education model for Inspire Academy. Students are creating work that makes an impact in their community here and now, and because of that, even students with limited home support are invested in the learning process and achieve professional quality work to share with eager audiences.

III. Self-Assessment

Completed in AdvancEd ASSIST

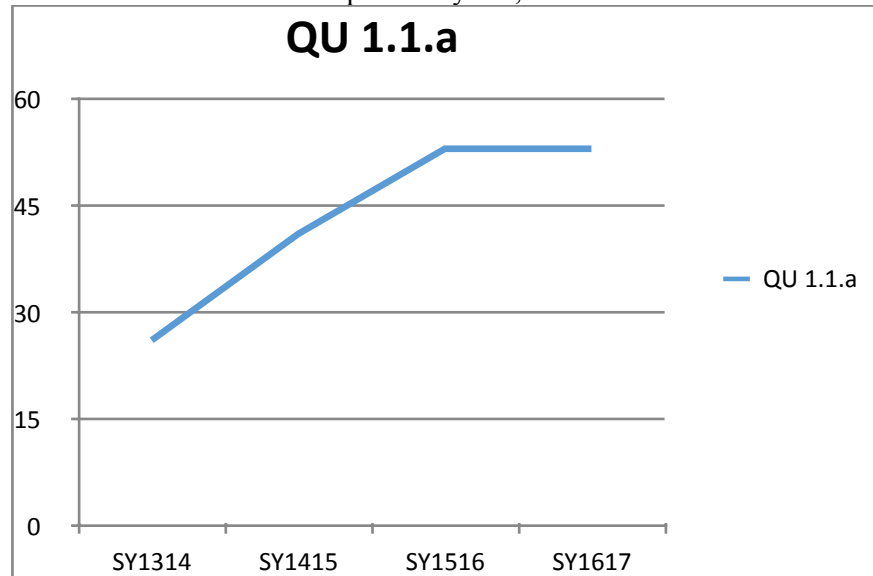
IV. Student Performance Diagnostic

- a. Student Performance Data Document - [Click here to access!](#)
- b. Areas of Notable Achievement
 - Which area(s) are above the expected levels of performance?
 - Based on the ongoing changes in the state test and the formula for calculating school accountability data, IA set an internal goal of raising the number of students in the 66th growth percentile or higher by 10%. In spring 2017, the number of students in the 66th growth percentile or higher grew by 15.1%. We believe the primary cause of this growth was our piloting of the EL Education curriculum modules for several of our expeditions during SY1617.
 - IA consistently draws from students who are falling through the cracks of traditional public education. This means many students are multiple grade levels behind when coming to the school (note the 7% passing in Math in 13-14 and the 39.5% passing in Math in 15-16, a growth rate **almost six-fold**). Growth is beyond expected levels.
 - Additionally, the ISTEP debacle at the state level has been well-documented, with the target changing every year of IA's existence, resulting in uneven scores. Note that many passing rates have **grown two to three times** since students have left other schools and come to IA. Again, this growth is beyond expected levels.
 - Describe the area(s) that show a positive trend in performance

Having reviewed the Academic Performance Framework, the following trends are evident for Inspire Academy:

- All quality indicators of growth metrics demonstrate positive academic growth.
- Overall ELA MGP consistently moved higher – Red to Yellow to Green
- Overall Math MGP consistently moved higher – Red to Yellow
- Lowest performing ELA students consistently moved higher – Red to Yellow
- Lowest performing Math students consistently moved higher – Red to Green

- Top performing ELA students consistently moved higher – Red to Yellow to Green
- Top performing Math students consistently moved higher – Red to Yellow
- Quality Indicator 1.1: Progress Over Time (Growth) shows a consistent positive trend over the course of our current charter. While all the sub indicators in this category show a positive trend, growth over time in ELA is arguably the most important indicator of the school’s success. Consistent growth in ELA is the foundation for proficiency in the future for both ELA and Math because it is very difficult for students to conquer complex math problems if their reading and writing skills are not strong. The median SGP rose 27 ppts over the first three years of our charter and has maintained at 53 for the past two years, as illustrated in the chart below.



This demonstrates that **students are coming in with very low achievement and are consistently making steady gains**. This is to be expected when IA is targeting students who are falling through the cracks of the traditional public education system. IA is one of the **highest poverty schools in the county**, with 81% of students qualifying for free or reduced lunch. Almost a quarter of the students at IA are **special needs**, many with IEPs.

This means that, **in the sole factor that IA can control (growth), IA is making demonstrable gains in student achievement.**

- Which area(s) indicate the overall highest performance?
 - QI 1.2: Between 80% and 90% of students have passed IREAD SY1314, SY1415, and SY1516. The spring scores of SY1617 were the exception to our high performance in this realm and were quickly corrected with intervention for an 81.8% passing rate with the summer retake.
- Which subgroup(s) show a trend toward increasing performance?
 - Due to the small size of our school, subgroup data represents too small of a sample size to provide reliable statistics. However, our lowest quartile of students demonstrate a rising median SGP in both ELA and Math. Additionally, our median SGP is rising amongst black students and white students in mathematics. Our male students also demonstrate an increasing median SGP in mathematics.
- Between which subgroups is the achievement gap closing?

- Due to the small size of our school, subgroup data represents too small of a sample size to provide reliable statistics. However, our lowest quartile of students demonstrate a rising median SGP in both ELA and Math. Additionally, our median SGP is rising amongst black students in mathematics.
 - Which of the above reported findings are consistent with findings from other data sources?
 - Based on review of high quality student work, we find that the mean growth is rising consistently. The percentage of students creating written work that demonstrates high order thinking has increased across the school to above 80%. While this work is scaffolded and supported, unlike the work on standardized tests, students are creating work that cites evidence regularly and demonstrates a higher command of writing conventions. These skills are now consistently visible throughout 80% or more of portfolios and final products, demonstrating an increasing ability to complete high quality work independently. The findings above demonstrate that students' ability to create quality writing independently, as required in standardized tests, is on the rise.
- c. Areas in Need of Improvement
- Which area(s) are below the expected levels of performance?
 - The percentage of students who met proficiency on ISTEP is below expected levels of performance. While our scores are comparable to the scores of surrounding schools, serving similar students, and sometimes even above these schools in various subcategories, we desire for a higher percentage of our students to pass ISTEP+. We believe that the shifts in curriculum will positively impact these trends over the next five years.
 - Describe the area(s) that show a negative trend in performance.
 - The percentage of students passing ELA on ISTEP is a negative trend. While the SY1314 score is from the previous, less rigorous ISTEP, we still see a negative trend in proficiency. Due to the fact that our median SGP in this area is consistently on the rise, it appears that this negative trend in proficiency is a result of student transiency. Since 81% of IA students come from families in poverty, transience is common. In factors that IA can control (overall student growth), IA is making positive gains. When it comes to factors that IA does not control (low performance of incoming students, high poverty), adequate proficiency has not been demonstrated.
 - The other areas in which we see negative trends on the Academic Performance Framework are in chronic absenteeism and chronic disciplinary problems, factors that are common in our target demographic. However, this data is somewhat unreliable. In order to hold all students to a high standard of attendance, we mark students as half day absent if they arrive after 8:30 a.m. or leave before 2:30 p.m. While this hurts our attendance data on paper, it increases our student attendance rate such that intervention is initiated sooner and our students' attendance rates are actually higher than schools that report absences more loosely. Additionally, even with our stringent reporting standards, IA logged exemplary attendance one year and is within 1% of green on attendance each additional time. In relation to our disciplinary data, it is based on suspensions only, and the SY1314 suspension data is inaccurate due to a service provider being sloppy with reporting, a provider who no longer has a contract with IA due to numerous reporting inconsistencies and errors. IA continues to consistently address all negative trends to ensure positive growth into the future.

- Which area(s) indicate the overall lowest performance?
 - Student achievement in mathematics is the overall lowest performance. This is a direct result of our previous mathematics curriculum not being well-aligned to the state test and not being user-friendly. As a result, we have changed math curriculum. Before making the switch, we were informed that the version of the math curriculum we were using was outdated. As a result, we tried the newest version last year, with training and with a push from leadership to ensure implementation with fidelity. However, we found this did not address the problem according to our high standards, so we have switched to a better aligned, better rated curriculum for SY1718. We expect this shift in curriculum will have a positive impact over the next five years.
- Which subgroup(s) show a trend toward decreasing performance?
 - Due to the small size of our school, subgroup data represents too small of a sample size to provide reliable statistics. That being said, our black students and white students show a trend of decreasing proficiency in ELA and our black students show a trend of decreasing proficiency in mathematics. However, both subgroups of students show increasing median student growth percentile, so this decreased proficiency is due to measuring different students because of transiency, which is common among families from lower socioeconomic brackets, and is not an actual measure of the same students dropping in proficiency.
- Between which subgroups is the achievement gap becoming greater?
 - Due to the small size of our school, subgroup data represents too small of a sample size to provide reliable statistics. That being said, the median SGP in mathematics has grown faster in mathematics for white students than for black students, causing the achievement gap to become greater in this area, an area that we monitor closely and to which we must continue to devote attention, ensuring that all students are increasing their growth rate steadily. Again, we have already changed our mathematics curriculum to address any deficiencies and to better align with state standards.
- Which of the above reported findings are consistent with findings from other data sources?
 - Due to the small size of our school, subgroup data represents too small of a sample size to provide reliable statistics. However, NWEA data does confirm an achievement gap between black and white students. Narrowing this achievement gap continues to be at the forefront of leadership and faculty improvement initiatives. Research indicates that, as we continue to grow in inquiry-based, participatory pedagogy, we will see strides in this area. Curriculum decisions and professional development are both oriented toward ensuring the highest student achievement for every demographic.
 - It is evident in the **consistently rising State grade** that the State recognizes that IA is making gains with its students. **IA has never been a failing school, even with enrolling previously low-performing students with many barriers to achievement.**

V. Stakeholder Assessment (recommended)

- a. Areas of Notable Achievement
 - Which area(s) indicate the overall highest level of satisfaction or approval?
 - Our highest level of approval came from our primary students feeling that their teachers tell them when they do a good job (4.65). We also received a 4.5 or higher in the following two areas: primary students feeling that they

- know what to do every day in school (4.53) and staff feeling like all staff members use data to address the unique learning needs of all students (4.5).
 - We were rated above a 4 by parents, staff, and students in many areas, and are proud of the high satisfaction level felt by so many of our stakeholders.
- Which area(s) show a trend toward increasing stakeholder satisfaction or approval?
 - We are fortunate to have a current staff that knows and embodies our purpose statement as the cornerstone of all the work that we do; we even begin each meeting in choral recitation of our mission to be certain that it is internalized and used as a guide for decisions made for the good of our students and community.
 - We are pleased to note growth in the areas of Teaching and Assessing for Learning. Our improvements in these areas are largely attributed to faculty turnover in 2016, which resulted in a revitalized core group of positive and engaged teachers. While teacher turnover can slow progress, time is needed during the early years of an organization to get the right people on and off the bus and in the right seats on the bus, to use a familiar analogy. Solidifying a staff and faculty committed to the EL Education model and committed to serving *all* students with equity took time. Creating structures of sustainability for educators implementing locally-based expeditions also took time. Our current faculty approaches students from the perspective of respecting each student's unique needs and strengths. We collaborate frequently to create action plans to identify specific needs of students, and we brainstorm strategies that lead to success. Part of this process is our developing comfort in the use of multi-dimensional data and our intentional efforts to engage families through classroom newsletters, Twitter feeds, Facebook posts, and just being available to talk with parents at drop off and pick up.
 - With our transition to a new building, we now have the gym and facilities to support a flourishing sports program. Our Director of Athletics has grown the program to include competitive elementary and middle school basketball, competitive elementary and middle school volleyball, competitive elementary and middle school soccer, and a track club. We also offer general support services – such as homework and learning clubs – in addition to more specialized programs such as career planning, multi-age group therapy, and speech services.
 - We believe that our transition to a new building has helped to build confidence in the governing body. Additionally, we have done a much better job in talking about student learning as a shared responsibility through classroom newsletters and engaging with parents at pick up and drop off; this has helped parents to feel more comfortable asking questions about student progress and how they can support, at home, the work we are doing at school.
 - We have taken great strides toward developing a community of mutual trust and respect between parents and teachers. Our current staff works diligently to establish positive relationships with parents, and parents know that we have an open door policy when it comes to questions, concerns, and needs. Partnerships we have forged with parents, in support of their students, are further enhanced by Crew – our system to ensure each student has an adult advocate.
 - This year we have worked to establish and follow consistent norms in regard to disciplinary actions and grading rubrics. Student understanding and appreciation of these norms is increasing. Additionally, we have been pleased by the pride that students are taking in keeping the new building

- and school grounds clean; their respect for their school is shown daily through understanding of hallway and lunchroom norms and is reflected in the growth in this indicator.
- Our new building has given us the space to provide additional learning areas (such as classroom libraries) and furthered our ability to invite families to school activities. In addition to classroom newsletters posted outside doors, teachers use other forms of social media to connect with and invite families to the school. In the classroom, protocols are in place to help students understand expectations for work and behavior. Posted “I can ...” statements and specific point systems help students to take ownership of their learning.
- Which of the above reported findings are consistent with findings from other stakeholder feedback sources?
 - While our various stakeholder feedback sources focus on different questions to develop a well-rounded portfolio of feedback from parents and students, our other reported findings have similar high rates of parent satisfaction.
- b. Areas in Need of Improvement**
- Which area(s) indicate the overall lowest level of satisfaction or approval?
 - Our lowest score on the stakeholder survey was a 3.45, which indicates that stakeholder satisfaction is fairly high overall. Our middle school students feeling that their opinions are considered when planning ways to improve the school is the lowest overall level of satisfaction. Moving forward, we plan to explore ways to better engage student voices and, especially, to help them learn to advocate for themselves and their needs.
 - Which area(s) show a trend toward decreasing stakeholder satisfaction or approval?
 - Even before the survey, we recognized *Teaching and Assessing for Learning* as areas for growth. Our improvement efforts include teaming for professional development work (i.e. transition groups, such as upper elementary and middle school, collaborating to better prepare students for middle school success) and cross-grade-level fieldwork experiences. In the upcoming year, we would like to formalize a structure of peer coaching and observing colleagues in instruction.
 - Initially we were surprised to see a decrease in *Using Results for Continuous Improvement* because, school wide, we have been more intentional in our collection and use of data. We believe, though, that the decrease is a result of our increased knowledge about data; simply, we are more aware of what it means to understand data, so we are more aware of what we *could* do with it. For this reason, we see this as a powerful opportunity for growth and look forward to fine tuning systems already in place (i.e. data walls, Novare, NWEA, F & P) and adding new sources of data acquisition (i.e. behavior data).
 - While the school, as a whole, benefitted from recent teacher turn over, we believe that the students might have perceived this shift with apprehension, leading them to think that teachers do not collaborate on their behalf. Moving forward, we plan to explore ways to better engage student voices and, especially, to help them learn to advocate for themselves and their needs.
 - We have increased student expectations and have higher standards for the work they complete; we are helping them to grow by asking them to achieve more than they think possible of themselves. As we continue to push students out of their comfort zones, we will continue to work with them to develop habits, such as perseverance and integrity, so that problem

- solving becomes second nature and they recognize that they are responsible for their own learning, with the teacher as a guide.
 - At the point of the survey, our youngest students have iPad access only two times a week. We have already increased this by using our school improvement grant to purchase additional devices.
- What are the implications for these stakeholder perceptions?
 - In the upcoming year, we would like to formalize a structure of peer coaching and observing colleagues in instruction.
 - We look forward to fine tuning systems already in place (i.e. data walls, Novare, NWEA, F & P) and adding new sources of data acquisition (i.e. behavior data).
 - Moving forward, we plan to explore ways to better engage student voices and, especially, to help them learn to advocate for themselves and their needs.
 - As we continue to force students out of their comfort zones, we will continue to work with them to develop habits such as perseverance and ingenuity so that problem solving becomes second nature and they recognize that the role of the teacher is a guide, but that they are responsible for their own learning.
- Which of the above reported findings are consistent with findings from other stakeholder feedback sources?
 - The most consistent finding is that teacher turnover negatively impacts stakeholders' confidence in the school, even when the turnover is necessary and impacts positive change.

VI. Organizational Performance

- 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.

During the past charter term, Inspire Academy's governance and organizational performance structure has been intentionally organized to promote both maximum effectiveness and maximum efficiency in the operation of the school. The school leadership implements the ongoing programs and insures compliance with required regulations, while the Board of Directors provides regular oversight to insure that these operations are being properly carried out with regard to finances, governance, and performance achievement.

Board members do not become involved in the daily operation of the school. Rather, the board works diligently to insure that the school leadership has sufficient liberty, and sufficient resources, to accomplish the mission of the school, to which both the Board and the school leadership are committed. No changes are anticipated in this organizational and performance structure of the school.

During the past charter term, the Board has experienced some natural membership turnover. The board is currently recruiting members and expects to increase board membership by three to four members in the near future.

In March of 2017, the Board approved the establishment of three Board committees: a finance committee, a promotion and development committee, and a performance and achievement committee, with specific charges given to each committee. Each committee is scheduled to report to the board on a quarterly basis. The employment of this committee structure will provide increased attention to essential elements of the school's operation by the Board in the years to come.

These characteristics of Inspire Academy's governance and organizational performance structure have insured that the school has implemented in all material respects the essential terms of the charter contract and achieved compliance and met the standards specified in the Ball State University Organizational Performance document.

At the current time, no amendment to the school's charter or by-laws is anticipated.

- 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.

Not applicable.

- 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?

In 2016, the school acquired its current facility. This acquisition greatly enhanced the school's capacity to serve its current student population (199) and anticipated student population (225) by providing expanded classroom space, gym facilities, outdoor space, and other features. As with any facility, there are maintenance issues and needs, and desired improvements to the facility are anticipated. The board regularly discusses these issues as they impact school performance. In short, the facility is adequate and working well at this point. We anticipate making steady progress in facility improvement as needs are identified and resources allow.

- 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.

AdvancEd Review

Teaching and Learning Impact

Improvement Priority #1 - Implement a protocol for the systematic analysis of student performance data to identify student, curricular, and instructional needs, as well as provide the training necessary to use the data to inform instruction.

- IA implemented data inquiry cycles more consistently during SY1617 during which teachers analyzed data using protocols to identify areas of student strength and gaps that required additional instructional support. For SY1718, IA has lengthened data sessions to two hours to create time for more training on reports, in-depth analysis of data when updating the data wall, and time for goal-setting. These sessions are followed up with individualized teacher check-ins to finish any processes and ensure that the data analysis impacts instruction.

Improvement Priority #2 - Design and implement a clear instructional framework that reflects best practices to ensure the curriculum, in all content areas and across all grade levels, is delivered in a manner that guarantees all students receive a rigorous education and prepares them for success at the next level.

- IA has shifted from teacher created expeditions that varied in rigor to EL Education curriculum modules that provide the framework for teachers to implement best practices in the classroom. By piloting this structure loosely in the fall and more rigorously in the spring of SY1617, we saw a 15.1% increase in students achieving in the 66th growth percentile or higher.
- IA provided training on an updated version of the *Investigations in Number, Data, and Space* mathematics curriculum and increased accountability for implementing the curriculum with fidelity in an attempt to increase math scores. However, even with the

training, updated version, and increased fidelity, our growth scores did not improve, which confirmed our analysis that the curriculum was not meeting the needs of our elementary students. As a result, we have changed to *Bridges in Mathematics* for SY1718 and are already seeing improved math instruction throughout the building and improved math scores on fall NWEA testing. While reviewing elementary mathematics curriculum, we also found weaknesses in our middle school math curriculum and will begin fully implementing *Eureka Math* by fall of 2018.

- IA has created a Clear Expectations for Instruction document with three columns: things you should see and hear every day in every IA classroom, things you should see and hear sometimes but not daily, things you should never see or hear from an adult at IA.

Improvement Priority #3 - Implement a systematic mentoring, coaching, and induction program for all personnel that includes valid and reliable measures of performance.

- Teacher turnover during the summer and fall of 2015 (the time of the AdvancEd review during which this was noted), was too high to sustain a mentoring program for all teachers new to IA, especially those who had experience prior to serving at IA.
- IA has created a clearly documented induction agenda, so that induction is systematic and all new teachers are introduced to the same materials. IA also began hiring potential teaching candidates as teacher associates to allow them time to learn the basic practices within the building.
- IA has added a Teaching Fellowship program to groom upcoming teachers who are either working on a degree in education or have recently graduated from a teacher preparation program. Teaching Fellows work in the classroom of a teacher leader and are able to watch EL Education Core Practices in action and begin to lead the class under the supervision of a teacher leader or while the teacher leader engages in leadership responsibilities such as peer coaching or testing administration.

Leadership Capacity

Improvement Priority #1 - Provide teachers with opportunities to review classroom best practices instruction such as opportunities for student collaboration and cooperative learning.

- IA has created a Learning Walk Feedback Form to help guide teachers in getting into each other's classroom and identify best practices happening in the classroom, as well as practices the observing teacher wants to take back to his or her class. Teachers are required to be in two other classrooms each month.

Dr. Carpenter, Governance Review

The IA Board of Directors contracted Dr. Brian Carpenter's services for a review of Board policies and procedures and a day of training for Board members on best practices in governance. During the training, Dr. Carpenter complimented the Board on by-laws that reflected changes recommended during a training during the organizing phase. He was also complimentary of general quality of Board practices and complimented our original Board president on a job well done in leading the founding Board members to "hit the restart button" and commented that the decision facilitated us to being in a place of well functioning operations. His review of Board operations by Dr. Brian Carpenter prior to and during a Board retreat in 2015 recommended improvements in the recording of minutes and the use of a strategic oversight calendar for tracking board deadlines. An improved pattern and structure for keeping all Board minutes has resulted, along with the initial establishment of a strategic oversight calendar. Improvement is still being made in the use of the calendar.

Dr. Carpenter also noted that the Board should parse control policies for robustness and add a whistleblower policy. Both of these recommendations were heeded, and Board made more robust control policies and ensured that the Employee Handbook included a whistleblower policy.

Dr. Carpenter also emphasized that all items on a board agenda should directly related to governance, finances, or performance achievement. While no variations from this practice

were noted, the Board has begun the practice of labeling each Board agenda item with one of these titles to ensure that all agenda items are pertaining to these key categories and to ensure that a balanced review of all three categories is covered by agendas. Dr. Carpenter's general feedback was that our board was functioning efficiently with timely meetings that primarily stayed focused on issues of governance rather than getting involved in management, and Inspire was pleased to hear that some difficult decisions early in the organizing process set the school up for long term success.

Title 1 Reviews

During the first year of operations, Inspire Academy was a Targeted Assistance Program with Title 1. Along with the many positive findings, Inspire Academy submitted the following assurances to correct three minor findings, based on Targeted Assistance Program requirements with the following actions:

Inspire Academy will use at least two academic assessments for both Reading and Math at the beginning of the 2014-2015 school year for Title 1 student selection.

Inspire Academy will ensure that a score is entered for all students in the Total Rank column of the student selection worksheets.

Inspire Academy will ensure that the Parents' Right-to-Know letter will be sent out to all parents at the beginning of the 2014-2015 school year.

However, during the summer of 2014, Inspire Academy was approved to transition to a Schoolwide Title 1 Program, which changed the regulations from the previous year. In addition to the many positive findings from the SY1415 Title 1 On-Site Monitoring of our new Schoolwide Title 1 Program, there were several details that needed additional attention:

Finding: Inspire Academy, A School of Inquiry, was not able to provide evidence that all Title I teachers are highly qualified at the time of hire. While certification could be verified using the Indiana Department of Education (IDOE) online license search site, LVIS, the HQ verification form was not found in each employee's file.

Response: HQ verification form was completed and added to every personnel file.

Finding: Inspire Academy, A School of Inquiry, could not provide evidence that the school parental involvement policy, including the compact, was developed with meaningful consultation with parents, and updated annually. However, the school was able to produce a copy of the procedure in place to obtain parent input to create the Parent Commitment form.

Response: IA held a parent input meeting in SY1415 and began holding annual Title 1 meetings early in each school year beginning SY1516 to gain input from parents on the parent compact. IA began collecting signatures on sign-in sheets at parent meetings to increase evidence of involvement.

Finding: Inspire Academy, A School of Inquiry, could not provide evidence that school parental involvement policies, including the compact, were distributed to all parents of Title I, A served children. At the time of the visit, the school used PowerSchool to track when families return the Parent Commitment form. The IDOE will work with Inspire Academy, A School of Inquiry, to ensure parent policies and compacts are created that meet all the federal requirements.

Response: IA changed the language on the Parent Commitment Form to be compatible with Title 1 guidelines and created a "Parent Compact" to be distributed annually.

Finding: Inspire Academy, A School of Inquiry, implements an expeditionary learning curriculum. As such, the school provides a great deal of technical assistance and support to staff implementing an Expeditionary Learning curriculum in the areas of needs assessment,

comprehensive planning, implementation and evaluation. However, none of the documentation reviewed was specific to school-wide planning. Technical assistance was provided regarding how to build on processes already in place at the school to meet federal school-wide planning requirements.

Response: IA has worked over the years to increase support to staff in the areas of developing school-wide programs in the areas of needs assessment, comprehensive planning, implementation, and evaluation.

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

IA does not provide transportation to and from school due to the fact that local tax dollars are not provided to the school to cover these costs. We value students learning outside the classroom through fieldwork, and we provide transportation to fieldwork via parent volunteers and staff drivers. Similarly, we will use carpooling efforts to help with transportation to sporting events that are not held at the school. All drivers are required to provide proof of license, insurance, and a driving record from the BMV. All drivers are also required to go through criminal background screenings.

VII. Financial Performance

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.

Inspire Academy assures the Ball State Office of Charter Schools that it is current in meeting its financial obligations and liabilities. The school's annual financial audit for fiscal 2016-2017 has been concluded with no findings or deficiencies, and the school's auditors (Donovan CPAs) specifically requested the information for "loans, leases, and other financial agreements" and the "reconciliation of payroll expenses" for their examination. Signed document available in CSAPPHIRE.

Three-year Financial Projections: (Available in CSAPPHIRE)

1. Current Board approved budget with minutes. (Available in CSAPPHIRE)
 2. Prior year's Board approved budget with minutes. (Available in CSAPPHIRE)
 3. Current facility/school lease term and conditions. (Available in CSAPPHIRE)
 4. Applicable insurance policies, such as employee health insurance, facility insurance, liability, and their respective renewal dates. (Available in CSAPPHIRE)
 5. Current accrual-based audits. (Available in CSAPPHIRE)
 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. (Available in CSAPPHIRE)
 7. Charter agreement (Available in CSAPPHIRE)
 8. Documentation of other contracted services, including cost and scope of services (*e.g.* food service, marketing, legal, accounting). (Available upon request)
 9. Form 9 (Available upon request)
- 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).

The board's commitment to assuring adequate resources and support to maximize student achievement begins with the board's composition and competency. Historically, over 50% of the board's members have had deep experience in various aspects of education. Historically, over 30% of the board's members have had strong financial backgrounds. This combination of academic and financial expertise has allowed the entire board to provide effective oversight of the school's academic and financial performance.

The board has both a finance committee and an academic performance and achievement committee. These committees have the time and expertise to closely monitor academic and financial performance reports, to ask detailed questions about components of all academic and financial information, to discuss trends and challenges, and to knowledgeably provide academic and financial information, observations, and committee recommendations to the full board.

The focal point of every board meeting is the School Leader's detailed report to the board on the school's overall academic program and student performance. This report includes information about testing and testing results, student programs upcoming and concluded, updates on support and feedback provided by EL Education, and the School Leader's plans, recommendations, and observations regarding challenges and opportunities. Out of this reporting has come board backed initiatives to pay Inspire teachers at least as much as teachers are paid at Muncie Community Schools to help retain our strong instructional staff and thereby improve student instruction; to provide students with Chromebooks and iPads on a 1:1 basis; and to begin a preschool in 2016-2017 to better prepare early learners with the skills they will need as they enter kindergarten. Since the financial commitment to these initiatives to improve student achievement are significant, the board's strong support has been essential.

One financially important initiative in 2016-2017 which has been strongly championed by the board is the commitment to employ a marketing professional to evaluate the school's marketing challenges and opportunities and to help develop plans to promote the school to the surrounding community. The results of the marketing surveys and research were shared and discussed for over an hour at a board meeting. The result of the overall marketing initiatives in the spring and summer of 2017 was an increase in fall 2017-2018 enrollment of 23 students, a 14% increase. The impact of this increased enrollment will mean that the school can leverage its relatively fixed building and other operating costs and provide substantially more dollars for student instruction—an estimated \$260,000 more, 28% more, over \$700 per student more.

The board's overall financial oversight begins with the review, discussion and approval of the projected and final budgets in June and October. Budgets are carefully reviewed and discussed by the finance committee before they are presented to the board. Monthly and year-to-date financial statements containing variances to budget are provided and reviewed at every board meeting. At every board meeting the school's Director of Finance provides a report of all school expenditures during the previous month which is reviewed, discussed and voted on by the board. At every board meeting the Director of Finance provides a financial projection for the upcoming months, including risks and opportunities. One of the most significant results from these discussions has been the school's move to reduce facilities expense, so that more financial resources can be directed to improving student achievement. In 2016, the school purchased a facility and moved from its leased facility. This initiative which was discussed by the board over a period of years, which was carefully evaluated by the board, and has been strongly championed by the board has resulted in a decrease in per student facilities costs from \$1,801 in 2013-2014 to \$1,156 in 2016-2017—and is projected to decline further to \$980 in 2017-2018. That will be a 46% decrease in per student facility costs, and will allow for more resources for improving student achievement. This reduction is particularly dramatic since the school is occupying more than twice as much square footage and since the 2013-2014 lease cost would have increased by at least 10% to accommodate the school's growth.

On a consistent basis, board members have personally contributed financially to the school. The board has also taken the lead in soliciting financial contributions and other support from members of the community.

The board has overseen, contributed to, and championed the financial and academic progress of Inspire Academy as the school has seen dramatic results in its efforts to move more money into the classroom to improve student achievement.

- 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.

Below is a listing of the school's independent audits and onsite financial reviews with any findings or deficiencies noted:

2016-2017 Financial and State Board of Accounts Audits by Donovan CPAs: No findings or deficiencies.

2016-2017 Comprehensive Resource Management Review by Tina Herzog, Indiana Department of Education, School and Community Nutrition: No findings or deficiencies.

2016-2017 Nutrition Procurement Review: The school's procurement plan did not meet all the requirements of the new Procurement Evaluation Checklist. IA created an updated procurement plan that is approved and on file with the state. The IA Director of Finance will attend and participate in a training regarding procurement plan development to ensure that the school has all necessary information on updated procurement guidelines.

2015-2016 Financial and State Board of Accounts Audits by Donovan CPAs: No findings or deficiencies.

2014-2015 Financial and State Board of Accounts Audits by Donovan CPAs: No findings or deficiencies.

2013-2014 Financial and State Board of Accounts Audits by Donovan CPAs: in the annual State Board of Accounts audit report of fiscal 2013-2014 (the school's first year of operation), the following findings were reported. The school's responses and corrective actions are included for each finding.

REQUIRED REPORTS

Audit Result and Comment: The financial report to the Indiana Department of Education (Form 9) submitted by the School did not properly reflect the cash activity for the period from July 1, 2013 to June 30, 2014. Receipts and expenditures reported in the various fund accounts did not accurately reflect the activity in those funds. In addition, the total cash balance per the Form 9 did not agree to the cash balance recorded in the accounting records as of June 30, 2014 by the amount of \$1,193.

Response: Financial reports to the Indiana Department of Education submitted by the School for the period from July 1, 2013 to June 30, 2014 were prepared by the School's external accounting service provider. The School expected this external accounting service provider to provide accurate financial reporting to the Indiana Department of Education. Primarily due to the School's belief that this service provider was not completely and accurately accounting and reporting grant fund expenditures, the School terminated the services of this external accounting service provider shortly after fiscal 2013-2014 and, effective July 1, 2014, began using its own accounting system. This change has allowed much greater control and oversight of all financial reporting by the School Leader and Board. In addition, the School employs a new external accounting service provider to provide support and additional oversight for the School's financial reporting.

All necessary corrections and adjustments to correct any inaccuracies in fund activity have been made. Currently, receipts and expenditures reported in all fund accounts accurately reflect the activity in those funds, and the cash balances reported on the School's Form 9 agree with the cash balances recorded in the accounting records.

CASH RECEIPTS AND DEPOSITS

Audit Result and Comment: The School receives cash for various purposes, including meals, contributions, and student fees. Procedures were in place to process cash collections; however, we noted certain issues with regard to the cash receipts process, specifically:

- a. The School did not use pre-numbered cash receipts forms after February 1, 2014.
- b. In 11 instances out of the 37 transactions tested, deposit slips and/or bank receipts could not be located.
- c. In 6 instances out of the 37 transactions tested, the receipts did not indicate the form of payment (cash, check, or other).

Response: Procedures for handling cash collections after February 1, 2014, were based on guidelines from the School's external accounting services provider. The School relied on these guidelines and relied on this service provider to assure the maintenance of all required cash receipt and deposit documentation. The School has terminated the services of this external accounting service provider. Since July, 2014, the School has used sequentially-numbered receipt forms for all cash receipts and has retained copies of all payer receipts, deposit slips, deposited items, and bank receipts. Since July, 2014, all receipts indicate the form of payment (cash, check, or other).

VENDOR DISBURSEMENTS

Audit Result and Comment: In our sample of 46 cash disbursement transactions, we noted the following concerns:

- a. The standard account payable voucher (Form 523) was not used to document the payments.
- b. There was no evidence of approval by the person processing the vendor invoice or the person certifying the invoice for payment.
- c. There was no evidence of the account number to which the expenditure was to be recorded.
- d. In 4 instances, sales tax was paid on the purchase.

Response: Procedures for authorizing and handling disbursements were set up by the School's external accounting services provider and included dual electronic approvals of all disbursements. The service provider dismissed the use of a standard accounts payable form as unnecessary, and the service provider provided no guidance or oversight relative to the payment of sales tax. The School relied on the external accounting service provider to provide proper guidance regarding the handling and approval of cash disbursements. The School has terminated the services of this external accounting provider. Since July, 2014, a standard accounts payable voucher (Form 523) has been used to document all cash disbursements, every voucher is approved and signed by both the School Treasurer and the Director of Finance, every voucher indicates the account number to which the expenditure was recorded, and sales tax has not been paid. The School has been successful in getting refunds for the largest amounts of sales tax paid in fiscal 2013-2014.

CAPITAL ASSETS

Audit Result and Comment: The School maintains a property record for accounting purposes; however, it has not performed an inventory of such assets as verification of the accounting records.

Response: The School will begin performing an annual inventory of all capital assets owned and properly record such inventory.

CREDIT CARDS

Audit Result and Comment: The School has authorized the use of credit cards by two individuals. We examined five monthly credit card payments and noted two instances where the School was assessed interest charges or late fees totaling \$95.

Response: The assessment of interest charges and late fees was a direct result of delays in the execution of the School's orders for payment by the School's external accounting services provider. The School has terminated the services of this external accounting provider. The School is no longer being assessed interest or late fees on its credit card account.

SCHOOL LUNCH ELIGIBILITY

Audit Result and Comment: In our sample of 15 students, we did not identify any issues with regard to eligibility determination; however, we did note that:

- a. The student applications were not fully completed by the School official making the eligibility determination.
- b. The School conducted the required eligibility verifications, but did not retain evidence of the verification or complete the verification section of the student application.

Response: Since July, 2014, student lunch applications have been fully completed and signed by the School official making the eligibility determination. For the 2014-2015 verification, evidence of eligibility has been retained, and the verification section of the student application was completed.

Final Note: The School became operational in 2013-2014. In its first year of operation, the School placed reliance on an established third party accounting service provider to provide guidance over financial procedures, to provide accurate financial fund reporting, to monitor all grant reimbursement and reporting, to monitor and maintain all required financial records, and to provide a degree of financial oversight. The School's reliance on this service provider was misplaced, and the services of this provider were terminated shortly after the end of fiscal (2013-2014). After the end of fiscal 2013-2014, the School initiated the process of bringing the School's accounting and other financial functions in-house, and immediately after the 2013-2014 fiscal year, the School hired a Director of Finance to assist with financial aspects of the school and to provide the School Leader and Board with the tools necessary to support their interest in providing a greater degree of financial focus and oversight.

In summary, fiscal years 2014-2015, 2015-2016, and 2016-2017 financial audits have been free of any findings or required improvements. The findings from our first year in operation were corrected and addressed promptly.

School Data Summary Document

Inspire Academy

Muncie, IN

In Operation since 2013 (4 Years)

Grade Range: K-8

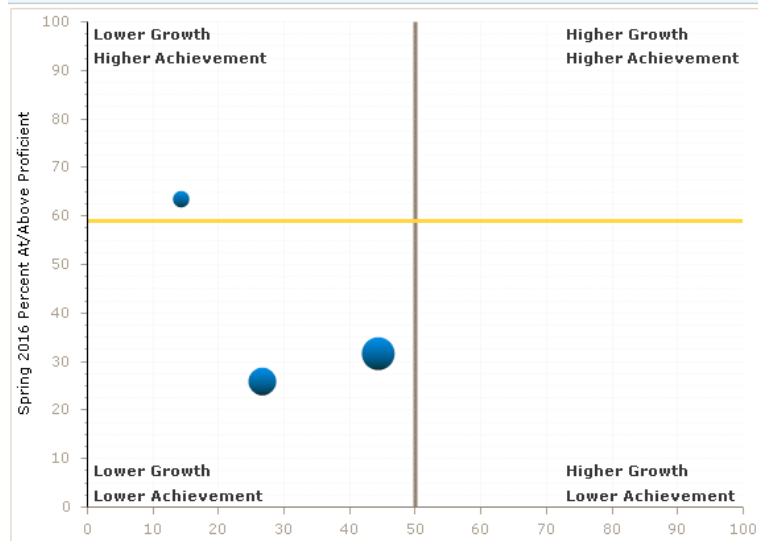
Total Student Enrollment			
2013-14	2014-15	2015-16	2016-17
124	169	183	174

2016-17 Enrollment & Demographic Information		
	#	%
Total Enrollment	174	
Ethnicity/Race		
White	103	59.2%
Black	37	21.3%
Hispanic	10	5.7%
Asian	0	0
Native American	0	0
Multiracial	24	13.8%
Special Populations		
Students with IEPs	43	24.7%
English Language Learners	0	0
Eligible for Free and Reduced Lunch	130	74.7%

	A-F	Data Results Under Intervention /Assessment Policy	NWEA % meeting reading growth target	NWEA % meeting ELA growth target	NWEA % meeting math growth target	ISTEP P % Passing Math	ISTEP % Passing ELA	ISTEP % Passing Math & ELA
SY 13-14	D	Needs Improvement	n/a	n/a	n/a	63.0%	67.4%	54.3%
SY 14-15	D	Needs Improvement	38.2%	33.8%	43.0%	26.0%	51.3%	23.0%
SY 15-16	C	Needs Improvement	54.8%	30.2%	49.1%	31.9%	46.7%	23.3%

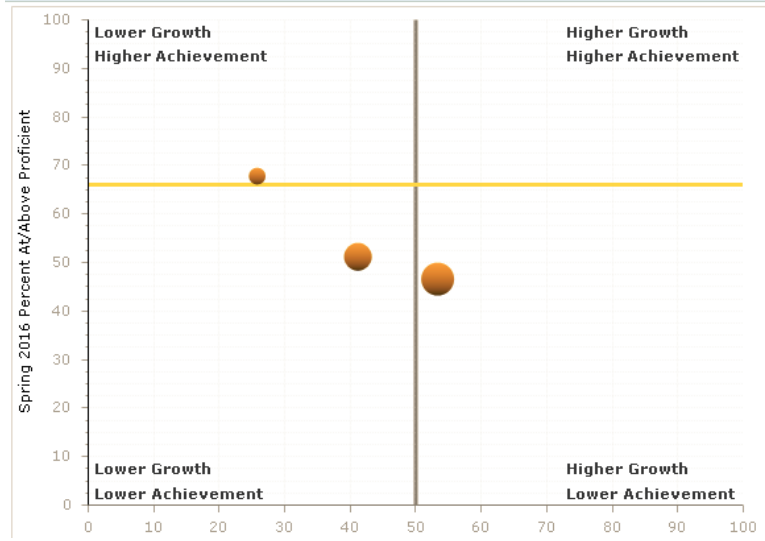
Math Growth	Year	# Tested	Pass %	Median Growth %
2014: Low growth, high achievement	Spring 2014	46	63.0	14.5
2015: Low growth, low achievement	Spring 2015	77	26.0	26.5
2016: Low growth, low achievement	Spring 2016	91	31.9	44.0

INSPIRE ACADEMY - A SCH OF INQUIRY (1518): SCHOOL ACHIEVEMENT & GROWTH



ELA Growth	Year	# Tested	Pass %	Median Growth %
2014: Low growth, high achievement	Spring 2014	46	67.4	26.0
2015: Low growth, low achievement	Spring 2015	76	51.3	41.0
2016: High growth, low achievement	Spring 2016	90	46.7	53.0

INSPIRE ACADEMY - A SCH OF INQUIRY (1518): SCHOOL ACHIEVEMENT & GROWTH



School Year	Total Students	# Pass IREAD	% Pass IREAD	% ELL	% F/R Lunch
2013-14	24	22	91.7%	0	90.5%
2014-15	22	22	100%	0	100%
2015-16	24	21	87.5	0	90.5%

BSU Continuous Improvement Report

Inspire Academy - A School of Inquiry

Inspire Academy - A School of Inquiry

2801 E 16th St
2801 E. 16th St.
Muncie, IN 47302-4719

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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?

Inspire Academy (IA) was founded in 2013 with a mission of empowering a diverse body of students with an internationally competitive education by fostering students' natural inclination toward curiosity, discovery, and adventure. Our method for accomplishing this is an inquiry-based, inter-disciplinary approach, with emphasis on arts integration, collaborative learning, and character development, facilitated by the use of in-depth expeditions for mastering learning targets aligned with Indiana State Standards.

IA currently serves 199 students in K-8 through its public charter, plus an additional twenty-five preschool students in a separate Pre-K program, in Muncie, Indiana, a post-industrial town facing economic challenges and population decrease. IA serves a diverse body of students and actively pursues at-risk student populations in the city of Muncie. While the school is open to all Indiana residents, we desire to target local students from the urban core of Muncie who are falling through the cracks of traditional public school classrooms. Eighty-one percent of our students receive free or reduced lunch. Twenty-five percent of our students are categorized as having special education services. Approximately sixty percent of our students are Caucasian, and about forty percent of our students represent various ethnic minorities. Ninety-nine percent of our students are fully integrated into a general education classroom that emphasizes three dimensions of student achievement: character and engagement, mastery of knowledge and skills, and high quality student work. The use of expeditions, hands-on fieldwork, projects, and study of primary sources inspires students who may not otherwise see the value of classroom instruction to develop a life-long thirst for knowledge through inquiry and discovery. IA serves students who are underserved educationally and gives them confidence that they can achieve competitively in secondary and post-secondary education.

Over the past three years, IA has experienced many changes as a new and growing school. The most notable change came as the result of moving forward with the opportunity to purchase our own facilities. While our original location at 1600 S. Madison Street served our purposes for initial start-up, the lessor was not meeting the originally agreed upon expectations, so we took the opportunity to purchase our own building and grounds and move to 2801 E. 16th Street during the summer of 2016. The new location, situated between public housing and the Cardinal Greenway, enables us to remain focused on our target population of students who are traditionally underserved while opening up a world of possibilities for organizational growth and expansion in numbers and in programming, such as outdoor learning, athletics, and community events. With many dreams and projects still in the works, we have already grown in numbers, added more athletic opportunities, and held numerous community events since moving to our new facilities.

We also made a notable enrollment cap change. Our original charter had approved us for 50 students per grade, but we were often finding between 30-35 students in several grades during our first few years of operation. This caused us undue organizational strain in multiple realms. To resolve this situation, we requested a charter amendment that capped us at approximately 25 students per grade. Focusing on one section per grade empowered us to increase teacher quality through the ability to plan ahead and invest in the teachers already in place.

Another key change that we have made in recent years is a shift in curriculum in all key areas. As we analyzed our state test scores in mathematics, we found that our mathematics curriculum was not well-aligned with the content on ISTEP+, nor was it user-friendly for teachers. As a result, we shifted our curriculum from Investigations in Number, Data, and Space to Bridges in Mathematics. Both are inquiry-based, but according to edreports.org, the latter ranks much higher in teacher usability, rigor and mathematical practices. We are

presently in our first year of implementing Bridges in Mathematics. We have also shifted from teacher-created expeditions to expedition modules crafted by EL Education curriculum writers. We piloted this shift in a few expeditions in several grades during the 2016-2017 school year and are fully implementing the EL Education curriculum presently for the first time during the 2017-2018 school year. We have found that, while they enjoyed the creative freedom of coming up with their own standards-aligned expeditions, teachers were unable to sustain both curriculum writing and teaching. EL Education's middle school curriculum received the highest rankings from edreports.org in all three areas rated: text quality, building knowledge, and usability.

Unique Features and Challenges Associated with the Community

The city of Muncie, Indiana in 2017 is much different than the Muncie identified as "Middletown USA" in sociological studies in the 1920's. As with the rest of the upper Midwest "rustbelt," Muncie has suffered significantly from the loss of manufacturing. Once the home of several major factories, most associated with automobile manufacturing, Muncie has seen these major industrial entities shut down or move to other locations. The result has been a significant loss of jobs, lowering of income, and loss of population -- factors which represent important challenges for public life and public education in Muncie.

A brief review of census data reveals the following: (1) Median income in Muncie is \$31,044, compared to \$53,889 nationally. (2) The percentage of people under the age of 18 is 17.8%, compared to 24% nationally. (3) The percentage of people who lived in the same house in the previous year in Muncie is 65%, compared with 85% nationally. (4) Those age 25 and above holding a bachelor's degree in Muncie is 22%, compared with 30.7% nationally.

Another significant feature of the community is that it is the site of a major state university. Ball State University, currently with an enrollment of approximately 22,000 students, is located directly Northwest of downtown Muncie, and represents a significant resource in terms of employment and impact on the community in a variety of ways. The presence of the university is particularly noteworthy with respect to Inspire Academy in that it provides major opportunities for field study and collaboration with both faculty and students from the university in the pursuit of learning expeditions by Academy students.

Although the community has experienced the pressures of post-industrial life in the Midwest as noted above, the community of Muncie possesses many positive social and cultural assets. Lying along the riverfront of the White River, which flows through the center of Muncie, is the Minnetrista Cultural Center - a place of meeting and gathering which also sponsors continuous exhibits of cultural significance. In addition, the Muncie Symphony is a first-rate orchestra - part of a lively arts community including an active Civic Theater and the Cornerstone Center for the Arts.

The citizens of Muncie are generally quite active and supportive of community-based efforts of all kinds. Many contribute significant amounts of time and energy to support local initiatives and causes. Many have been significant in working with the students at Inspire Academy as they have pursued learning expeditions through field studies at the university, the cultural center, and in neighborhoods.

The portion of Muncie primarily served by Inspire Academy is the south side neighborhoods. This section of the city is largely inhabited by lower-income families and includes a high percentage of public housing sites. The area contains a limited variety of businesses and few high quality day care options.

Inspire Academy intentionally set out to serve this part of the greater Muncie community. Children of such families, as described by Robert Putnam in his book, "Our Kids," are not "less competent;" they are "less connected." These features of the community present both opportunities and challenges for Inspire Academy, as it seeks to provide highly engaging learning for the children in these neighborhoods.

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.

Inspire Academy (IA) was founded in 2013 with a mission of empowering a diverse body of students with an internationally competitive education by fostering students' natural inclination toward curiosity, discovery, and adventure. Our method for accomplishing this is an inquiry-based, inter-disciplinary approach, with emphasis on arts integration, collaborative learning, and character development, facilitated by the use of in-depth expeditions for mastering learning targets aligned with Indiana State Standards.

Our values and beliefs are based on the ten design principles of EL Education (formerly Expeditionary Learning) that reflect the educational philosophy of Kurt Hahn, founder of Outward Bound:

- the primacy of self-discovery
- the having of wonderful ideas
- the responsibility for learning
- empathy and caring
- success and failure
- collaboration and competition
- diversity and inclusion
- the natural world
- solitude and reflection
- service and compassion

In addition to the ten design principles of EL Education, Inspire Academy champions five habits of scholarship that we expect all staff to model to students and all students to develop and become masters of over time. These five habits are empathy, perseverance, integrity, curiosity, and quality.

Why the school was founded and needs founders were seeking to address:

Inspire Academy is Muncie's first public charter school that services children onsite five days a week. The school was created in response to the local community communicating need for another educational option in Muncie in which parents feel comfortable partnering with school staff and where student participation and inquiry is encouraged. Through community organizing and community development efforts in South Central Muncie and surrounding areas of the urban core of Muncie, founding members of the organizing group determined that inclusive, quality education was a need among community residents.

It was our intention to state clearly and continuously to the district and the public that we intend to target children who are falling through the cracks of the traditional system and who will be better served through an expeditionary, inquiry-based approach to learning. IA desires to be a valuable option to round out the portfolio of Muncie's schools. It was also the desire of the founders to clearly and continuously communicate that we are not intending to inflate the statistics of IA by recruiting students who are already high-achievers at other schools.

In short, we were founding a school that would serve Muncie proper first, then the rest of the county and surrounding areas. We were

founding a school that would offer an alternative pedagogy to traditional public schools to connect more with students who were traditionally falling through the cracks by engaging interactive learning styles and deepening all kids' love for learning.

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:

The school is not proposing any substantial changes to the school's mission for the next charter term. However, we are proposing some revisions to the education program for the next charter term.

Teachers creating their own learning expeditions has contributed significantly to teacher burnout among quality teachers and varied quality for teachers less inclined to be strong curriculum writers. While some of the teacher-created expeditions inspired community involvement while producing outcomes in achievement, others were of lesser quality. We are proposing that we now use the EL Education pre-created curriculum modules as our expeditions in all grades.

Due to consistently low scores in mathematics on standardized tests, we are changing our math curriculum. We are now be using Bridges in Mathematics for elementary school and will begin implementing Eureka Math for implementation in middle school in 2018.

Data shows that our kindergarteners are amongst the least prepared in Delaware County. As a result, we are proposing that our charter be expanded to PK-8th grade.

Notable Achievements and Areas of Improvement

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

Notable Achievement #1: Inspire Academy has scored at or above expected levels every year on the EL Education Implementation Review. Below is an explanation of the implementation review, as described within the review letter:

The Implementation Review (IR) scores ... have meaning locally and nationally, since the scores are standardized across the network. The IR is designed to help:

Determine the level of implementation of EL Education practices in your school and all EL Education schools,

2. Track growth of your school's implementation practices levels over time,
3. Provide standardized scores that allow individual schools and researchers to analyze the relationships between level of implementation and other outcomes (e.g. growth in achievement, engagement, motivation, etc.), and
4. Inform the work plan and professional development activities for your school and EL Education schools nationally.

The IR score is meant to be an accurate measure of the actual extent of implementation of 26 key EL Education practices in your school, called the EL Education Power Practices. The Power Practices are essential components of the EL Education model that are hypothesized to have an impact on student achievement either directly or indirectly.

The IA scores shown below in comparison to projected school start-up scores demonstrate that IA has prioritized best practices within the EL Education school reform model. For a more detailed breakdown of IA scores over time, please [click here](#).

Notable Achievement #2: School Leadership has been selected to present a master class on Culture & Character at the EL Education 2017 National Conference. Developing structures and strategies that foster a culture of engagement, diversity, and inclusion that is the foundation for all student achievement, and IA has demonstrated work in this area that will be shared with other schools. Developing a school where a student states, "I came here because I was bullied at my old school, and I know everyone is accepted here!" is challenging, and IA has been strategic and intentional in building a school culture where all students, staff, and families are valued members of the community. For a list of structures and strategies in place to facilitate student achievement in Character and Engagement with links to artifacts, please [click here](#).

Improvement #1: In the past three years, IA has increased the consistency of High Quality Student Work throughout the school. While we have always emphasized this dimension of student achievement, we now use a list of the attributes of high quality work identified by EL Education as complexity, authenticity, and craftsmanship. The attached document used to assess whether student work is high quality can be accessed by clicking the following link: [Attributes of High Quality Work](#). For a list of high quality work from the 2016-2017 school year that meet the requirements for all three attributes of high quality work and links to samples, [click here](#).

Improvement #2: Inspire Academy has strengthened and broadened community and family connections over the past three years. Our student-led conferences and exhibition nights continue to have the high attendance rates they've had from the beginning. To strengthen this family involvement, we have added regular family events. We have switched the name of our Family Association to Family Crew and moved away from traditional monthly meetings, as family involvement can look very different for families facing poverty, many of whom may not be comfortable at a formal meeting or may not have dependable transportation and schedules to make meeting attendance a priority. Instead, we focus on all parents having an active role and acknowledging volunteerism of all types. We have also added a Family Resource Room that contains a uniform shop with new and used apparel, curriculum resources, computer stations, and volunteer workstations so that parents have adequate resources and have a space to call their own.

We've also expanded our fieldwork and partnerships with local experts to be more consistent and routine for all grade levels and have had the opportunity over the past few years to build local partnerships through local fieldwork, experts, and intersession partnerships. Parents often help facilitate these opportunities for students. A list of community partnerships we have developed or strengthened over the past few years can be viewed by [clicking here](#).

Areas for Improvement of the Next Three Years

Inspire Academy has identified the following student impact goals to be achieved in the next three years for each of the dimensions of student achievement:

Mastery of Knowledge and Skills

In pursuit of the ideal of outperforming the average, our goal is that 66% or more of students will have met their annual growth target on NWEA-MAP testing for two years in a row by spring of 2020.

Inspire Academy is working to achieve a 10% increase each year for the next three years in the number of students who will increase growth to the 66th growth percentile or higher in ELA and Math on ISTEP+.

Inspire Academy students demonstrate their mastery of knowledge and skills by communicating content clearly through portfolios and presentations. Students will present the contents of their portfolios to public audiences. During student-led conferences and passage presentations, students must communicate how their work demonstrates readiness for the next level and answer questions about their work. This is all part of the assessment process at Inspire Academy.

Character and Engagement

90% of graduating students will present evidence of their mastery of Habits of Scholarship through the following via an online portfolio:

BSU Continuous Improvement Report

Inspire Academy - A School of Inquiry

Becoming effective learners

Becoming ethical people

Contributing to the developing of a better world

100% of students are already reporting on their achievement in their Habits of Scholarship, based on teacher-assigned grades in the habits and self-assessment. This year we are focusing on a school-wide system for having students collect artifacts to add their portfolios to accompany this dimension of student achievement.

High Quality Student Work

95% of Inspire students will have multiple artifacts of high quality student work included in their portfolios that demonstrate each of the three attributes of High Quality Student Work. In order for the work to be high quality, it must meet the standards for complexity, craftsmanship, and authenticity outlined in the Attributes of High Quality Work document.

Presently, all students have multiple artifacts of student work included in their portfolios, and at least 80% have artifacts of high quality work. During SY1718, we are focusing on a school-wide system for documenting what percentage of students in each class achieved high quality in all three attributes of high quality work. 100% of classes engaged in multiple projects that required high quality work of students during SY1617.

Student and Staff Recognition and Achievements

Inspire Academy students, faculty, and leadership have been recognized for the achievements listed below:

Leslie Draper, School Leader

Completed Masters Degree in Educational Leadership

Completed Indiana Principal Leadership Institute

Selected to present a master class on Culture & Character and EL Education National Conference

Presented at the BSU Best Practices Event two consecutive years

Kayla Cange, Director of Fine Arts and School Leadership Team Member

Completed Orff Level 1 Certification

Bridget Duggleby, Third Grade Teacher and School Leadership Team Member

Completed Masters Degree in Curriculum Development

Presented at the BSU Best Practices Event two consecutive years

Completed one year of Indiana Principal Leadership Institute as a Teacher Leader

Inspire Academy Choir

Chosen to be a special guest performing in a Taylor University choir concert

Performed in Joseph and the Amazing Technicolor Dreamcoat at Muncie Civic Theater

Inspire Academy Band

Recognized as special guests at a Marion Philharmonic Orchestra concert

Martin Luther King Jr. Citizenship Awards

Six IA students were award recipients over in 2017.

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Four IA students were award recipients in 2016.

Five IA students were award recipients in 2014.

Washington D.C. Student Leadership Recognition

Two students selected to participate in special summer program. One went and was publicly recognized.

Cornerstone Center for the Arts Exhibit

Our first graduating class held a professional art exhibit during their 6th grade year, emphasizing empathy to overcome the concept of otherness.

National Bat Conservation Event

When they were in 4th grade, our current 7th graders performed a song about bat conservation and awareness that they had written and filmed the previous year.

Gun Violence Awareness Day

Our first graduating class and current 8th graders coordinated a city-wide Wear Orange campaign to raise awareness about gun violence and its impact on our community. Students shared their stories of being directly impacted by gun violence.

Additional Information

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

Inspire Academy is well known amongst parents and community members for our emphasis on character development, meeting the individualized needs of students, and civic engagement through authentic student products that impact our community. Our impact on families is evident in the parent quotes below pulled from parent feedback surveys:

"This school takes time to understand my child's needs."

"The emphasis on skills such as empathy, quality, and responsibility is what I like best about Inspire Academy."

"Inspire Academy instills values along with an education."

"I love that the curriculum includes building character as well as knowledge."

"Inspire gives the children an opportunity to come up with their own answers and conclusions to questions. They give them a chance to think it through instead of giving everyone the same answer."

"My children get the opportunity to learn the way they learn best - it isn't all about papers while sitting in a desk. They get an opportunity to see, first hand, what they are learning."

A community member said just a few weeks ago, "The work you are doing at Inspire is incredible. Students who currently go there or used to go there are different. They are vibrant. They talk about school in ways you don't hear other kids from other schools talk about school. They like it. They never talk bad about it. They are invested in their homework. You don't see that in other kids. That means a lot coming from the kids."

Inspire Academy students see an immediate purpose in their learning, and this is one of the key intentions of the original charter organizers who chose the EL Education model for Inspire Academy. Students are creating work that makes an impact in their community here and now, and because of that, even students with limited home support are invested in the learning process and achieve professional quality work to share with eager audiences.

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: 2.67

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"> Charter Application Family Handbook Family News Mission Statement School Website 	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 evident in documentation and decision making. This commitment is regularly reflected in communication among leaders and staff. Challenging educational programs and equitable learning experiences are implemented so that all students achieve learning, thinking, and life skills necessary for success. Evidence indicates a 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 share 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 The school's statement of purpose Agendas from Professional Development Sessions Focus Team and School Leadership Team Meeting Minutes Habits of Scholarship Shirtings and Recognitions 	Level 3

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 continuous improvement process for improving student learning and the conditions that support learning. Some stakeholder groups are engaged in the process. School personnel maintain a profile with data on student and school performance. The profile contains data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals. Most interventions and strategies are implemented with fidelity. Some documentation that the process yields improved student achievement and instruction is available.	<ul style="list-style-type: none"> The school data profile Agenda, minutes from continuous improvement planning meetings Annual Work Plan Data Walls School Leadership Team Meeting Minutes 	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.

Areas of Strength and Opportunities for Growth by Indicator

1.1: The school engages in a systematic, inclusive and comprehensive process to review, revise, and communicate a school purpose for student success.

While Inspire Academy's mission statement is defined by the school charter, it is shaped and reinforced by faculty and students who have the opportunity to reflect upon it regularly as it is centrally posted throughout the building.

We further communicate our purpose to all stakeholders in a number of ways including through our school website, weekly family newsletters, and family and student handbooks.

Our annual work plan ensures that the work we do aligns with the charter and EL Education philosophy.

Opportunity for Growth

A formalized system for documenting our efforts to reinforce the school's purpose would be valuable; additionally, it would be helpful to more clearly define the breadth of our stakeholder group.

Evidence in Support

The following evidence supports our internal review rating:

- Charter Application
- Family Handbook
- Family News
- Mission Statement
- School Website

1.2: The school 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.

Inspire Academy's mission statement addresses this indicator: Inspire Academy - A School of Inquiry exists to empower a diverse body of students with an internationally competitive education by fostering students' natural inclination toward curiosity, discovery, and adventure.

Our mission is a living and breathing part of each of the activities of our school and is woven into the fabric of all our operations. Each of our professional development, focus team, and school leadership team meetings are committed to exploring how to reflect this shared vision in the work we do with students. Family emails, community circle, shirtings for Habits of Scholarship, and our school song demonstrate how the greater community shares in the school's culture.

Further, the EL Education design principle, "Responsibility for Learning," helps to frame our shared values regarding learning experiences: "Learning is both a personal process of discovery and a social activity. Everyone learns both individually and as part of a group. Every aspect

of an EL Education school encourages both children and adults to become increasingly responsible for directing their own personal and collective learning."

Opportunity for Growth

We are always exploring programs to help families be more engaged in school culture. Additionally, we seek to implement ways to measure the equitability of our learning programs.

Evidence in Support

The following evidence supports our internal review rating:

- Agendas from Professional Development Sessions
- Focus Team and School Leadership Team Meeting Minutes
- Habits of Scholarship Shirtings and Recognitions

1.3: The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.

On a school-wide scale, Inspire Academy is working toward EL Education Credentialing. Through this process, we are required to annually evaluate our internal processes. This improvement plan is called a Work Plan; it is created in collaboration with our School Leadership Team in partnership with EL Education.

At the student-specific level, faculty meet twice yearly to review student testing data and update our data walls.

Opportunity for Growth

We are working to create a more accessible data profile to share on our school website. We also seek to refine our process of documentation of student work and achievement; because our staff focuses so heavily on student needs, on a daily basis, limited time is spent on formal documentation of the powerful work that we do.

Evidence in Support

The following evidence supports our internal review rating:

- Annual Work Plan
- Data Walls
- School Data Profile
- School Leadership Team Meeting Minutes

Standard 2: Governance and Leadership

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

Overall Rating: 2.83

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 support the school's purpose and direction and the effective operation of the school. Policies and practices promote effective instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices regarding professional growth of all staff. Policies and practices provide requirements, direction for, and oversight of fiscal management.	<ul style="list-style-type: none"> •Student handbooks •Governing body policies, procedures, and practices •Staff handbooks •School handbooks •Conflict of Interest Disclosures 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.2	The governing body operates responsibly and functions effectively.	The governing body ensures that its decisions and actions are in accordance with defined roles and responsibilities, are ethical, and free of conflict of interest. Governing body members participate in professional development regarding the roles and responsibilities of the governing body and its individual members. The governing body complies with all policies, procedures, laws, and regulations.	<ul style="list-style-type: none"> •Proof of legal counsel •Governing body policies on roles and responsibilities, conflict of interest •Conflict of Interest Disclosures Employee Handbook Family Handbook 	Level 2

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 •School improvement plan developed by the school •Agendas and minutes of meetings •School Leader Reports Documentation of Resource Allocation 	Level 3

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"> •School Leadership Team Minutes 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	Leaders 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' efforts result in measurable, active stakeholder participation; engagement in the school; a sense of community; and ownership.	•Curriculum Night and Family Night Publicity and Pictures Publicity Pictures from School Leader Question and Answer Sessions Student Led Conferences Information	Level 3

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 focus of the criteria and processes of supervision and evaluation is improving professional practice and improving student success. Supervision and evaluation processes are regularly implemented. The results of the supervision and evaluation processes are used to monitor and effectively adjust professional practice and improve student learning.	•Evaluation Reports Learning Walk Feedback Professional Development Documentation	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.

Areas of Strength and Opportunities for Growth by Indicator

2.1: The governing body establishes policies and support practices that ensure effective administration of the school.

The Inspire Academy Board of Directors operates under a Board Policies guide. Appropriate policies are shared with stakeholders through family and faculty handbooks.

Opportunity for Growth

While we have policies in place, through the EL Education system, to promote effective instruction, we do not have a specific system for monitoring and documenting quality instruction and assessment.

Evidence in Support

The following evidence supports our internal review rating:

- Board Policies Guide
- Conflict of Interest Disclosures
- Faculty Handbook
- Family Handbook

2.2: The governing body operates responsibly and functions effectively.

The governing body follows a board-approved Code of Ethics. Each new member is presented with this Code of Ethics before joining the board and commits to abiding by the document. Further, the governing body follows a board-approved process for onboarding new employees. Additionally, the governing body follows a basic training plan of committing approximately a third of every board meeting to board professional development and commits to an annual retreat focused on board development.

Opportunity for Growth

The governing body would benefit from using the language of this standard in an assessment of their own performance; this would help the organization continue on a path that unites EL Education philosophy with the accreditation process.

Also, many faculty members feel a disconnect from the governing body; it would be helpful to explore opportunities for Inspire Academy faculty to gain familiarity with the Board and the specific work they do in support of our school.

Evidence in Support

The following evidence supports our internal review rating:

- Board Meeting Minutes
- Governing Body Code of Ethics
- Governing Body Onboarding Policies and Training Plan
- Legal Council Engagement Letter

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 school leader reports to the Board monthly; she shares information in each of the three dimensions of student achievement: Mastery of Knowledge and Skills, Character and Engagement, and High Quality Student Work.

Opportunity for Growth

The Board encourages the implementation of a Student Performance Committee that would give quarterly reports on student performance and data. Additionally, as with indicator 2.2, we need to explore opportunities for faculty to become more knowledgeable of the functions and processes of the Board.

Evidence in Support

The following evidence supports our internal review rating:

- Annual Work Plan
- Board Meeting Minutes
- Communication Regarding Board Actions
- Documentation of Resource Allocation
- School Leader Reports

2.4: Leadership and staff foster a culture consistent with the school's purpose and direction.

Leadership is identified by EL Education as one of the five key dimensions of school life. As the Core Practices articulate, "Our school

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leaders build a cohesive school vision focused on student achievement and continuous improvement, and they align all activities in the school to that vision. Leaders use data wisely, boldly shape school structure to best meet student needs, celebrate joy in learning, and build a school-wide culture of trust and collaboration. Leadership in our schools goes beyond a single person or team-it is a role and expectation for all." EL Education philosophy's support of leadership, within the school, is guaranteed by core practices, including "Fostering a School Vision and Strategy" and "Structuring Time to Support the Vision."

In practice, the School Leadership Team meets regularly to review the school's annual work plan and determine what supports have been provided and what supports are still needed for teachers to be able to master the faculty learning targets.

Opportunity for Growth

While most students are challenged by most teachers, in line with our purpose, we need a way to actively and consistently hold all students to high standards in all courses.

Evidence in Support

The following evidence supports our internal review rating:

- School Leadership Team Meeting Minutes

2.5: Leadership engages stakeholders effectively in support of the school's purpose and direction.

A tenet of EL Education is the core practice of "Promoting Shared Leadership." This extends to developing opportunities for "the School Community and Other Stakeholders" to engage.

The school leader holds quarterly question and answer sessions for parents to attend and ask any questions they may have about the school, its purpose and direction, and any other miscellaneous questions. The school leader also attends Family Association Meetings periodically to be available for questions and input. The community liaison of the school attends Family Association Meetings monthly to serve as a liaison between families and staff.

Each semester, the community liaison plans and hosts a curriculum night; families attend and participate in activities aimed at providing methods and tools for engaging children in educational activities at home.

Also each semester, we involve families in Student Led Conferences. During the winter cycle of student-led conferences, school leaders provide information regarding progress in each of the three dimensions of student achievement. During the spring cycle of student-led conferences, leaders provide an interactive information table helping to ensure that all families are connected to all of the digital information systems used by the school to communicate its purpose and direction, logistical announcements, and student achievement updates.

Opportunity for Growth

We seek to identify ways to measure active stakeholder participation.

Evidence in Support

The following evidence supports our internal review rating:

- Curriculum Night Publicity and Pictures
- Publicity Pictures from School Leader Question and Answer Sessions
- Student Led Conferences Information

2.6: Leadership and staff supervision and evaluation processes result in improved professional practice and student success.

"Leading Professional Learning" is a core practice of EL Education; this is demonstrated throughout the school leader's commitment to "focus on improving student achievement by developing quality teachers."

The school leader has dedicated time, weekly, to spend in classrooms; through these learning walks, she provides immediate feedback on areas of strength and opportunities for growth via email. Multiple times each semester, the school leader meets with teachers one-on-one to discuss professional practices leading to student success. In partnership with EL Education, she plans ongoing professional development aimed at trends identified by observations and supervision. Additionally, the school leader sends identified faculty members to offsite professional development aimed at improving areas where growth is needed.

Opportunity for Growth

While the learning walks and one-on-one meetings with the building leader are helpful in improving professional practice, there could be a more formal system for the monitoring and analysis of these informal observations.

Evidence in Support

The following evidence supports our internal review rating:

- Evaluation Reports
- Learning Walk Feedback
- Professional Development Documentation

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: 2.5

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 •Representative samples of student work across courses •Course schedules •Course descriptions •Expedition-based Curriculum Maps Math Curriculum Maps Exhibition Night Learning Targets Passages Teacher Associate Schedules 	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.	School personnel monitor and adjust curriculum, instruction, and assessment to ensure for vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. A process is implemented sometimes to ensure alignment when curriculum, instruction, and/or assessments are reviewed or revised. There is limited evidence that the continuous improvement process ensures vertical and horizontal alignment and alignment with the school's purpose in curriculum, instruction, and assessment.	<ul style="list-style-type: none"> •Standards-based report cards •Products – scope and sequence, curriculum maps •Lesson plans aligned to the curriculum •Curriculum Mapping Standards Checklists Expedition-based Curriculum Maps EL Education Curriculum Module Implementation 	Level 2

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"> •Authentic assessments •Examples of student use of technology as a learning tool •Student work demonstrating the application of knowledge •Learning Walk Feedback Professional Development Experiences 	Level 3

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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 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 •Recognition of teachers with regard to these practices •Annual Work Plan Curriculum Mapping Standards Checklists Lesson Plans Aligned to Curriculum 	Level 3

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"> •Examples of cross curricular projects, interdisciplinary instruction, and classroom action research project •Common language, protocols and reporting tools •Agendas and minutes of collaborative learning committees •Calendar/schedule of learning community meetings 	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 •Samples of exemplars used to guide and inform student learning 	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.	School personnel are engaged in 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 expectations for all school personnel and include measures of performance.	<ul style="list-style-type: none"> •Agendas from Induction Program •Agendas and Notes from Professional Development Meetings •Learning Walk Feedback •Lesson Plan Reviews 	Level 3

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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 their children's education are available. School personnel provide information about children's learning.	•Communication/Newsletter Samples Exhibition Night Student-led Conferences and Portfolios	Level 2

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.	•Crew Schedules and Activities Documentation	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.	•3 Dimensions Document with List of Students Who Have Earned Awards Grading Scale (0-4) Guidelines Novare Reports Habits of Scholarship Recognition Wall Rubrics	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.11	All staff members participate in a continuous program of professional learning.	Most staff members participate in a program of professional learning that is aligned with the school's purpose and direction. Professional development is based on the needs of the school. The program builds capacity among staff members who participate. The program is regularly evaluated for effectiveness.	•Articulation of Professional Development Topic Selection Color-Coded Annual Work Plans Exit Tickets/Handouts/Minutes from Professional Development Meetings One-on-One Meeting Documentation Staff Goals and Assessments	Level 2

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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•Data used to identify unique learning needs of students•Action Plans Data Wall and How Used to Identify Learning Needs IEP Progress Monitoring and Goal Setting Restorative Discipline Book Study and Action Plans	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.

Areas of Strength and Opportunities for Growth by Indicator

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.

One of the EL Education Design Principles, "The Having of Wonderful Ideas" marries well with this indicator: "Teaching in EL Education schools fosters curiosity about the world by creating learning situations that provide something important to think about, time to experiment, and time to make sense of what is observed." We embrace the concept of providing gifted education for all; this is supported by our standards-based learning targets that anchor classroom assignments and activities.

Opportunity for growth

We seek to continue to develop more challenging experiences for our high-performing students.

Evidence in support

The following evidence supports our internal review rating:

- Course Schedules and Descriptions
- Expedition-based Curriculum Maps
- Exhibition Night
- Learning Targets
- Lesson Plans
- Passages
- Samples of Student Work / Authentic Products for Authentic Audiences
- Teacher Associate Schedules

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.

The EL Education Core Practice cycle of Curriculum, Instruction, and Assessment is based upon the importance of adjusting curriculum as necessary. Monitoring student work through curricular modules helps to systematize this process in our school.

To reflect upon professional practice and to further develop how we use assessment to drive instruction, we have adopted the faculty common reader, *Leaders of Their Own Learning* (Berger, 2014).

Opportunity for growth

We will continue to refine our understanding and application of effective student-engaged assessment. Further, we need to systematize lesson-planning documentation.

Evidence in support

The following evidence supports our internal review rating:

- Curriculum Mapping Standards Checklists
- Expedition-based Curriculum Maps
- Module Implementation
- Standards-based Report Cards

3.3: Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.

The EL Education Design Principle, "The Responsibility for Learning," reflects the school's belief that students are engaged in their learning: "Learning is both a personal process of discovery and a social activity. Everyone learns both individually and as part of a group. Every aspect of an EL Education school encourages both children and adults to become increasingly responsible for directing their own personal and collective learning."

We accomplish this task through collaborative activities, interdisciplinary projects, and authentic assessments with workshop and discovery-based, experiential lessons. Additionally, a core instructional practice of EL Education is in using protocols; protocols provide the opportunity for students to take ownership of their learning through small and large group discussions.

Opportunity for growth

We would like to explore a more consistent use of technology in support of student learning.

Evidence in support

The following evidence supports our internal review rating:

- Examples of Student Use of Technology
- Formative Assessments
- High Quality Student Work
- Learning Walk Feedback
- Professional Development Experiences

3.4: School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.

Faculty share curriculum maps and lesson plans through Google Drive. Additionally, our school leader conducts weekly learning walks to reinforce what teachers are doing well ("keepers") and provide suggestions for areas of improvement ("polishers") focused on the priorities outlined in the school's annual work plan. This feedback also documents and recognizes positive growth and improvement based on previous feedback.

Opportunity for growth

We would like to develop a peer mentoring system to support new faculty members.

Evidence in support

The following evidence supports our internal review rating:

- Annual Work Plan
- Curriculum Mapping Standards Checklists
- Expedition-based Curriculum Maps
- Learning Walk Feedback
- Lesson Plans Aligned to Curriculum
- Recognition of Teachers Modeling Best Practices

3.5: Teachers participate in collaborative learning communities to improve instruction and student learning.

An element of EL Education's Core Practice of Leadership requires that building leaders create "time for staff collaboration and learning." Weekly, Inspire faculty members gather for professional development. Additionally, we are given ample opportunity to participate in off-site professional development to refine use of inquiry practices such as action research and share new information with colleagues.

Instructionally we pursue opportunities for cross-curricular projects and interdisciplinary instruction; we use common language, derived from the EL Education protocol document, and we share a school-wide calendar system to schedule community meetings.

Opportunity for growth

We would like to pursue more opportunities for lower and higher grade level meetings and professional development.

Evidence in support

The following evidence supports our internal review rating:

- Calendar / Schedule for Whole-group Meetings
- Common Language, Protocols, and Reporting Tools
- Examples of Cross-curricular Projects and Interdisciplinary Instruction
- Meeting Minutes

3.6: Teachers implement the school's instructional process in support of student learning.

A core practice of EL Education is to develop "A Climate of Learning" within the framework of "Clear School-Wide Expectations." We do this through engaging student character in developing high-quality work. Additionally, we are intentional with our use of data; most teachers have

data-trackers in their classrooms and we maintain color-coded data walls in our collaboration room.

Opportunity for growth

We are working toward developing quality assessments and documenting how we use those assessments to modify instruction.

Evidence in support

The following evidence supports our internal review rating:

- Examples of Assessments that Prompted Modification of Instruction
- Examples of Learning Expectations and Standards of Performance
- Samples of Exemplars Used to Guide and Inform Student Learning

3.7: Mentoring, coaching and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.

We are intentional in our efforts to support new faculty. Our weekly meetings and building-leader learning walks help to recognize when faculty members are in need; in those situations, they are connected with someone who can help them.

Opportunity for growth

While the small size of the faculty lends itself to a natural collegiality, we recognize that our new-teacher mentoring program is more organic than systematic. The school would benefit from formally documenting our induction program.

Evidence in support

The following evidence supports our internal review rating:

- Agendas from Induction Program
- Agendas and Notes from Professional Development Meetings
- Learning-walk Feedback
- Lesson Plan Reviews

3.8: The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.

Many of the core practices of EL Education are grounded in encouraging positive engagements with families. For example, an aspect of the practice of "Culture and Character" involves "Engaging Families and the Community in the Life of the School." We model this practice by connecting with families outside of the school walls through school newsletters and websites. Inside the school house, we host student-led conferences and exhibitions nights. We also have a robust family association and many of our parents volunteer, serving as teaching assistants.

Opportunity for growth

We constantly search for ways to expand our communication efforts with families and to pursue opportunities to engage the greater community in the work and learning of our school.

Evidence in support

The following evidence supports our internal review rating:

- Communication / Newsletter Samples
- Exhibition Night
- Student-led Conferences and Portfolios

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.

To support the Core Practice of "Establishing Structures for Knowing Students Well," the school has a formal adult advocate structure called Crew, which meets daily. At the elementary level, Crew leaders monitor student behavior and academic performance; in secondary classrooms, Crew leaders work with students to develop learning targets along with supporting character development needs.

Additionally, each morning a building leader greets students, by name, as they enter the building; as students proceed to their classrooms, teachers welcome them. Faculty use these opportunities as emotional check-ins for each student.

Opportunity for growth

While Crew supports students on a year-to-year basis, due to high faculty turn over, most students have had new Crew leaders each year. We would like to adhere to a looping system so that students could remain with the same Crew leaders for at least two years.

Evidence in support

The following evidence supports our internal review rating:

- Crew Schedules and Activities Documentation

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.

EL Education is grounded in student success in the Three Dimensions of Student Achievement: Mastery of Knowledge and Skills; Character and Engagement; and High Quality Student Work.

High-quality student work is evaluated on standards of complexity, craftsmanship, and authenticity - these are attributes articulated by EL Education documents. Further, the full school grades consistently on a 0 - 4 grading scale, instead of an A - F grading scale; students are provided with rubrics to explain the grading system, and faculty spend time interpreting the scale for students of their subjects. Each project is accompanied by clear learning targets; and, students spend time evaluating their work in the context of how they met identified targets.

Opportunity for growth

We see areas for growth in training support staff in the grading systems. We would also benefit from specific training in the Novare system.

Evidence in support

The following evidence supports our internal review rating:

- 3 Dimensions Document with Lists of Students Who Have Earned Awards
- Grading Scale (0 - 4) Guidelines
- Novare Reports
- Paws Recognition Wall (Empathy, Perseverance, Integrity, Curiosity, Quality)

- Rubrics

3.11: All staff members participate in a continuous program of professional learning.

The EL Education Design Principles that govern student learning have implications for faculty as well. Many of these principles, including "Responsibility for Learning," Collaboration and Competition," and "Solitude and Reflection" recognize the importance of continued learning that is both personal and in cooperation with peers. Together, we work toward mastery in the areas identified on our annual work plan. Further, in the spirit of EL Education's devotion to continued learning, we have weekly professional development; teachers also meet one-on-one with the school leader; and, we are supported by visits from and meetings with school designers.

Opportunity for growth

At this point, support staff is not included in our weekly professional development opportunities; this would be valuable for staff as well as the teachers and students they support.

Evidence in support

The following evidence supports our internal review rating:

- Articulation of Professional Development Topic Selection
- Color-coded Annual Work Plans
- Exit Tickets / Handouts / Minutes from Professional Development
- One-on-one Meeting Documentation
- Staff Goals and Assessments

3.12: The school provides and coordinates learning support services to meet the unique learning needs of students.

Inspire Academy maintains data protocols for identification. Special Education teacher and Title I Teacher Associates support identified students in all grades in small and one-on-one classroom-based formats. Occupational, physical, and speech therapy services are also provided on a pull out basis.

In advance of the 2015 - 2016 school year, the faculty common reader was *The Little Book of Restorative Discipline for Schools* (Amstutz, 2005). Reading this text led us to implement new discipline protocols for students who are not successful with the general classroom discipline structure.

Opportunity for growth

We spend valuable time maintaining data, but we would benefit from more direct training on how to use the data more effectively to inform curricular decisions. It would also be valuable to more clearly articulate our RTI process and to develop a way to more effectively progress monitor for our IEP students (i.e. natural interventions made during lessons).

Evidence in support

The following evidence supports our internal review rating:

- Action Plans
- Data Wall and How Used to Identify Learning Needs
- IEP Progress Monitoring and Goal Setting

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- Restorative Discipline Book Study and Action Plans
- Supplemental Services

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: 2.29

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 describe how school leaders are to access, hire, place, and retain qualified professional and support staff. School leaders determine the number of personnel necessary to fill the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund most positions critical to achieve the purpose and direction of the school.	<ul style="list-style-type: none"> •School budgets for the last three years •Documentation of highly qualified staff •Fundraising Campaign 	Level 2

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 on supporting the purpose and direction of the school. Instructional time is protected in policy and practice. School leaders work to secure material and fiscal resources to meet the needs of all students. School leaders 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 include achieving the school's purpose and direction.	<ul style="list-style-type: none"> •Birthday and Holiday Parties Policies •Budget Reports •Community Partnerships •Grant Funding Documents •School Calendar •Teacher Discretionary Budgets 	Level 3

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 created clear expectations for maintaining safety, cleanliness, and a healthy environment and have shared these definitions and expectations with stakeholders. School personnel and students are accountable for maintaining these expectations. Measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel as necessary to improve these conditions. Results of improvement efforts are evaluated.	<ul style="list-style-type: none"> •Records of depreciation of equipment •Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures. •Logical Consequences for Vandalism •Recess Norms Document •Visitor Check-In Procedures 	Level 3

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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 most of the educational programs of the school. 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"> •Computer Cart Schedule •Fieldwork Samples •EL Education Curriculum Modules •Software and Cloud-based Resources 	Level 2

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 most stakeholders. School personnel have a technology plan to improve technology services and infrastructure.	<ul style="list-style-type: none"> •Technology Plan •Technology Use Policy 	Level 2

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 endeavor to determine the physical, social, and emotional needs of students in the school. School personnel provide or coordinate programs to meet the needs of students when possible. School personnel evaluate all programs. Improvement plans related to these programs are sometimes designed and implemented to meet the needs of students.	<ul style="list-style-type: none"> •Data Used to Identify Unique Learning Needs •Habits of Scholarship Recognition •IEP Progress Monitoring and Goal Setting Documents •Restorative Discipline Text •Action Plans •Supplemental Services •Title 1 Grant Information and Structures 	Level 2

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 endeavor to determine the counseling, assessment, referral, educational, and career planning needs of students in the school. School personnel provide or coordinate programs to meet the needs of students when possible. School personnel evaluate all programs. Improvement plans related to these programs are sometimes designed and implemented to 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 •Description of referral process 	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.

Areas of Strength and Opportunities for Growth by Indicator

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.

Inspire Academy commits 54.75% of its annual budget ensuring that qualified professional and support staff are sufficient to support the

school's purpose, direction, and educational program. Special Education teacher and Title I Teacher Associates support identified students in all grades in small and one-on-one classroom-based formats. Occupational, physical, and speech therapy services are also provided on a pull out basis. We also have a robust volunteer and TA program to support needs.

Opportunity for growth

We are always searching for ways to raise funds in order to expand our support staff; additionally, the Board of Directors and leadership of the school have set a fundraising goal of \$80,000 in order to close the compensation gap between what Inspire Academy teachers are paid and what teachers in the surrounding district are paid.

Evidence in support

The following evidence supports our internal review rating:

- Documentation of Highly Qualified Staff
- Fundraising Campaign

4.2: Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.

On average, Inspire Academy commits about 12% of its general budget funds to ensure that staff have the material and fiscal resources necessary to teach meaningful lessons, conduct strategic fieldwork with students, and create final products with students that are of professional quality and worthy of an audience beyond the classroom.

School leadership is dedicated to protecting instructional time and policies are in place to protect instructional time from being compromised for cultural celebrations unrelated to the learning objectives of the classroom. Additionally, the EL Education core practice "Delivering Effective Lessons" articulates guidelines for maintaining focus to help further maximize instructional time.

Opportunity for growth

We need to acquire the resources necessary to better support students at achievement extremes - the very top achievers and the struggling students.

Evidence in support

The following evidence supports our internal review rating:

- Birthday and Holiday Parties Policies
- Budget Reports
- Community Partnerships
- Grant Funding Documents
- School Calendar
- Teacher Discretionary Budgets

4.3: The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.

During the school day, we keep our doors locked; visitors are screened before entering the building using an automated visitor management system.

Faculty and students follow procedures documented by the Building Level Emergency Response plan; the school drills regularly for fire, weather, and intruder threat emergencies.

In the spirit of the EL Education core practice of "Creating Beautiful Spaces for Learning," students are taught to take pride in the cleanliness of their school and are actively involved in cleaning the cafeteria and classrooms.

Opportunity for growth

We need to be diligent about maintaining and regularly updating technology.

Evidence in support

The following evidence supports our internal review rating:

- Documentation of Emergency Procedures
- Logical Consequences for Vandalism
- Recess Norm Documents
- Records of Depreciation of Equipment
- Visitor Check In Procedures

4.4: Students and school personnel use a range of media and information resources to support the school's educational programs.

Digitally, Inspire Academy uses a mobile computer/iPad lab system through which students have access to different types of devices on different days to ensure that all students are proficient on multiple types of devices. Students also have access to a number of digital programs including IXL, RazKids, SkillsNav, and Talking Fingers.

Practically, students participate in fieldwork using expert texts and resources.

Opportunity for growth

We need to develop a schedule whereby all teachers have consistent library time. We could also explore how to connect our students with more local Indiana texts and experts.

Evidence in support

The following evidence supports our internal review rating:

- Computer Cart Schedule
- Fieldwork Samples
- Modules
- Software and Cloud-based Resources

4.5: The technology infrastructure supports the school's teaching, learning, and operational needs.

Inspire Academy has a technology plan on file with the IDOE that outlines the ongoing plans for the technological advancement of the institution. We also have a technology use policy that students and staff agree to before using school Internet resources. Our Internet security functions are effective and we do not have problems with students accessing inappropriate material.

Opportunity for growth

We hope to continue to expand our technology device availability and, ideally, acquire funds to add Smartboards in primary classrooms. We would also like to have a staff member dedicated to technology support.

Evidence in support

The following evidence supports our internal review rating:

- Technology Plan
- Technology Use Policy

4.6: The school provides support services to meet the physical, social, and emotional needs of the student population being served.

Inspire teachers are trained in identifying student-support needs. For example, in 2015, faculty and staff read *The Little Book of Restorative Discipline for Schools* and implemented new discipline protocols that include action plans for students who are not successful in the basic classroom discipline structure and Restorative Discipline Circles for students who are unsuccessful on action plans.

We use NWEA scores, F&P scores, quality of student work reviews, and classroom observations to identify the unique learning needs of students. In addition to support offered by their classroom teachers, students with special learning and behavioral needs are supported by special education staff and / or Title I Teacher Associates, as appropriate.

EL Education recognizes that character and engagement is a dimension of achievement of equal importance to academic performance. Students receive grades on learning targets aligned with each of our five habits of scholarship: empathy, perseverance, integrity, curiosity, and quality. Students who demonstrate mastery of one of the habits of scholarship can be nominated to become an Inspiring Scholar. Once nominations are made, all staff, including lunch and recess supervisors, review the names and identify if any student does not model the habit at all times in all settings. Those nominees that make it through the entire process are "shirted" during our annual Inspiring Scholars Ceremony and receive long-term recognition on the hallway walls.

Opportunity for growth

It would be beneficial for students and teachers if we could target the use of support staff consistently in identified subjects in order to increase student engagement in the classroom.

Evidence in support

The following evidence supports our internal review rating:

- Data Used to Identify Unique Learning Needs
- Habits of Scholarship Recognition
- IEP Progress Monitoring and Goal Setting Documents
- Restorative Discipline Text Action Plan
- Supplemental Services
- Title I Grant Information and Structures

4.7: The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.

Inspire Academy provides a number of general support services to our students including action plans, ELO, homework club, learning club,

restorative circle, and tutoring opportunities. Specialized support programs include career planning, family referral services, multi-age group therapy, occupational and physical therapy, psychological assessments, and speech services.

After implementing and documenting a variety of interventions, classroom teachers refer students for observation for the potential of special needs. The special education teacher then observes the referred students and decides whether further interventions should be implemented before referring the child for a psychological evaluation for special needs or whether the student should be referred for a psychological evaluation immediately. After a psychological evaluation is completed, the case conference committee determines whether the child qualifies for special education services. Similarly, a parent can request that a child receive an evaluation to determine eligibility for special services. The same procedure is followed for parental requests as for classroom teacher referrals and decisions are communicated to the parent throughout the process.

In regards to discipline, we follow a clear process documented in the discipline pyramid. The faculty and administration of Inspire Academy and the EL Education School Designer developed the process collaboratively. The school leader has also provided ongoing communication and clarification of the process as new staff join the team and/or as improvements to the process are made.

Opportunity for growth

Exploring more opportunities for career fieldwork would be beneficial for our middle school students.

Evidence in support

The following evidence supports our internal review rating:

- IEP Process
- List of Services Available
- Referral Process

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: 2.4

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"> •F & P Benchmarking Results IXL Reports NWEA Reports 	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.	Some processes and procedures for collecting, analyzing, and applying learning from data sources are used by professional and support staff. Data sources include limited comparison and trend data about student learning, instruction, the effectiveness of programs, and organizational conditions. School personnel use data to design, implement, and evaluate continuous improvement plans.	<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 •Data Inquiry Cycle Professional Learning Pack Data Analysis and Team Protocols 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	Most professional and support staff members are assessed and trained in a 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 •Data Inquiry Cycles 	Level 2

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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.	A process exists for analyzing data that determine improvement in student learning, including readiness for and success at the next level. Results indicate mixed levels of improvement, and school personnel sometimes 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 •Evidence of student growth •Data Wall and Data Wall Guidelines Teacher Action Plans 	Level 2

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"> •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 •School Leader Reports to the Board 	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.

Areas of Strength and Opportunities for Growth by Indicator

5.1: The school establishes and maintains a clearly defined and comprehensive student assessment system.

Inspire Academy maintains a layered student assessment system. In addition to Indiana State ISTEP requirements, students take the NWEA MAP assessment three times per school year, once late summer, once in winter, and once in spring. Teachers complete the F&P Benchmark Assessment System with their students at least three times per school year, using progress monitoring in the interim periods to ensure that students are receiving the appropriate level of guided reading instruction. During the 2015-2016 school year, we implemented IXL in classrooms as an additional math progress-monitoring tool.

Opportunity for growth

We are working toward more locally developed, quality assessments. This will help to build a more diverse portfolio of data.

Evidence in support

The following evidence supports our internal review rating:

- F&P Benchmarking Results
- IXL Reports

- NWEA Reports

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.

The faculty of Inspire Academy participates in regular data inquiry cycles, using the EL Education data inquiry professional learning pack and included protocols as the guide.

Lessons are designed and implemented with the core practice of "Raising Achievement on Assessments of Learning" in mind; EL Education philosophy teaches the importance of school leaders, teachers, and students analyzing assessment data in the context of learning targets.

Opportunity for growth

We need to work on being more consistent with how data is used across classrooms; there are some inconsistencies from classroom to classroom.

Evidence in support

The following evidence supports our internal review rating:

- Data Inquiry Cycle Professional Learning Pack
- Data Analysis and Team Protocols
- List of Data Sources

5.3: Professional and support staff are trained in the evaluation, interpretation and use of data.

Most of our teachers use data, from NWEA and classroom assessments, to make decisions in their classrooms.

Opportunity for growth

While our teachers use data, our support staff is not trained in the use and interpretation of data.

Evidence in support

The following evidence supports our internal review rating:

- Data inquiry cycle

5.4: The school engages in a continuous process to determine verifiable improvement in student learning, including readiness and success at the next level.

A core leadership practice of EL Education is "Using Data to Drive Instruction." This practice includes fostering a data culture by developing data inquiry teams. The faculty of Inspire Academy meet regularly in different groups to analyze student data. This includes Data Team meetings, Data Inquiry Cycle meetings, teacher check-ins, and School Leadership Team meetings. These meetings are also used to evaluate and create continuous improvement action plans.

Opportunity for growth

We would like to formalize a process for gathering and analyzing classroom assessment data. We are improving in the consistency of work plan review.

Evidence in support

The following evidence supports our internal review rating:

- Agendas and Minutes of Meetings Related to Data Analysis
- Data Wall and Data Wall Guidelines
- Evidence of Student Growth
- Teacher Action Plans

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.

"Communicating Student Achievement" is a core practice of EL Education. Communication and information are monitored at various levels. The school leader provides a monthly report to the Board of Directors that includes updates on student performance in each of the three dimensions of student achievement. Teachers submit drafts of newsletters to the school leader before publishing to families. This facilitates the school leader's monitoring of quality of publications both in content and conventions and allows the school leader to ensure newsletters maintain an academic focus that aligns with the school's mission and philosophy of education. Students receive self and teacher feedback based on learning targets; and parents receive standards-based report cards and participate in student-led conferences twice yearly.

Opportunity for growth

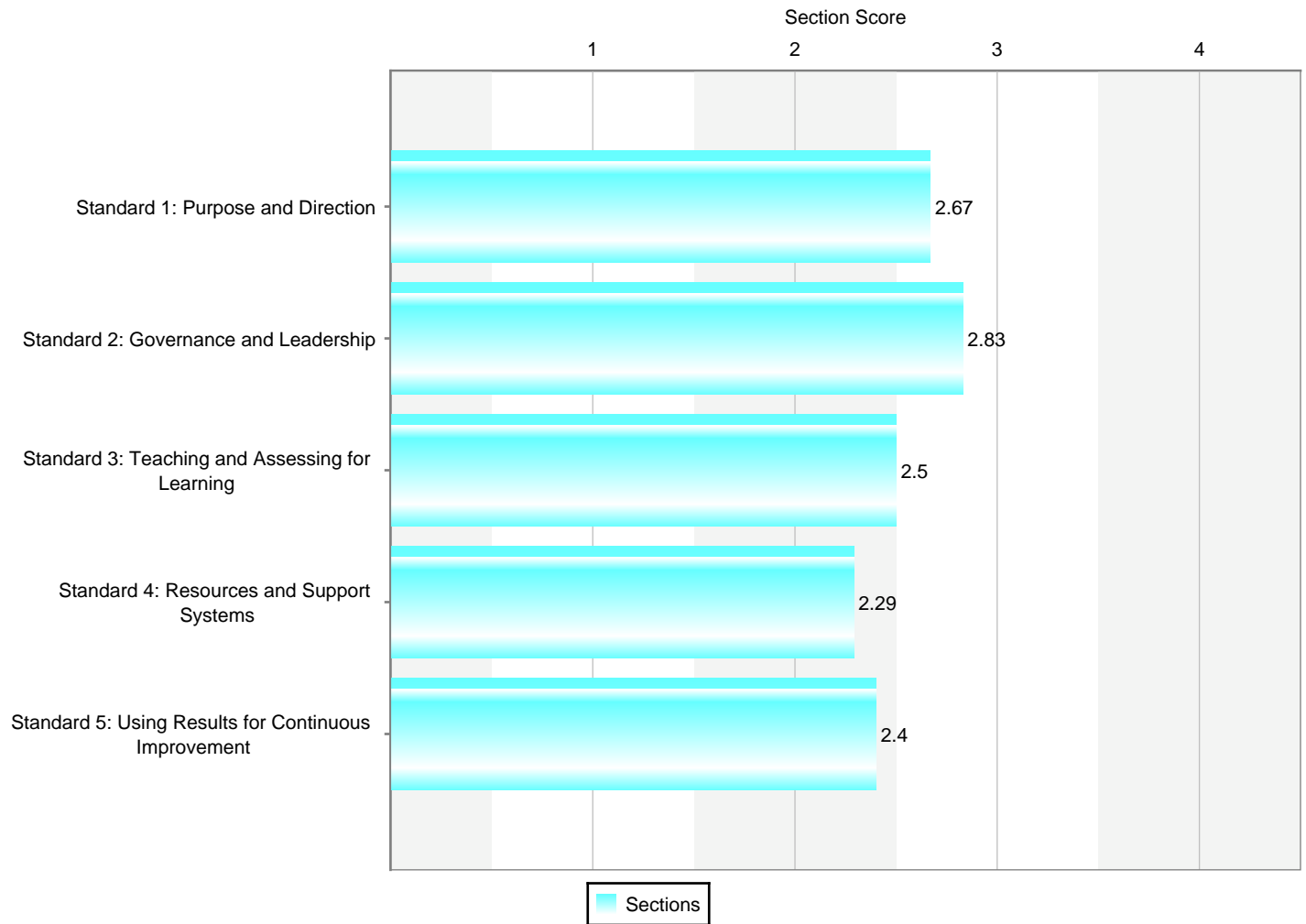
We continually strive to find an effective way to share school improvement data with our stakeholders in a "user-friendly" manner.

Evidence in support

- Sample Communications with Stakeholders Regarding Student Learning
- School Leader Reports to Board
- School Quality Control Procedures

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	Attached is our Feedback Data Response Analysis resulting from our surveys of various stakeholders.	Stakeholder Feedback Response Analysis

Evaluative Criteria and Rubrics

Overall Rating: 3.5

	Statement or Question	Response	Rating
1.	Questionnaire Administration	All required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%). Questionnaires were administered with complete fidelity to the appropriate administrative procedures. In every instance, the stakeholders to whom these questionnaires were administered fully represented the populations served by the institution. Appropriate accommodations were provided as necessary for all participants.	Level 4

	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?

Our highest level of approval came from our primary students feeling that their teachers tell them when they do a good job (4.65). We also received a 4.5 or higher in the following two areas: primary students feeling that they know what to do every day in school (4.53) and staff feeling like all staff members use data to address the unique learning needs of all students (4.5).

We were rated above a 4 by parents, staff, and students in many areas, and are proud of the high satisfaction level felt by so many of our stakeholders.

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

We are fortunate to have a current staff that knows and embodies our purpose statement as the cornerstone of all the work that we do; we even begin each meeting in choral recitation of our mission to be certain that it is internalized and used as a guide for decisions made for the good of our students and community.

We are pleased to note growth in the areas of Teaching and Assessing for Learning. Our improvements in these areas are largely attributed to faculty turnover in 2016, which resulted in a revitalized core group of positive and engaged teachers. While teacher turnover can slow progress, time is needed during the early years of an organization to get the right people on and off the bus and in the right seats on the bus, to use a familiar analogy. Solidifying a staff and faculty committed to the EL Education model and committed to serving all students with equity took time. Creating structures of sustainability for educators implementing locally-based expeditions also took time. Our current faculty approaches students from the perspective of respecting each student's unique needs and strengths. We collaborate frequently to create action plans to identify specific needs of students, and we brainstorm strategies that lead to success. Part of this process is our developing comfort in the use of multi-dimensional data and our intentional efforts to engage families through classroom newsletters, Twitter feeds, Facebook posts, and just being available to talk with parents at drop off and pick up.

With our transition to a new building, we now have the gym and facilities to support a flourishing sports program. Our Director of Athletics has grown the program to include competitive elementary and middle school basketball, competitive elementary and middle school volleyball, competitive elementary and middle school soccer, and a track club. We also offer general support services - such as homework and learning clubs - in addition to more specialized programs such as career planning, multi-age group therapy, and speech services.

We believe that our transition to a new building has helped to build confidence in the governing body. Additionally, we have done a much better job in talking about student learning as a shared responsibility through classroom newsletters and engaging with parents at pick up and drop off; this has helped parents to feel more comfortable asking questions about student progress and how they can support, at home, the work we are doing at school.

We have taken great strides toward developing a community of mutual trust and respect between parents and teachers. Our current staff works diligently to establish positive relationships with parents, and parents know that we have an open door policy when it comes to questions, concerns, and needs. Partnerships we have forged with parents, in support of their students, are further enhanced by Crew - our system to ensure each student has an adult advocate.

This year we have worked to establish and follow consistent norms in regard to disciplinary actions and grading rubrics. Student understanding and appreciation of these norms is increasing. Additionally, we have been pleased by the pride that students are taking in keeping the new building and school grounds clean; their respect for their school is shown daily through understanding of hallway and lunchroom norms and is reflected in the growth in this indicator.

Our new building has given us the space to provide additional learning areas (such as classroom libraries) and furthered our ability to invite families to school activities. In addition to classroom newsletters posted outside doors, teachers use other forms of social media to connect with and invite families to the school. In the classroom, protocols are in place to help students understand expectations for work and behavior. Posted "I can ..." statements and specific

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

While our various stakeholder feedback sources focus on different questions to develop a well-rounded portfolio of feedback from parents and students, our other reported findings have similar high rates of parent satisfaction.

Areas in Need of Improvement

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

Our lowest score on the stakeholder survey was a 3.45, which indicates that stakeholder satisfaction is fairly high overall. Our middle school students feeling that their opinions are considered when planning ways to improve the school is the lowest overall level of satisfaction. Moving forward, we plan to explore ways to better engage student voices and, especially, to help them learn to advocate for themselves and their needs.

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

Even before the survey, we recognized Teaching and Assessing for Learning as areas for growth. Our improvement efforts include teaming for professional development work (i.e. transition groups, such as upper elementary and middle school, collaborating to better prepare students for middle school success) and cross-grade-level fieldwork experiences. In the upcoming year, we would like to formalize a structure of peer coaching and observing colleagues in instruction.

Initially we were surprised to see a decrease in Using Results for Continuous Improvement because, school wide, we have been more intentional in our collection and use of data. We believe, though, that the decrease is a result of our increased knowledge about data; simply, we are more aware of what it means to understand data, so we are more aware of what we could do with it. For this reason, we see this as a powerful opportunity for growth and look forward to fine tuning systems already in place (i.e. data walls, Novare, NWEA, F & P) and adding new sources of data acquisition (i.e. behavior data).

While the school, as a whole, benefitted from recent teacher turn over, we believe that the students might have perceived this shift with apprehension, leading them to think that teachers do not collaborate on their behalf. Moving forward, we plan to explore ways to better engage student voices and, especially, to help them learn to advocate for themselves and their needs.

We have increased student expectations and have higher standards for the work they complete; we are helping them to grow by asking them to achieve more than they think possible of themselves. As we continue to push students out of their comfort zones, we will continue to work with them to develop habits, such as perseverance and integrity, so that problem solving becomes second nature and they recognize that they are responsible for their own learning, with the teacher as a guide.

At the point of the survey, our youngest students have iPad access only two times a week. We have already increased this by using our school improvement grant to purchase additional devices.

What are the implications for these stakeholder perceptions?

In the upcoming year, we would like to formalize a structure of peer coaching and observing colleagues in instruction.

We look forward to fine tuning systems already in place (i.e. data walls, Novare, NWEA, F & P) and adding new sources of data acquisition (i.e. behavior data).

Moving forward, we plan to explore ways to better engage student voices and, especially, to help them learn to advocate for themselves and their needs.

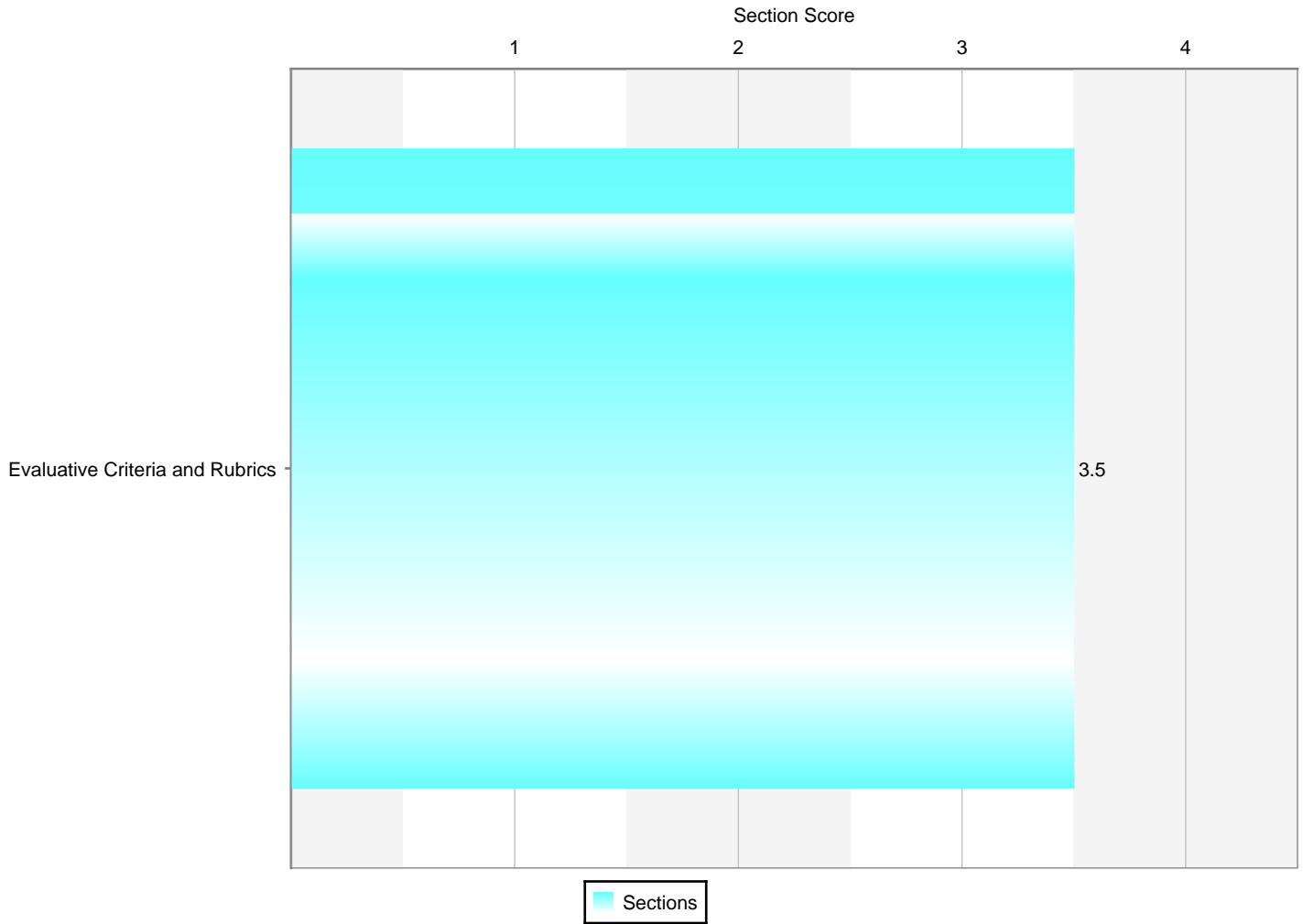
As we continue to force students out of their comfort zones, we will continue to work with them to develop habits such as perseverance and ingenuity so that problem solving becomes second nature and they recognize that the role of the teacher is a guide, but that they are responsible for their own learning.

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

The most consistent finding is that teacher turnover negatively impacts stakeholders' confidence in the school, even when the turnover is necessary and impacts positive change.

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		Student Performance Data Document

Evaluative Criteria and Rubrics

Overall Rating: 2.5

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the majority of those curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is relatively persuasive. Most of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements.	Level 3

	Statement or Question	Response	Rating
2.	Test Administration	Most of the assessments used by the institution to determine students' performances have been administered with reasonable fidelity to the administrative procedures appropriate for each assessment. In most instances, the students to whom these assessments were administered are essentially representative of the students served by the institution. Appropriate accommodations have been provided for most assessments so that valid inferences can be made about most students' status with respect to most of the institution's targeted curricular outcomes.	Level 3

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is indifferently analyzed and presented with little 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 below what would otherwise be expected.	Level 2

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps demonstrate a modest decline.	Level 2

Areas of Notable Achievement

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

Based on the ongoing changes in the state test and the formula for calculating school accountability data, IA set an internal goal of raising the number of students in the 66th growth percentile or higher by 10%. In spring 2017, the number of students in the 66th growth percentile or higher grew by 15.1%. We believe the primary cause of this growth was our piloting of the EL Education curriculum modules for several of our expeditions during SY1617.

IA consistently draws from students who are falling through the cracks of traditional public education. This means many students are multiple grade levels behind when coming to the school (note the 7% passing in Math in 13-14 and the 39.5% passing in Math in 15-16, a growth rate almost six-fold). Growth is beyond expected levels.

Additionally, the ISTEP debacle at the state level has been well-documented, with the target changing every year of IA's existence, resulting in uneven scores. Note that many passing rates have grown two to three times since students have left other schools and come to IA. Again, this growth is beyond expected levels.

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

Having reviewed the Academic Performance Framework, the following trends are evident for Inspire Academy:

All quality indicators of growth metrics demonstrate positive academic growth.

Overall ELA MGP consistently moved higher - Red to Yellow to Green per Academic Framework

Overall Math MGP consistently moved higher - Red to Yellow per Academic Framework

Lowest performing ELA students consistently moved higher - Red to Yellow per Academic Framework

Lowest performing Math students consistently moved higher - Red to Green per Academic Framework

Top performing ELA students consistently moved higher - Red to Yellow to Green per Academic Framework

Top performing Math students consistently moved higher - Red to Yellow per Academic Framework

Quality Indicator 1.1: Progress Over Time (Growth) shows a consistent positive trend over the course of our current charter. While all the sub indicators in this category show a positive trend, growth over time in ELA is arguably the most important indicator of the school's success. Consistent growth in ELA is the foundation for proficiency in the future for both ELA and Math because it is very difficult for students to conquer complex math problems if their reading and writing skills are not strong. The median SGP rose 27 pts over the first three years of our charter and has maintained at 53 for the past two years, as illustrated in the chart below. (available in pdf version of this narrative)

This demonstrates that students are coming in with very low achievement and are consistently making steady gains. This is to be expected when IA is targeting students who are falling through the cracks of the traditional public education system. IA is one of the highest poverty schools in the county, with 81% of students qualifying for free or reduced lunch. Almost a quarter of the students at IA are special needs, many with IEPs.

This means that, in the sole factor that IA can control (growth), IA is making demonstrable gains in student achievement.

Which area(s) indicate the overall highest performance?

QI 1.2: Between 80% and 90% of students have passed IREAD SY1314, SY1415, and SY1516. The spring scores of SY1617 were the exception to our high performance in this realm and were quickly corrected with intervention for an 81.8% passing rate with the summer retake.

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

Due to the small size of our school, subgroup data represents too small of a sample size to provide reliable statistics. However, our lowest quartile of students demonstrate a rising median SGP in both ELA and Math. Additionally, our median SGP is rising amongst black students and white students in mathematics. Our male students also demonstrate an increasing median SGP in mathematics.

Between which subgroups is the achievement gap closing?

Due to the small size of our school, subgroup data represents too small of a sample size to provide reliable statistics. However, our lowest quartile of students demonstrate a rising median SGP in both ELA and Math. Additionally, our median SGP is rising amongst black students in mathematics.

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

Based on review of high quality student work, we find that the mean growth is rising consistently. The percentage of students creating written work that demonstrates high order thinking has increased across the school to above 80%. While this work is scaffolded and supported, unlike the work on standardized tests, students are creating work that cites evidence regularly and demonstrates a higher command of writing conventions. These skills are now consistently visible throughout 80% or more of portfolios and final products, demonstrating an increasing ability to complete high quality work independently. The findings above demonstrate that students' ability to create quality writing independently, as required in standardized tests, is on the rise.

Areas in Need of Improvement

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

The percentage of students who met proficiency on ISTEP is below expected levels of performance. While our scores are comparable to the scores of surrounding schools, serving similar students, and sometimes even above these schools in various subcategories, we desire for a higher percentage of our students to pass ISTEP+. We believe that the shifts in curriculum will positively impact these trends over the next five years.

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

The percentage of students passing ELA on ISTEP is a negative trend. While the SY1314 score is from the previous, less rigorous ISTEP, we still see a negative trend in proficiency. Due to the fact that our median SGP in this area is consistently on the rise, it appears that this negative trend in proficiency is a result of student transiency. Since 81% of IA students come from families in poverty, transience is common. In factors that IA can control (overall student growth), IA is making positive gains. When it comes to factors that IA does not control (low performance of incoming students, high poverty), adequate proficiency has not been demonstrated.

The other areas in which we see negative trends on the Academic Performance Framework are in chronic absenteeism and chronic disciplinary problems, factors that are common in our target demographic. However, this data is somewhat unreliable. In order to hold all students to a high standard of attendance, we mark students as half day absent if they arrive after 8:30 a.m. or leave before 2:30 p.m. While this hurts our attendance data on paper, it increases our student attendance rate such that intervention is initiated sooner and our students' attendance rates are actually higher than schools that report absences more loosely. Additionally, even with our stringent reporting standards, IA logged exemplary attendance one year and is within 1% of green on attendance each additional time. In relation to our disciplinary data, it is based on suspensions only, and the SY1314 suspension data is inaccurate due to a service provider being sloppy with reporting, a provider who no longer has a contract with IA due to numerous reporting inconsistencies and errors. IA continues to consistently address all negative trends to ensure positive growth into the future.

Which area(s) indicate the overall lowest performance?

Student achievement in mathematics is the overall lowest performance. This is a direct result of our previous mathematics curriculum not being well-aligned to the state test and not being user-friendly. As a result, we have changed math curriculum. Before making the switch, we were informed that the version of the math curriculum we were using was outdated. As a result, we tried the newest version last year, with training and with a push from leadership to ensure implementation with fidelity. However, we found this did not address the problem according to our high standards, so we have switched to a better aligned, better rated curriculum for SY1718. We expect this shift in curriculum will have a positive impact over the next five years.

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

Due to the small size of our school, subgroup data represents too small of a sample size to provide reliable statistics. That being said, our black students and white students show a trend of decreasing proficiency in ELA and our black students show a trend of decreasing proficiency in mathematics. However, both subgroups of students show increasing median student growth percentile, so this decreased proficiency is due to measuring different students because of transiency, which is common among families from lower socioeconomic brackets, and is not an actual measure of the same students dropping in proficiency.

Between which subgroups is the achievement gap becoming greater?

Due to the small size of our school, subgroup data represents too small of a sample size to provide reliable statistics. That being said, the median SGP in mathematics has grown faster in mathematics for white students than for black students, causing the achievement gap to become greater in this area, an area that we monitor closely and to which we must continue to devote attention, ensuring that all students are increasing their growth rate steadily. Again, we have already changed our mathematics curriculum to address any deficiencies and to better align with state standards.

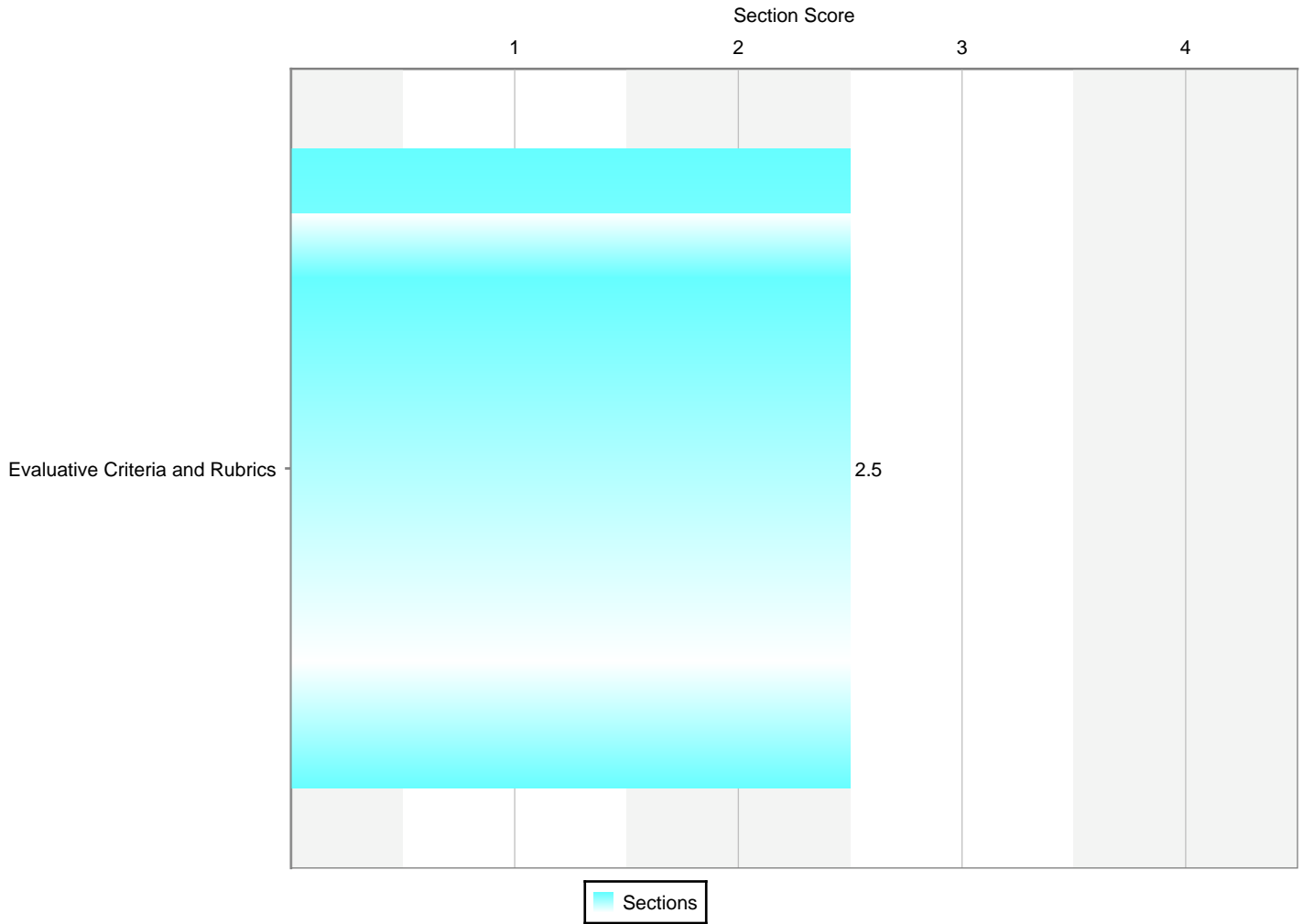
Which of the above reported findings are consistent with findings from other data sources?

Due to the small size of our school, subgroup data represents too small of a sample size to provide reliable statistics. However, NWEA data does confirm an achievement gap between black and white students. Narrowing this achievement gap continues to be at the forefront of leadership and faculty improvement initiatives. Research indicates that, as we continue to grow in inquiry-based, participatory pedagogy, we will see strides in this area. Curriculum decisions and professional development are both oriented toward ensuring the highest student achievement for every demographic.

It is evident in the consistently rising State grade that the State recognizes that IA is making gains with its students. IA has never been a failing school, even with enrolling previously low-performing students with many barriers to achievement.

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.

During the past charter term, Inspire Academy's governance and organizational performance structure has been intentionally organized to promote both maximum effectiveness and maximum efficiency in the operation of the school. The school leadership implements the ongoing programs and insures compliance with required regulations, while the Board of Directors provides regular oversight to insure that these operations are being properly carried out with regard to finances, governance, and performance achievement.

Board members do not become involved in the daily operation of the school. Rather, the board works diligently to insure that the school leadership has sufficient liberty, and sufficient resources, to accomplish the mission of the school, to which both the Board and the school leadership are committed. No changes are anticipated in this organizational and performance structure of the school.

During the past charter term, the Board has experienced some natural membership turnover. The board is currently recruiting members and expects to increase board membership by three to four members in the near future.

In March of 2017, the Board approved the establishment of three Board committees: a finance committee, a promotion and development committee, and a performance and achievement committee, with specific charges given to each committee. Each committee is scheduled to report to the board on a quarterly basis. The employment of this committee structure will provide increased attention to essential elements of the school's operation by the Board in the years to come.

These characteristics of Inspire Academy's governance and organizational performance structure have insured that the school has implemented in all material respects the essential terms of the charter contract and achieved compliance and met the standards specified in the Ball State University Organizational Performance document.

At the current time, no amendment to the school's by-laws is anticipated.

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."

Not Applicable

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."

Not Applicable

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."

Not Applicable

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?

In 2016, the school acquired its current facility. This acquisition greatly enhanced the school's capacity to serve its current student population (199) and anticipated student population (225) by providing expanded classroom space, gym facilities, outdoor space, and other features. As with any facility, there are maintenance issues and needs, and desired improvements to the facility are anticipated. The board regularly discusses these issues as they impact school performance. In short, the facility is adequate and working well at this point. We anticipate making steady progress in facility improvement as needs are identified and resources allow.

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.

AdvancEd Review

Teaching and Learning Impact

Improvement Priority #1 - Implement a protocol for the systematic analysis of student performance data to identify student, curricular, and instructional needs, as well as provide the training necessary to use the data to inform instruction.

Responsive Action: IA implemented data inquiry cycles more consistently during SY1617 during which teachers analyzed data using protocols to identify areas of student strength and gaps that required additional instructional support. For SY1718, IA has lengthened data sessions to two hours to create time for more training on reports, in-depth analysis of data when updating the data wall, and time for goal-setting. These sessions are followed up with individualized teacher check-ins to finish any processes and ensure that the data analysis impacts instruction.

Improvement Priority #2 - Design and implement a clear instructional framework that reflects best practices to ensure the curriculum, in all content areas and across all grade levels, is delivered in a manner that guarantees all students receive a rigorous education and prepares them for success at the next level.

IA has shifted from teacher created expeditions that varied in rigor to EL Education curriculum modules that provide the framework for teachers to implement best practices in the classroom. By piloting this structure loosely in the fall and more rigorously in the spring of SY1617, we saw a 15.1% increase in students achieving in the 66th growth percentile or higher.

Responsive Action: IA provided training on an updated version of the Investigations in Number, Data, and Space mathematics curriculum

and increased accountability for implementing the curriculum with fidelity in an attempt to increase math scores. However, even with the training, updated version, and increased fidelity, our growth scores did not improve, which confirmed our analysis that the curriculum was not meeting the needs of our elementary students. As a result, we have changed to Bridges in Mathematics for SY1718 and are already seeing improved math instruction throughout the building and improved math scores on fall NWEA testing. While reviewing elementary mathematics curriculum, we also found weaknesses in our middle school math curriculum and will begin fully implementing Eureka Math by fall of 2018.

IA has created a Clear Expectations for Instruction document with three columns: things you should see and hear every day in every IA classroom, things you should see and hear sometimes but not daily, things you should never see or hear from an adult at IA.

Improvement Priority #3 - Implement a systematic mentoring, coaching, and induction program for all personnel that includes valid and reliable measures of performance.

Teacher turnover during the summer and fall of 2015 (the time of the AdvancEd review during which this was noted), was too high to sustain a mentoring program for all teachers new to IA, especially those who had experience prior to serving at IA.

Responsive Action: IA has created a clearly documented induction agenda, so that induction is systematic and all new teachers are introduced to the same materials. IA also began hiring potential teaching candidates as teacher associates to allow them time to learn the basic practices within the building.

IA has added a Teaching Fellowship program to groom upcoming teachers who are either working on a degree in education or have recently graduated from a teacher preparation program. Teaching Fellows work in the classroom of a teacher leader and are able to watch EL Education Core Practices in action and begin to lead the class under the supervision of a teacher leader or while the teacher leader engages in leadership responsibilities such as peer coaching or testing administration.

Leadership Capacity

Improvement Priority #1 - Provide teachers with opportunities to review classroom best practices instruction such as opportunities for student collaboration and cooperative learning.

Responsive Action: IA has created a Learning Walk Feedback Form to help guide teachers in getting into each other's classroom and identify best practices happening in the classroom, as well as practices the observing teacher wants to take back to his or her class.

Teachers are required to be in two other classrooms each month.

Dr. Carpenter, Board Review

The IA Board of Directors contracted Dr. Brian Carpenter's services for a review of Board policies and procedures and a day of training for Board members on best practices in governance. During the training, Dr. Carpenter complimented the Board on by-laws that reflected changes recommended during a training during the organizing phase. He was also complimentary of general quality of Board practices and complimented our original Board president on a job well done in leading the founding Board members to "hit the restart button" and commented that the decision facilitated us to being in a place of well functioning operations. His review of Board operations by Dr. Brian Carpenter prior to and during a Board retreat in 2015 recommended improvements in the recording of minutes and the use of a strategic oversight calendar for tracking board deadlines. An improved pattern and structure for keeping all Board minutes has resulted, along with the initial establishment of a strategic oversight calendar. Improvement is still being made in the use of the calendar.

Dr. Carpenter also noted that the Board should parse control policies for robustness and add a whistleblower policy. Both of these recommendations were heeded, and Board made more robust control policies and ensured that the Employee Handbook included a whistleblower policy.

Dr. Carpenter also emphasized that all items on a board agenda should directly related to governance, finances, or performance achievement. While no variations from this practice were noted, the Board has begun the practice of labeling each Board agenda item with one of these titles to ensure that all agenda items are pertaining to these key categories and to ensure that a balanced review of all three categories is covered by agendas. Dr. Carpenter's general feedback was that our board was functioning efficiently with timely meetings that primarily stayed focused on issues of governance rather than getting involved in management, and Inspire was pleased to hear that some difficult decisions early in the organizing process set the school up for long term success.

Title 1 Reviews

During the first year of operations, Inspire Academy was a Targeted Assistance Program with Title 1. Along with the many positive findings, Inspire Academy submitted the following assurances to correct three minor findings, based on Targeted Assistance Program requirements with the following actions:

Inspire Academy will use at least two academic assessments for both Reading and Math at the beginning of the 2014-2015 school year for Title 1 student selection.

Inspire Academy will ensure that a score is entered for all students in the Total Rank column of the student selection worksheets.

Inspire Academy will ensure that the Parents' Right-to-Know letter will be sent out to all parents at the beginning of the 2014-2015 school year.

However, during the summer of 2014, Inspire Academy was approved to transition to a Schoolwide Title 1 Program, which changed the regulations from the previous year. In addition to the many positive findings from the SY1415 Title 1 On-Site Monitoring of our new Schoolwide Title 1 Program, there were several details that needed additional attention:

Finding: Inspire Academy, A School of Inquiry, was not able to provide evidence that all Title I teachers are highly qualified at the time of hire. While certification could be verified using the Indiana Department of Education (IDOE) online license search site, LVIS, the HQ verification form was not found in each employee's file.

Response: HQ verification form was completed and added to every personnel file.

Finding: Inspire Academy, A School of Inquiry, could not provide evidence that the school parental involvement policy, including the compact, was developed with meaningful consultation with parents, and updated annually. However, the school was able to produce a copy of the procedure in place to obtain parent input to create the Parent Commitment form.

Response: IA held a parent input meeting in SY1415 and began holding annual Title 1 meetings early in each school year beginning SY1516 to gain input from parents on the parent compact. IA began collecting signatures on sign-in sheets at parent meetings to increase evidence of involvement.

Finding: Inspire Academy, A School of Inquiry, could not provide evidence that school parental involvement policies, including the compact, were distributed to all parents of Title I, A served children. At the time of the visit, the school used PowerSchool to track when families return the Parent Commitment form. The IDOE will work with Inspire Academy, A School of Inquiry, to ensure parent policies and compacts are created that meet all the federal requirements.

Response: IA changed the language on the Parent Commitment Form to be compatible with Title 1 guidelines and created a "Parent Compact" to be distributed annually.

Finding: Inspire Academy, A School of Inquiry, implements an expeditionary learning curriculum. As such, the school provides a great deal of technical assistance and support to staff implementing an Expeditionary Learning curriculum in the areas of needs assessment, comprehensive planning, implementation and evaluation. However, none of the documentation reviewed was specific to schoolwide planning. Technical assistance was provided regarding how to build on processes already in place at the school to meet federal schoolwide planning requirements.

Response: IA has worked over the years to increase support to staff in the areas of developing schoolwide programs in the areas of needs assessment, comprehensive planning, implementation, and evaluation.

Plan for providing transportation to students to attend the school, including transportation to extra-curricular activities:

IA does not provide transportation to and from school due to the fact that local tax dollars are not provided to the school to cover these costs. We value students learning outside the classroom through fieldwork, and we provide transportation to fieldwork via parent volunteers and staff drivers. Similarly, we will use carpooling efforts to help with transportation to sporting events that are not held at the school. All drivers are required to provide proof of license, insurance, and a driving record from the BMV. All drivers are also required to go through criminal background screenings.

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).

The board's commitment to assuring adequate resources and support to maximize student achievement begins with the board's composition and competency. Historically, over 50% of the board's members have had deep experience in various aspects of education. Historically, over 30% of the board's members have had strong financial backgrounds. This combination of academic and financial expertise has allowed the entire board to provide effective oversight of the school's academic and financial performance.

The board has both a finance committee and an academic performance and achievement committee. These committees have the time and expertise to closely monitor academic and financial performance reports, to ask detailed questions about components of all academic and financial information, to discuss trends and challenges, and to knowledgeably provide academic and financial information, observations, and committee recommendations to the full board.

The focal point of every board meeting is the School Leader's detailed report to the board on the school's overall academic program and student performance. This report includes information about testing and testing results, student programs upcoming and concluded, updates on support and feedback provided by EL Education, and the School Leader's plans, recommendations, and observations regarding challenges and opportunities. Out of this reporting has come board backed initiatives to pay Inspire teachers at least as much as teachers are paid at Muncie Community Schools to help retain our strong instructional staff and thereby improve student instruction; to provide students with Chromebooks and iPads on a 1:1 basis; and to begin a preschool in 2016-2017 to better prepare early learners with the skills they will need as they enter kindergarten. Since the financial commitment to these initiatives to improve student achievement are significant,

the board's strong support has been essential.

One financially important initiative in 2016-2017 which has been strongly championed by the board is the commitment to employ a marketing professional to evaluate the school's marketing challenges and opportunities and to help develop plans to promote the school to the surrounding community. The results of the marketing surveys and research were shared and discussed for over an hour at a board meeting. The result of the overall marketing initiatives in the spring and summer of 2017 was an increase in fall 2017-2018 enrollment of 23 students, a 14% increase. The impact of this increased enrollment will mean that the school can leverage its relatively fixed building and other operating costs and provide substantially more dollars for student instruction--an estimated \$260,000 more, 28% more, over \$700 per student more.

The board's overall financial oversight begins with the review, discussion and approval of the projected and final budgets in June and October. Budgets are carefully reviewed and discussed by the finance committee before they are presented to the board. Monthly and year-to-date financial statements containing variances to budget are provided and reviewed at every board meeting. At every board meeting the school's Director of Finance provides a report of all school expenditures during the previous month which is reviewed, discussed and voted on by the board. At every board meeting the Director of Finance provides a financial projection for the upcoming months, including risks and opportunities. One of the most significant results from these discussions has been the school's move to reduce facilities expense, so that more financial resources can be directed to improving student achievement. In 2016, the school purchased a facility and moved from its leased facility. This initiative which was discussed by the board over a period of years, which was carefully evaluated by the board, and has been strongly championed by the board has resulted in a decrease in per student facilities costs from \$1,801 in 2013-2014 to \$1,156 in 2016-2017--and is projected to decline further to \$980 in 2017-2018. That will be a 46% decrease in per student facility costs, and will allow for more resources for improving student achievement. This reduction is particularly dramatic since the school is occupying more than twice as much square footage and since the 2013-2014 lease cost would have increased by at least 10% to accommodate the school's growth.

On a consistent basis, board members have personally contributed financially to the school. The board has also taken the lead in soliciting financial contributions and other support from members of the community.

The board has overseen, contributed to, and championed the financial and academic progress of Inspire Academy as the school has seen dramatic results in its efforts to move more money into the classroom to improve student achievement.

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.

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.

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?

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)?

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.

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

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.

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.

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.

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.

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.

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

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

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.

