



Office of Charter Schools

Mays Community Academy

2017-18 Charter Renewal Application

October 1, 2017

© 2016 Ball State University

This document carries a Creative Commons license, which permits noncommercial re-use of content when proper attribution is provided. This means you are free to copy, display and distribute this work, or include content from the application in derivative works, under the following conditions:

Attribution You must clearly attribute the work to the Ball State University Office of Charter Schools.

Noncommercial You may not use this work for commercial purposes, including but not limited to any type of work for hire, without explicit prior permission from Ball State University.

Share Alike If you alter, transform, or build upon this work, you may distribute the resulting work only under a license identical to this one.

For the full legal code of this Creative Commons license, please visit www.creativecommons.org. If you have any questions about citing or reusing Ball State University content, please contact us.

TABLE OF CONTENTS

Introduction.....	i
Renewal Timeline	ii
Renewal Decision Overview.....	iii
Part I: Charter Renewal Application – Instructions and CSAPPHIRE Submissions.....	iv
Part II: Renewal Narrative	1
I. Enrollment and Demographic Overview	1
II. Executive Summary.....	3
III. Self-Assessment.....	3
IV. Student Performance.....	4
V. Stakeholder Assessment (recommended).....	5
VI. Organizational Performance	5
VII. Financial Performance	6

INTRODUCTION

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

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

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

RENEWAL TIMELINE

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

RENEWAL DECISION OVERVIEW

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

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

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

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

2017-18 CHARTER RENEWAL APPLICATION – INSTRUCTIONS AND CSAPPHIRE SUBMISSIONS

INSTRUCTIONS:

The OCS will provide a Charter Renewal Application template to each school up for renewal. A school's Charter Renewal Application will have some data charts pre-filled by the OCS with the school's data; however, the school should fill in any empty boxes, as applicable. Charter Renewal Applications must be submitted to OCS **electronically through CSAPPHIRE no later than October 1, 2017.**

FORMAT FOR SUBMISSIONS:

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

CSAPPHIRE SUBMISSIONS AND UPDATES:

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

School Documents

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

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

Current School Plans and Policies

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

- Conflict of Interest Policy
- Criminal Background Check Policy

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

Corporate Documents

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

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

Financials and Budgets

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

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

Board – Agenda and Minutes

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

- Board Minutes approving School's Budgets for 2016-17 and 2017-18

Insurance

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

- Certificate of Liability Insurance
- Evidence of Property Insurance

Facility Documents

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

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

RENEWAL NARRATIVE

I. Enrollment and Demographic Overview

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

2017-18 ENROLLMENT & DEMOGRAPHIC INFORMATION		
	#	%
Total Enrollment	180	
# of Students on Waiting List	0	
Gender		
Male	93	52%
Female	87	48%
Ethnicity/Race		
White	172	95%
Black	3	2%
Hispanic	5	3%
Asian	0	0%
Native American	0	0%
Other	0	0%
Special Populations		
Students with IEPs	75	42%
English Language Learners	5	3%
Homeless Students	0	0%
Eligible for Free and Reduced Lunch	129	72%

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

	2015-16	2016-17	2017-18
Total Student Enrollment	74	175	180

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

	Year 1	Year 2	Year 2
Grade	2015-16	2016-17	2017-18
K	14	35	28
1	15	25	32
2	26	22	24
3	15	38	21
4	11	19	35
5	12	20	21
6	20	16	19
All Grades	113	175	180

- 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	
	2015-16		2016-17		2017-18	
	#	%	#	%	#	%
Autism Spectrum Disorder	3	12%	8	12%	12	16%
Blind of Low Vision	0	0%	1	2%	1	2%
Cognitive Disability	0	0%	0	0%	0	0%
Deaf of Hard of Hearing	0	0%	0	0%	1	2%
Deaf-Blind	0	0%	0	0%	0	0%
Development Delay (early childhood)	0	0%	0	0%	0	0%
Emotional Disability	2	8%	6	9%	14	19%
Language or Speech Impairment	10	40%	6	9%	10	13%
Multiple Disabilities	0	0%	0	0%	0	0%
Orthopedic Impairment	0	0%	0	0%	0	0%
Specific Learning Disability	10	40%	44	68%	37	48%
Traumatic Brain Injury	0	0%	0	0%	0	0%

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

ELL STUDENT POPULATION CHART					
Year 1		Year 2		Year 3	
2015-16		2016-17		2017-18	
#	%	#	%	#	%
0	0%	1	1%	5	3%

- 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	
2015-16		2016-17		2017-18	
#	%	#	%	#	%
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	
2015-16		2016-17		2017-18	
#	%	#	%	#	%
0	0%	17	10%	21	12%

II. Executive Summary

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

Description of the school (6000 character limit)

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

School's Purpose (6000 character limit)

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

Notable Achievements and Areas of Improvement (6000 character limit)

- a. Describe the school's notable achievements and areas of improvement in the last three years.
- b. Describe areas for improvement that the school is striving to achieve in the next three years.
- c. Note: consider both student and teacher recognition or achievements (e.g. teacher of the year awards, special certifications)

Additional Information (6000 character limit)

III. Self-Assessment

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

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

IV. Student Performance Diagnostic

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

Renewal recommendations will be based on all evidence of school performance in the record, including but not limited to the school's responses in this part. For your convenience, please reference appropriately the sections from the **Academic Performance Framework**: <http://goo.gl/s8HZwH>.

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

- a. Student Performance Data Document
 - This document provides schools an opportunity to supplement the record of performance by submitting evidence that informs the school's performance in relation to OCS's Accountability Framework. Responses should reference the indicators and measures from the Accountability Performance Frameworks to which the information applies (*e.g.*, 2.1 Student Progress Over Time, 2.4 Post-Secondary Readiness).
 - Responses may include, but are not limited to, information about interim assessments or progress reports; evidence of performance on school-or mission-specific goals; and evidence of progress for any areas in which the school has not previously met or is not currently meeting the performance standard.
- b. Areas of Notable Achievement

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

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

V. Stakeholder Assessment (recommended)

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

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

VI. Organizational Performance

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

Along with the required CSAPPHIRE submissions, provide any organizational related evidence, supplemental data, or contextual information. Submissions may include evidence of current compliance in areas for which the school was found previously to be non-compliant or other updates relevant to previous school findings. Please reference appropriately the sections of the Organizational Performance Framework <http://goo.gl/0QvmDa>.

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

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

In the past term, the board on Northern Rush County Schools has seen the addition of one board member and the resignation of another board member. The board is currently made up of a total of 4 individuals. The board is systematically reviewing methods of reviewing member term limits as well as recruitment of new/additional board members. The vision and mission of Northern Rush County Schools is taken very seriously and great care is taken when considering changes to the governing body of the organization. The flow of the board as well as the basic operations of the organization have been quite smooth over the past term. Any changes would be to simply strengthen the board through increased membership allowing for more direct contacts in forming stronger business relationships within the community.

- 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. Northern Rush County Schools is reviewing the working relationship that is currently in place with Indiana Charters. Indiana Charters has been and continues to be used for administrative support including but not limited to assistance with policy writing, state reporting requirements, grant writing and special education directorship. A new contract has not been signed to date for the 2017-2018 school year. The board is reviewing desired services and the contract is being negotiated.

-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. As described above, Indiana Charters has been providing supporting administrative services. The board monitors this activity through reports from both the school Principal, and the CEO.

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. It is not the intent of Northern Rush County Schools to terminate services with Indiana Charters for this upcoming term. In an effort to control costs, administration and the board are reviewing the duties of Indiana Charters and working together to reallocate duties. The required duties to be performed by Indiana Charters is anticipated to be reduced and have some of those duties placed on the administration of Northern Rush County Schools.

- 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? The building is currently at capacity in terms of number of classrooms. We feel we could easily place more students in many of the classrooms, but in order to remain compliant to the primary grades being on the main level of the building, the number of rooms as been maximized. The board of Northern Rush County Schools, Inc. is considering expanding to a pre-k through grade 8 facility, and in order to do that, an addition to the building would need to be made. The required variance permits as well as approval from the state have been completed, and financing options are being explored. The expansion will be needed even without the addition of 7th & 8th grades.
- 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. There are no noted deficiencies or findings.
- Describe the plan for providing transportation to students to attend the school, including transportation to extra-curricular activities, if applicable. Northern Rush County Schools currently has 6 contracted bus routes. There is no plan to change or discontinue the method of transportation at this time.

VII. Financial Performance

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

Financial Assurance: With respect to financial performance, provide an assurance and any evidence, that the school is current in meeting its liabilities including, but not limited to, lease/mortgage, payroll taxes, debt service payments, and employee benefits. *MCA has no mortgage payments, all payroll taxes are paid electronically through Paychex when payroll is processed. Debt service for charter school advance is taken out of monthly ADM check, and employee benefits including health insurance and retirement payments are always made within allotted time.*

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

1. Current Board approved budget with minutes.
2. Prior year's Board approved budget with minutes.
3. Current facility/school lease term and conditions.
4. Applicable insurance policies, such as employee health insurance, facility insurance, liability, and their respective renewal dates
5. Current accrual-based audits
6. Enrollment plan for the next three years (e.g., grade level and projected student enrollment). Identify how the school plans to sustain its enrollment and what plan(s) the school has to continue to recruit students.
7. Charter agreement
8. Documentation of other contracted services, including cost and scope of services (e.g. food service, marketing, legal, accounting).
9. Form 9

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

Responses required for Renewal Application:

- In what ways does the board assure that financial resources provide adequate support for the school's overall program and to improve student achievement? Please reflect on the allocation, challenges, trends and any shifts in resources directed toward Student Academic Achievement, Student Instructional Support, Overhead and Operational, and Nonoperational (See Form 9). *The most notable challenge financially is the lack of both transportation and capital projects funds. The funding gap found in our budgets is easily filled if that type of funding were to become available. For now, the board is tasked with making shifts in the budget in order to facilitate transportation. The top concern in to continue getting the students to the facility in order to educate them. The board makes every attempt to assure every dollar spent is done so with the understanding that it must be an improvement to the current situation. Most of the schools expenses are relatively stable and with that comes very minimal opportunities for adjustments. The largest expense NRCS is faces with is payroll. The*

board has made every effort to ensure the very best teachers are put into place that fit the mission and goals of NRCS.

- 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.

No previous deficiencies were noted.

**FINANCIAL PERFORMANCE FRAMEWORK
BALL STATE UNIVERSITY**

Meets
Does Not Meet
Falls Far Below

1. NEAR TERM INDICATORS			
1.a.	Current Ratio (Working Capital Ratio)	Current Assets divided by Current Liabilities	.055
1.b.	Cash to Current Liabilities	Cash divided by Current Liabilities	.055
1.c.	Unrestricted Days Cash	Unrestricted Cash divided by ((Total Expenses-Depreciation Expenses)/365)	0
1.d.	Enrollment Variance	Actual Enrollment divided by Enrollment Projection in Charter School Board-Approved Budget	118%
1.e.	Default		
2. SUSTAINABILITY INDICATORS			
2.a.	Total Margin	Net Income divided by Total Revenue and Aggregated Total Margin: Total 3 Year Net Income divided by Total 3 Year Revenues	1.5
2.b.	Debt to Asset Ratio	Total Liabilities divided by Total Assets	.938
2.c.	Cash Flow	Multi-Year Cash Flow = (Year 3 Total Cash)-(Year 1 Total Cash); One-Year Cash Flow = (Year 2 Total Cash)-(Year 1 Total Cash)	-114,277
2.d.	Debt Service Coverage Ratio	(Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)	4.08

Mays Community Academy

Current Assets	10109
Current Liabilities	288401
Cash	10109
Unrestricted Cash	10109
Total Expenses	1863098
Depreciation Expenses	95044
Enrollment Projection in Charter School Board- Approved Budget	150
Actual Enrollment	177
Default	
Net Income	-248960
Total Revenue	1614137
Aggregated Total Margin	.015
Total 2 Year Net Income	48205
Total 2 Year Revenues	3222830
Total Liabilities	692151
Total Assets	737603
Year 1 Total Cash	124386
Year 2 Total Cash	10109
Year 3 Total Cash	N/A
Depreciation	95044
Interest	
Interest Expense	13245
Annual Principal, Interest, and Lease Payments	34495

School Data Summary Document

**Mays Charter Academy
Muncie, IN
In Operation since 2015 (2 Years)
Grade Range: K-6**

Total Student Enrollment	
2015-16	2016-17
115	180

2016-17 Enrollment & Demographic Information		
	#	%
Total Enrollment	180	
Ethnicity/Race		
White	172	95.6%
Black	0	0
Hispanic	2	1.1%
Asian	0	0
Native American	0	0
Multiracial	6	3.3%
Special Populations		
Students with IEPs	43	24.7%
English Language Learners	1	0.6%
Eligible for Free and Reduced Lunch	120	66.7%

	A-F	Data Results Under Intervention /Assessment Policy	NWEA % meeting reading growth target	NWEA % meeting ELA growth target	NWEA % meeting math growth target	ISTEP % Passing Math	ISTEP % Passing ELA	ISTEP % Passing Math & ELA
SY 15-16	n/a		n/a	n/a	n/a	51.8%9%	50.9%%	39.3%

Math Growth	Year	# Tested	Pass %	Median Growth %
2016: n/a	Spring 2016	n/a	n/a	n/a

ELA Growth	Year	# Tested	Pass %	Median Growth %
2016: n/a	Spring 2016	n/a	n/a	n/a

School Year	Total Students	# Pass IREAD	% Pass IREAD	% ELL	% F/R Lunch
2015-16	16	14	87.5	n/a	n/a

BSU Continuous Improvement Report

Mays Community Academy

Mrs. Shannon New, Principal
929 E South Street
Mays, IN 46155

TABLE OF CONTENTS

Executive Summary

Introduction.....	2
Description of the School.....	3
School's Purpose.....	4
Notable Achievements and Areas of Improvement.....	5
Additional Information.....	6

Self Assessment

Introduction.....	8
Standard 1: Purpose and Direction.....	9
Standard 2: Governance and Leadership.....	12
Standard 3: Teaching and Assessing for Learning.....	16
Standard 4: Resources and Support Systems.....	22
Standard 5: Using Results for Continuous Improvement.....	26
Report Summary.....	30

Stakeholder Feedback Diagnostic

Introduction.....	32
Stakeholder Feedback Data.....	33
Evaluative Criteria and Rubrics.....	34

Areas of Notable Achievement..... 35

Areas in Need of Improvement..... 37

Report Summary..... 39

Student Performance Diagnostic

Introduction..... 41

Student Performance Data..... 42

Evaluative Criteria and Rubrics..... 43

Areas of Notable Achievement..... 44

Areas in Need of Improvement..... 48

Report Summary..... 51

Organizational and Financial Performance Diagnostic

Introduction..... 53

Organizational and Financial Strategic Planning-Required Responses..... 54

Organizational and Financial Strategic Planning-Optional Responses..... 58

Mays School Improvement Plan 2016-17

Overview..... 64

Goals Summary..... 65

Activity Summary by Funding Source..... 66

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?

Mays Community Academy is a small, rural, public, charter school in Mays, Indiana. MCA serves students in kindergarten through sixth grades from Rush, Shelby, Fayette, Hancock, Henry, Wayne, and Delaware counties. Currently, there are 181 students enrolled in Mays Community Academy. Of those 181 enrolled students, 150 use MCA's provided to-the-door pick-up transportation on a daily basis. MCA's six-bus transportation operation services these 150 students across the seven aforementioned counties, spanning nine separate school districts.

Mays Community Academy began the 2015-2016 school year, its first, with 84 enrolled students, and grew to finish with 115 students. MCA has continued to grow and is now servicing 187 students. Given that growth, Mays Community Academy currently employs one superintendent, a principal, an administrative assistant, two maintenance workers, six bus drivers, one safety and transportation coordinator, and four cafeteria workers. Thirteen certified teachers are also employed at MCA, as well as six instructional assistants, four specials instructors, two preschool teachers, and an after-school care provider. MCA's teachers are divided into two kindergarten classrooms, two first grades, two second-grade classroom, two third grades, two fourth, one fifth, and one sixth-grade classroom. This year, MCA also offers a full and half-day preschool program that services up to twenty students.

MCA essentially services three general types of families. One type of family served are those who attended Mays Elementary when it was part of Rushville Community Schools. Another general group of families are those who do not "fit" into the mold of traditional schools and who, for one reason or another, were not successful. Finally, the third type of family catered to by MCA are families who do not feel adequately challenged in the traditional school environment and are looking for something to push their child further academically.

Although the growth that Mays Community Academy has experienced in the last year has been inspiring, it has also created new struggles. MCA's special education and free-and-reduced population are growing, bus mileage is expanding exponentially, classrooms are full, the building is at capacity, and money is tight. The pains and struggles of growth, however, only force MCA to expand its way of thinking, its education and rigor, and the way in which students and families are served. This growth has allowed Mays Community Academy to meet more students' needs while using the surrounding community to do so. MCA is using all of the tools and resources available to create a school that is ever-evolving and eternally changing.

With those changes, MCA is also at capacity, and being continually asked to expand to middle school. The board is currently considering expanding to grade 8. The expansion to grade will most likely take place within the next 3-5 years.

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.

Mays Community Academy will instill in its students the passion and curiosity necessary for lifelong learning. Students at MCA will develop the ability to think critically, communicate effectively and excel academically. Through an integrated, place-based curriculum, utilizing integrated, academic and social curriculum, and immersion in the world around them, the students will become stewards of their environment and help make their community a better place.

The staff at MCA will develop a high-quality, placed-based, rural school that positively affects the lives of the students it serves. It is the vision of Mays Community Academy and all of its staff to affect permanent change in the academic lives of rural children, and to use the community around MCA to ground the skills and standards taught. MCA leaders will participate in state and local policy development to ensure effective rural education in order to help better the lives of area students and families.

All students possess the ability to achieve---finding the keys to unlock those abilities, however, is necessary. It is the belief of the staff and faculty of Mays Community Academy that, through the use of various modalities and best practices, all students have the ability to be successful; that, by using hands-on lessons and a place-based curriculum, standards can be placed into the long-term memory of students. This will allow for easy recall and valuable long-term learning.

MCA staff also strongly believes that, in creating an environment in which students want to be, we are creating a desire for lifelong learning.

Mays Community Academy fully expects all of its students to adhere to a moral and ethical code that requires them to behave and function in a manner that is beneficial to all.

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.

Mays Community Academy serves students in kindergarten through sixth grades from seven different counties: Rush, Shelby, Fayette, Hancock, Henry, Wayne, and Delaware. Currently, there are 181 students enrolled in Mays Community Academy. Of those 181 enrolled students, 150 use MCA's provided to-the-door pick-up transportation on a daily basis. MCA's six-bus transportation operation services these 150 students across the seven aforementioned counties, spanning nine separate school districts.

These are all notable achievements for MCA, as we strive to provide the most accessibility to every student and family.

Another area of both improvement and achievement for Mays Community Academy is its growth. MCA began the 2015-2016 school year, its first, with 84 enrolled students, and grew to finish with 115 students. MCA has continued to grow and is now servicing 181 students. Given that growth, Mays Community Academy currently employs one superintendent, a principal, an administrative assistant, two maintenance workers, six bus drivers, one safety and transportation coordinator, and four cafeteria workers. Twelve certified teachers are also employed at MCA, as well as six instructional assistants, four specials instructors, two preschool teachers, and an after-school care provider. MCA's teachers are divided into two kindergarten classrooms, two first grades, two second-grade classroom, two third grades, two fourth, one fifth, and one sixth-grade classroom. This year, MCA also offers a full and half-day preschool program that services up to twenty students.

In the coming years, Mays Community Academy will strive to improve state testing (ISTEP) scores, across the board, to at least 75% achievement. More specifically, MCA hopes to greatly improve writing scores. It is also a major focus to improve school culture within the student body, the school, and the community. MCA also hopes to expand to serve students in Pre-K through grade 8.

Additional Information

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

The original board of Mays Community Academy had less than sixty days to transform the 86-year-old building what was once Mays Elementary into Mays Community Academy. In that time, they had to save the building, secure a charter, and get ready to open the doors in time for the 15-16 school year. The preparation required hiring an entire staff, ordering supplies, and getting everything in order to make the 2015-2016 school year a success.

After experiencing the trials and tribulations of a new school, the MCA implemented significant changes for year two. The school board interviewed and hired a licensed administrator. Changes were also made that put the focus on the academic successes of the students, and which required classrooms to find a commonality that aligned Mays Community Academy.

Self Assessment

Introduction

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

Standard 1: Purpose and Direction

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

Overall Rating: 3.0

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

Indicator	Statement or Question	Response	Evidence	Rating
1.2	The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	Commitment to shared values and beliefs about teaching and learning is 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 •Survey results •The school's statement of purpose 	Level 3

BSU Continuous Improvement Report

Mays Community Academy

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

Mays Community Academy is dedicated to student achievement and providing individualized instruction in a manner in which all students can learn. Mays Community Academy's teachers work to instill in their students a passion and curiosity for lifelong learning. Students at MCA develop the ability to think critically, communicate effectively, and excel academically. Through an integrated, place-based curriculum that utilizes an integrated, academic, and social approach, students are immersed in the world around them; thus, students become stewards of their environment and help make their community a better place.

The above paragraph is the basis for which Mays Community Academy was established. A foundation on which students develop and grow and an atmosphere in which they are comfortable is extremely important and a goal of every staff member, no matter their role. All teachers and employees are aware of the school's purpose and frameworks and are constantly revising and improving them to make MCA the best educational institution it can be. Expectations are known and discussed amongst staff on a regular basis. Mays Community Academy's staff works together to create an environment that focuses on individual student strengths while achieving the goal of higher academic accountability.

Mays Community Academy's staff believes that all students have the ability to learn---that all students have the potential to achieve and it is our job to unlock that potential. It is the belief of the administrative team that well trained and educated teachers can be instructed on MCA frameworks and procedures; however, values and beliefs are intrinsic. The administration is responsible for hiring the right individuals who possess values and beliefs that match what MCA stands for. The administration is then responsible for teaching those individuals how to use the skills they learned in college to be the best educator they can be. This creates an environment that not only students and families want to be in, but staff also.

This commitment to shared values as well as our beliefs about teaching and learning are evident in all that transpires within MCA. This dedication and commitment is reflected in the communication among leaders and staff, staff and staff, staff and families, leaders and families,

and all in between. This can be seen in professional learning communities (PLCs), staff meetings, school events, conferences, and our daily interactions with one another. Many who observe us say that this isn't just a commitment to MCA, but a commitment to family and to one another.

As MCA continues to add meaningful, rigorous, and measurable educational programs, such as Envision 2.0, Reading Wonders, Scholastic News, Studies Weekly, FOSS Science, Renaissance Reading and Math, etc., it is the instructors' responsibility to ensure that all students achieve learning. It is a time-consuming and endless job to construct engaging opportunities that reach every student in the classroom setting. MCA's staff does this. The teachers document their students' academic achievements in NWEA and STAR360.

To help build social, emotional, and life skills across every aspect of MCA, MCA has decided to implement a system of houses. Houses are MCA's way of building a sense of values amongst staff and students. By giving each house a virtue, and building upon that virtue as a building, a sense of camaraderie is developed. Each house acts as a team and, as the year progresses, each team builds and grows, thus building the school culture.

By implementing the house system, along with a strong commitment to instructional practices---which includes active student engagement, a focus on depth of understanding, and the application of knowledge and skills through our place-based curriculum based on state standards---MCA administration and staff are able to continuously hold one another accountable for high expectations for professional practice and student achievement. By meeting in weekly professional learning communities (PLCs) to desegregate data and discuss the implementation of best practices, staff and administration continue to push one another to be the best MCA can be.

Administration meets with PLCs weekly to discuss the data that is collected within each classroom. During these meetings, teachers discuss the data, best practices, and instructional strategies that went into the teaching of these concepts and standards. Teachers determine what methods were effective and ineffective, along with what processes can be developed for the improvement of student learning. Teachers then return to their classrooms to remediate and enrich based on the information learned from staff members who are in the same environment they are. Through analyses of this data, the staff can identify goals for the improvement of achievement and instruction that are aligned with the school's purpose.

Throughout the school year, the staff reviews and evaluates processes and best practices to determine the overall efficacy and quality of implementation. The goal is to create measurable objectives, activities, lessons, and hands-on experiences, along with an instructional calendar for achieving the improvement goals for the upcoming school year. By working together, the staff is making improvements to their daily instruction to better educate the students they have now. MCA makes the necessary changes to meet the needs of all students.

Administration and staff have worked hard this academic school year to create a line of communication that creates trust. Implementing change is hard, but allowing all those involved to have a voice makes the process easier. By meeting weekly to discuss areas of strength and areas of weaknesses, the process of change is ever-evolving. As a second-year charter, MCA is always looking for ways to improve all that we are doing to help educate students and families. By meeting with staff regularly, communicating with stakeholders, being open to the ideas of others, and being willing to admit what we are doing well and what we need assistance with, we can only continue to get better at what we do. As we move forward, we will sustain what we do well by working together and communicating; by the same token, we will do the same to improve our weaknesses.

Standard 2: Governance and Leadership

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

Overall Rating: 3.0

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 •Communications to stakeholder about policy revisions •School handbooks 	Level 3

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

BSU Continuous Improvement Report

Mays Community Academy

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 •Stakeholder input and feedback •Communications regarding board actions •Survey results regarding functions of the governing body •Agendas and minutes of meetings 	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"> •Examples of collaboration and shared leadership •Survey results •Examples of decisions aligned with the school's statement of purpose •Examples of decisions in support of the school's continuous improvement plan 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	Leaders 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.	<ul style="list-style-type: none"> •Minutes from meetings with stakeholders •Copies of surveys or screen shots from online surveys •Survey responses •Involvement of stakeholders in a school improvement plan •Communication plan 	Level 3

BSU Continuous Improvement Report

Mays Community Academy

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.	<ul style="list-style-type: none">•Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation•Governing body policy on supervision and evaluation•Job specific criteria•Representative supervision and evaluation reports	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.

Policies and practices of the MCA board clearly and directly support the school's purpose, direction, and the effective operation of Mays Community Academy. These policies and practices can be confirmed by MCA's governing body practices and procedures as confirmed by board member notes and minutes. These can also be viewed within the school, staff, and student handbooks. All of the above is in constant communication and evaluation among board members and administration, as issues arrive in the daily running of Mays Community Academy.

The MCA board of directors has implemented a process in order to evaluate its decisions and actions to ensure they are in accordance with defined roles and responsibilities, a formally adopted code of ethics, and free of conflict of interest. MCA board members comply with all policies, procedures, laws, and regulations and function as a cohesive unit for the benefit of student learning. Bright Minds Marketing came to MCA to do an internal and external review of MCA. These results were shared with the board and the community during an open board meeting. The MCA board also participated in a board retreat, set-up by Ball State. In utilizing the board meeting minutes, code of ethics, and the use of legal counsel, MCA board members use all of the available resources to make the best decisions possible for MCA.

MCA supports and respects the school leadership in regards to the daily operations of the school to accomplish goals for achievement and instruction. This is apparent in the communication that takes place between the board and the administration. This can be proven by emails, stakeholder feedback survey results, and daily communication between board members and staff.

All stakeholders are collectively accountable for student learning, as is demonstrated during board meetings and professional learning community meeting. The MCA board and administration actively and consistently support and encourage innovation, collaboration, shared leadership, and rigorous professional growth. This is apparent in the board's decision to send the MCA teachers to visit the Ron Clark Academy in Atlanta, Georgia. The culture is characterized by collaboration and a sense of community among all stakeholders, which can best be demonstrated in the implementation of the House structure. Houses will be implemented as a method to build a community within the school that focuses on core values.

The administration, board, and staff communicate on a weekly basis through professional learning communities (PLCs). These meetings are held weekly to keep the lines of communication open. These meetings require educators to share what is occurring within their classrooms so that decisions can be made that positively impact the academic well-being for all students. By providing all staff with school cell-phones, the lines of communication are always open. By opening the lines of communication, a strong sense of community is created. Parent surveys have helped indicate the strong sense of community, as well as the active role that stakeholders possess in the school community.

The consistent presence of administration in classrooms helps keep everyone on the same page. Educators and administrators both are aware of what is occurring within the walls of MCA. The evaluation process exists daily, as the staff has access to the evaluation tools used. Professional development occurs once a week in the form of professional learning communities. If outside professional development is required, teachers voice their needs and suggestions during PLCs. During PLCs, instruction, data, assessment, best practices, and behavior management are all discussed. This can be proven through professional development, supervision and evaluation reports, feedback, and emails.

Standard 3: Teaching and Assessing for Learning

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

Overall Rating: 3.0

Indicator	Statement or Question	Response	Evidence	Rating
3.1	The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills that align with the school's purpose. Evidence clearly indicates curriculum and learning experiences prepare students for success at the next level. Like courses/classes have the same high learning expectations. Learning activities are individualized for each student in a way that supports achievement of expectations.	<ul style="list-style-type: none"> •Survey results •Lesson plans •Learning expectations for different courses •Posted learning objectives •Representative samples of student work across courses •Course schedules •Enrollment patterns for various courses •Course descriptions •Descriptions of instructional techniques 	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.2	Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	Using data from multiple assessments of student learning and an examination of professional practice, school personnel systematically monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. There is a systematic, collaborative process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised. The continuous improvement process has clear guidelines to ensure that vertical and horizontal alignment as well as alignment with the school's purpose are maintained and enhanced in curriculum, instruction, and assessment.	<ul style="list-style-type: none"> •Curriculum guides •A description of the systematic review process for curriculum, instruction, and assessment •Common assessments •Standards-based report cards •Surveys results •Curriculum writing process •Products – scope and sequence, curriculum maps •Lesson plans aligned to the curriculum 	Level 4

BSU Continuous Improvement Report

Mays Community Academy

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

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

BSU Continuous Improvement Report

Mays Community Academy

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

Indicator	Statement or Question	Response	Evidence	Rating
3.6	Teachers implement the school's instructional process in support of student learning.	All teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are often provided to guide and inform students. The process includes multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision. The process provides students with specific and timely feedback about their learning.	<ul style="list-style-type: none"> •Examples of learning expectations and standards of performance •Survey results •Examples of assessments that prompted modification in instruction •Samples of exemplars used to guide and inform student learning 	Level 3

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.	Some 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 school personnel.	<ul style="list-style-type: none"> •Records of meetings and walk thrus/feedback sessions •Survey results •Professional learning calendar with activities for instructional support of new staff •Personnel manuals with information related to new hires including mentoring, coaching, and induction practices 	Level 2

BSU Continuous Improvement Report

Mays Community Academy

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

Indicator	Statement or Question	Response	Evidence	Rating
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	School personnel participate in a structure that gives them interaction with individual students, allowing them to build relationships over time with the student. Most students participate in the structure. The structure allows the school employee to gain insight into the student's needs regarding learning skills, thinking skills, and life skills.	<ul style="list-style-type: none"> •Survey results 	Level 2

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.	Teachers use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented consistently across grade levels and courses. Stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures are regularly evaluated.	<ul style="list-style-type: none"> •Evaluation process for grading and reporting practices •Survey results •Sample report cards for each grade level and for all courses •Sample communications to stakeholders about grading and reporting •Policies, processes, and procedures on grading and reporting 	Level 3

BSU Continuous Improvement Report

Mays Community Academy

Indicator	Statement or Question	Response	Evidence	Rating
3.11	All staff members participate in a continuous program of professional learning.	All staff members participate in a continuous program of professional learning that is aligned with the school's purpose and direction. Professional development is based on an assessment of needs of the school. The program builds capacity among all professional and support staff. The program is systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none">•Evaluation tools for professional learning•Survey results•Brief explanation of alignment between professional learning and identified needs	Level 3

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 all students at all levels of proficiency as well as other learning needs (such as second languages). School personnel stay current on 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 all students.	<ul style="list-style-type: none">•Survey results•List of learning support services and student population served by such services•Training and professional learning related to research on unique characteristics of learning•Data used to identify unique learning needs of students	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.

Mays Community Academy provides an opportunity for all students to learn by implementing challenging and equitable learning activities through a placed based curriculum. The data collected proves that students are learning and instruction is provided on an individualized basis. This can be proven through learning objectives, lesson plans, learning objectives, student work, and survey results. Improvements can be made in the amount of time the principal spends in each classroom. Information is known in all aspects, but observations need to be seen.

MCA teachers are trained to use multiple assessments of student learning to monitor and adjust their curriculum and instruction to align with MCA instructional goals. By implementing professional learning communities (PLC's), a systematic, collaborative process is used to ensure alignment of curriculum, instructions, and assessment is reviewed and revised. The implementation of curriculum guides, lesson plan due dates, standard based report cards in kindergarten, and survey results show that MCA are making the needed changes to align the school's purpose with curriculum, instruction, and assessment. There is still a great deal of work that needs to be done, but MCA is headed in the right direction.

MCA teachers are deliberate in planning and using instructional strategies that require student reflections, self-reflections, and the development of critical thinking skills to improve academics. MCA educators individualize instruction to meet the personal learning needs of the students they instruct. By using a placed-based curriculum students apply the knowledge that they are learning to their everyday life. The implementation of one-on-one chrome books, helps teachers implement technology into their daily instruction. Administration conducts walk-throughs and observations to insure instruction is being administered appropriately. Student work indicates that students are applying what they are learning.

MCA administration evaluates instructional practices beyond classroom observations to ensure that all classroom values in teaching and learning are aligned with the approved curriculum and state standards. This is apparent in curriculum maps, classroom lesson plans, and gradebooks. Teachers work together in professional learning communities to help them become better leaders and learn more effective best practices. The process requires the use of multiple measures of assessment (in MCAs case NWEA and STAR360) to inform modifications in instruction for curriculum revision.

During the process of educating students at MCA, an atmosphere of trust and honesty is created. Students and families create a bond with staff to provide the best educational experience possible. Policies and procedures are set in place to create an environment that fosters communication and community. This provides insight that allows educators to advocate for students needs regarding learning, thinking and like skills.

Per the staff and school handbook, educators are required to use common grading and reporting policies. Teachers are required to grade and enter scores into PowerSchool within 24 hours of collecting the assignment. These policies are made known to all stakeholders.

All staff members and employees of Mays Community Academy participate in rigorous and continuous professional learning communities (PLC's) that are aligned with the school's mission. The agenda for each PLC is designed based on school and individual needs. The goal of PLC's is to improve instruction, and support student learning. By continuing to meet and openly communicate, we will build a stronger academic institution.

Three times throughout the school year, at the beginning, middle, and end of the year, students take NWEA and Star360. The scores of each test are added to a spreadsheet so that teachers can desegregate the data and compare what is occurring among students. Teachers can also assess their own instruction and see what is working to provide related individualized learning support services to all students.

Communication, collaboration, and best practices are areas we strive to excel in. However, these are areas we can always improve in. MCA can work together to improve instruction and to foster development and improvement. By facilitating communication and using the resources already on staff, MCA can provide professional development opportunities that focus on the skills we possess within our own building.

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: 2.71

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

Indicator	Statement or Question	Response	Evidence	Rating
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	Instructional time, material resources, and fiscal resources are focused 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"> •Examples of efforts of school leaders to secure necessary material and fiscal resources •Survey results •School schedule •Alignment of budget with school purpose and direction •School calendar 	Level 3

BSU Continuous Improvement Report

Mays Community Academy

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"> •Survey results •Documentation of compliance with local and state inspections requirements •Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures. •System for maintenance requests •Maintenance schedules •Safety committee responsibilities, meeting schedules, and minutes 	Level 3

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

Indicator	Statement or Question	Response	Evidence	Rating
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	The technology infrastructure meets the teaching, learning, and operational needs of most stakeholders. School personnel have a technology plan to improve technology services and infrastructure.	<ul style="list-style-type: none"> •Survey results •Policies relative to technology use 	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"> •Survey results •Schedule of family services, e.g., parent classes, survival skills •Social classes and services, e.g., bullying, character education 	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 implement a process to determine the counseling, assessment, referral, educational, and career planning needs of all students. School personnel provide or coordinate programs necessary to meet the needs of students whenever possible. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	<ul style="list-style-type: none"> •List of services available related to counseling, assessment, referral, educational, and career planning •Survey results •Budget for counseling, assessment, referral, educational and career planning •Description of IEP process •Description of referral process 	Level 3

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

MCA has established procedures and frameworks through a staff and school handbook that clearly defines the roles, responsibilities, and expectations of each school personnel hired. A formal and systematic process has been created and put into effect that determines if each employee is effectively doing their job. By using the documentation of highly qualified staff, survey results, observation and feedback reviews, the retention of staff, as well as student growth patterns, MCA can determine if their staff retention policy has been effective.

Through professional developments, professional learning community (PLC) meetings, the school and staff handbook, and the school calendar, procedures and frameworks have been put into place to solidify the importance of instructional time. Efforts are made towards the continues improvement of instruction that concentrate on achieving the schools purpose.

MCA collaboratively created clear definitions and expectations for maintaining safety, cleanliness, and a healthy environment, and they have shared these definitions and expectations will all stakeholders. The health and safety director has put measures in place that allow for continuous tracking. The implementation of a safety committee implemented by personnel to continuously improve safety condition.

MCA students have one-on-one technology to help them achieve their educational goals. The teaching staff at MCA is qualified to develop and implement a technology plan that helps them implement technology services to better educate students.

MCA administration wrote and received a grant from the Lily Foundation that would allow leaders to observe other schools to find a counseling program that could be effectively implemented at MCA. During this process, leaders will determine the program that best meets the physical, social, and emotional needs of students. The implementation of this program will provide needed behavioral support to students in need.

Mays Community Academy has implemented a Response to Intervention (RTi) process that helps teachers determine the educational needs for all students. Through this process, staff uses the data available to monitor the effectiveness of the programs being used. Through the data collection process we put academic program in place that provides services to students with the goal to help them become more successful.

Standard 5: Using Results for Continuous Improvement

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

Overall Rating: 3.0

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

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

BSU Continuous Improvement Report

Mays Community Academy

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

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

BSU Continuous Improvement Report

Mays Community Academy

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

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

Mays Community Academy uses NWEA and STAR360 to determine the success of student learning and school performance. All classrooms, kindergarten through sixth, take the assessments three times per school year. These assessments are then used monitor individual student's growth as well as instructor effectiveness. The assessments are not teacher created and are a purchased program, thus both tests are proven to be reliable and bias free. The results of these tests are gone over in professional learning community meeting so that the results can help facilitate conversations to improve instruction and student learning.

Aside from NWEA and STAR360, teachers are constantly assessing students. This data is not only used to determine if students are learning the material, but if the instruction is effective. Each grade level team uses the same assessments to create a continuity within the grade level. This allows teams to see if the instructional practices being used are effective. Teams also use the assessments that are provided within Reading Wonders and Envision 2.0 to assess student learning. By reflecting on this data, teachers can determine what areas of instruction need to be enriched or remediated. By discussing these during PLC's, teachers are given input from other team members. Team members can share what worked for them and what did not. What was occurring within the learning environment and did that have an impact of student achievement.

Professional learning communities are held weekly and every staff member, no matter their job title, participates. This allows all members of the MCA family to be aware of what is occurring within the building. Professional and support staff are given access to the evaluation tools that are used in the evaluation process at the beginning of the year. As the year, has progresses, changes in meetings have occurred to better meet the needs of each PLC team. Next year, instructional assistants will be a part of the special education PLC so that they will have access to the instructional strategies, terminology, and daily conversations that occur. These same individuals will be a part of their grade level PLC. This is to make sure that everyone is aware of all that occurs. Teachers will instruct and inform each other on what they have found success with in their classrooms. We will have master instructors that will help guide the building in all areas. For example, a teacher that is getting effective results in reading comprehension will share how they structure this within their classroom.

As a second-year charter that sustained significant growth from year one to year two, a great deal of data has not been available. Thus, Mays Community Academy has had to use other assessment tools to make sure that we are adequately instructing all our students. After

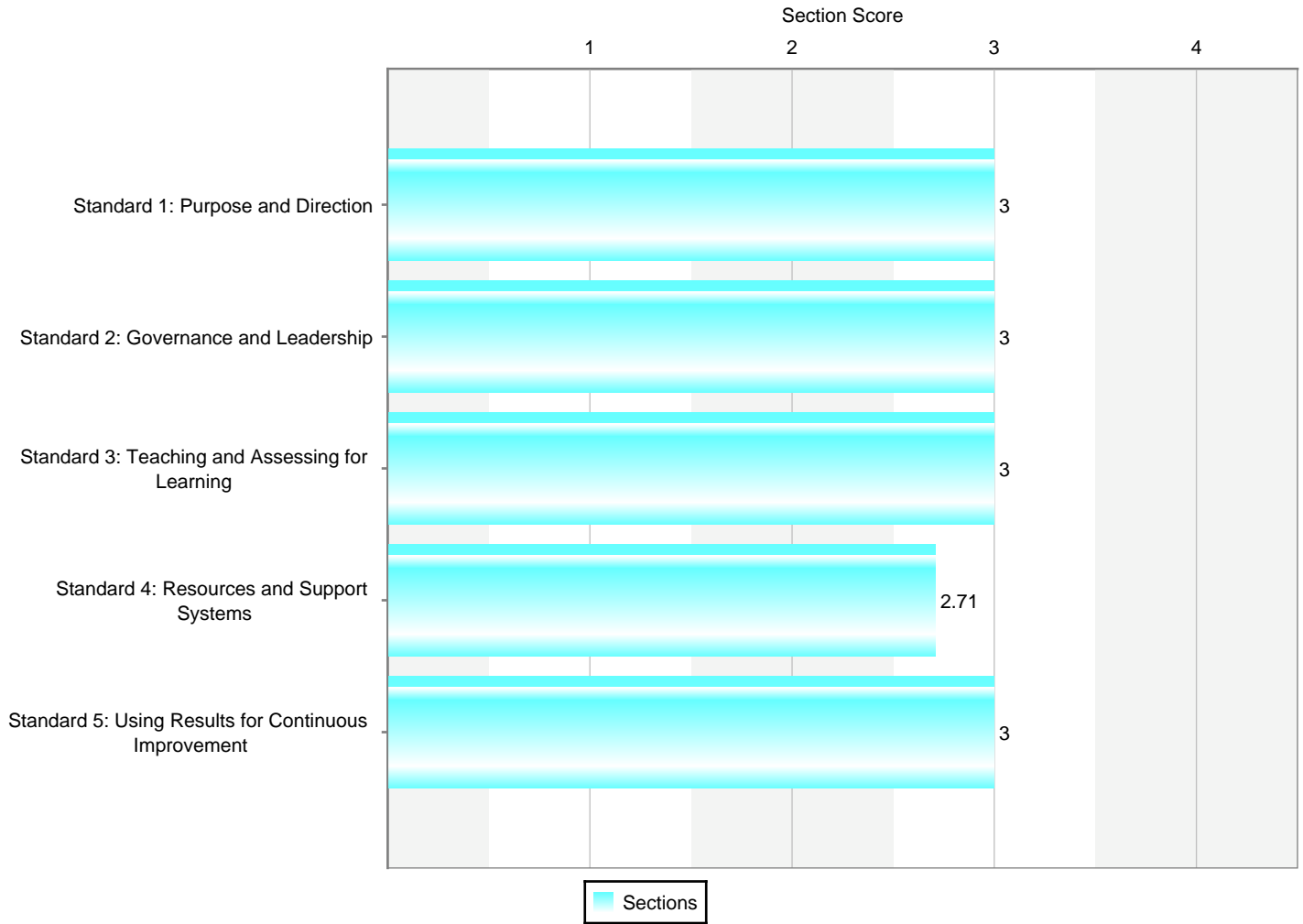
NWEA and STAR 360 have been given, the data is recorded onto a classroom spreadsheet. Teachers then can see where their students have grown or declines. PLC teams meet and look at the data to determine what are our strengths and what can we do better. Teachers use this information to design, implement, and evaluate what skills need to be instructed next. Where can the teachers push students to achieve higher and what needs to be remediated? What factors contributed to the success of the lesson, and what were the weaknesses?

As the start of MCA's second year began, there were many goals put in place to structure not only the way that the building ran, but also the individual classrooms. The teachers needed to be provided with information pertaining to the successful running of classrooms. Administration needed to be available to provide feedback on the conditions within the classroom that support student learning. Data needed to be collected and teachers taught how to desegregate this information to guide instruction within their classrooms. A calendar was developed to share information regarding staff meetings, board meetings, and PLC meetings. Trust had to be created so that all members of the staff felt secure in sharing their successes and their failures. Policies and frameworks had to be created and implemented so that all components of the building were following the same guidelines to be successful.

Within the school year, the staff, students, and families have come together to make student achievement the number one goal. We have created vocabulary and common terminology to ensure that everyone is hearing the same message. MCA has begun the process of collecting data to determine if what is being taught is successful. We have opened the lines of communication not only between students and teachers, teachers and parents, and parents and administration, but across the entire building. We are sharing what we know and listening to what families are saying to make Mays Community Academy the best it can be. We realize that we have a long way to go, but we are dedicated to making the changes that are necessary so that we can provide each student that enters MCA the best education possible.

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	<p>Parent Surveys were printed out and sent home to all families. Parents and guardians were informed of this, and that their participation was needed, in the school newsletter, classroom newsletters, and via the MCA Facebook page. We had 56% of parent surveys returned to school.</p> <p>100% of all staff members completed the staff survey.</p> <p>90%% of all students participated in the student survey. Third through sixth grades were given the digital survey and completed this during the school day.</p> <p>The second questionnaire was conducted by Nick Leroy and BrightMinds. His summary is attached.</p>	<p>Parent Survey16-17 Focus Group Summary_MCA Parent Survey Results Best of MCA Worst of MCA Could Improve</p>

Evaluative Criteria and Rubrics

Overall Rating: 3.0

	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	One or more of the stakeholder questionnaires had an average item value below 3.20 (on a 5.0 scale). Results of stakeholder feedback collected by the institution were indifferently analyzed and presented with little clarity.	Level 2

Areas of Notable Achievement

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

MCA has high expectations for ALL students.

MCA communicates effectively with parents and the community.

MCA provides opportunities for parents to be involved in the school.

My child's teachers provide for his/her learning needs.

My child's teachers gives work that challenges my child.

My child's teachers uses a variety of teaching strategies and learning activities.

My child's teacher meets his/her learning needs by individualizing instruction.

My child's teachers help me understand my child's progress.

My child's teachers keep me informed on how my child is doing.

My child knows the expectations in all classes.

My child has at least one adult he can confide in at MCA.

My child has up-to-date computers and other technology to learn.

MCA provides qualified staff members to support student learning.

MCA provides a safe learning environment.

MCA provides excellent support services.

I feel welcome at MCA.

MCA ensures that all staff members monitor and report achievements of my child and the school.

MCA creates an inviting atmosphere for families and students.

MCA continues to be my choice for my child's educational needs.

Overall, parents approve of the environment MCA creates for their child and family. Parents feel that the staff is qualified and strives to meet their child's individual needs. MCA's parents also feel that they are communicated with and that staff keeps them informed about what is occurring regarding their child's educational and academic needs.

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

MCA has established goals and a plan for improving student learning.

My child's teachers gives work that challenges my child.

My child's teacher meets his/her learning needs by individualizing instruction.

My child's teachers work as a team to help my child learn.

My child's teachers help me understand my child's progress.

My child's teachers keep me informed on how my child is doing.

My child's teachers report on my child's progress in an easy to understand manner.

MCA provides students with access to a variety of information resources to support their learning.

MCA provides opportunities for students to participate in activities that interest them.

MCA ensures that all staff members monitor and report achievements of my child and the school.

My child has teachers and administrators that monitor and inform me of his or her learning progress.

MCA believes that communication is an area which can always be improved. MCA provides staff with cell phones so that parents and teachers can communicate easily at all times. However, there is only so much time in a day. MCA continues to strive to improve when and how communication takes place in order to ensure that quality time is carved out for families and staff, as well as efficacy of communication. MCA is working with families to establish a common language so that the barrier of terminology no longer exists.

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

Mays Community Academy hired Nick Leroy from Bright Minds Marketing to conduct a stakeholders' inquest. He was asked to find out what our stakeholders' thoughts and beliefs were as they applied to MCA. Mr. Leroy's inquest came back with similar information to that of the survey provided by MCA. The results have been included.

Communication and stakeholder feedback is a significant part of our daily interactions at MCA. All MCA staff is dedicated to working with families and students to ensure the highest quality of academics. MCA understands that we have a long way to go to be where we want to be, but all involved are dedicated to the climb.

Areas in Need of Improvement

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

The overall lowest level of satisfaction or approval from our results are as follows:

MCA provides opportunities for students to participate in activities that interest them.

MCA provides excellent support services.

The two aforementioned statements are the areas in which stakeholders have expressed as the most concern. As a second-year charter, there are not a lot of activities available for us to provide. For the 2015-2016 school year, MCA offered girls' and boys' basketball. For the 2016-2017 school year, MCA offered boys' and girls' basketball, Robotics, and Spell Bowl. Although not a great deal, MCA is growing and adding extracurricular activities for our students.

For the 2015-2016 school year, Mays Community Academy only offered a before-school program that was free of charge for parents. This program opened at 7:00 am. We continued this program for the 2016-2017 school year, as well as added an after-school program. MCA's after-school program is called Tiger Time, which runs from after school until 6:00 pm. The program costs five dollars a day per child, with an additional two dollars per family member.

We are also a small staff. We have counseling services that come into MCA, but they are not affiliated with the school. To help with this, MCA applied for a Lily Grant to help fund bringing in other services. At the time this was written, MCA just learned we were awarded the grant.

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

The overall decreasing trend in satisfaction or approval from our results are as follows:

MCA provides opportunities for students to participate in activities that interest them.

MCA provides excellent support services.

The two aforementioned statements are the areas in which stakeholders have expressed as the most concern. As a second-year charter, there are not a lot of activities available for us to provide. For the 2015-2016 school year, MCA offered girls' and boys' basketball. For the 2016-2017 school year, MCA offered boys' and girls' basketball, Robotics, and Spell Bowl. Although not a great deal, MCA is growing and adding extracurricular activities for our students.

For the 2015-2016 school year, Mays Community Academy only offered a before-school program that was free of charge for parents. This program opened at 7:00 am. We continued this program for the 2016-2017 school year, as well as added an after-school program. MCA's after-school program is called Tiger Time, which runs from after school until 6:00 pm. The program costs five dollars a day per child, with an additional two dollars per family member.

We are also a small staff. We have counseling services that come into MCA, but they are not affiliated with the school. To help with this, MCA applied for a Lily Grant to help fund bringing in other services. At the time this was written, MCA just learned we were awarded the grant.

What are the implications for these stakeholder perceptions?

MCA listens to the feedback of their stakeholders. As a second-year charter, MCA is striving to add additional activities for our students. With the addition of programs such as Robotics and Spell Bowl so far, we hope to continue to add more activities in order meet more students' interest. Mays Community Academy would like to add after-school clubs, as well as intramurals to the options available to our students. Mays Community Academy will continue to add extracurricular activities, as well as develop other methods of providing students with experiences outside of academics.

MCA just recently received a Lily grant to help implement a counselor to our staff. This grant will allow Mays Community Academy to provide much-needed services to our students who may be dealing with issues outside of the academic setting. Providing these services will allow students to focus on their emotional wellbeing, as well as their academic success.

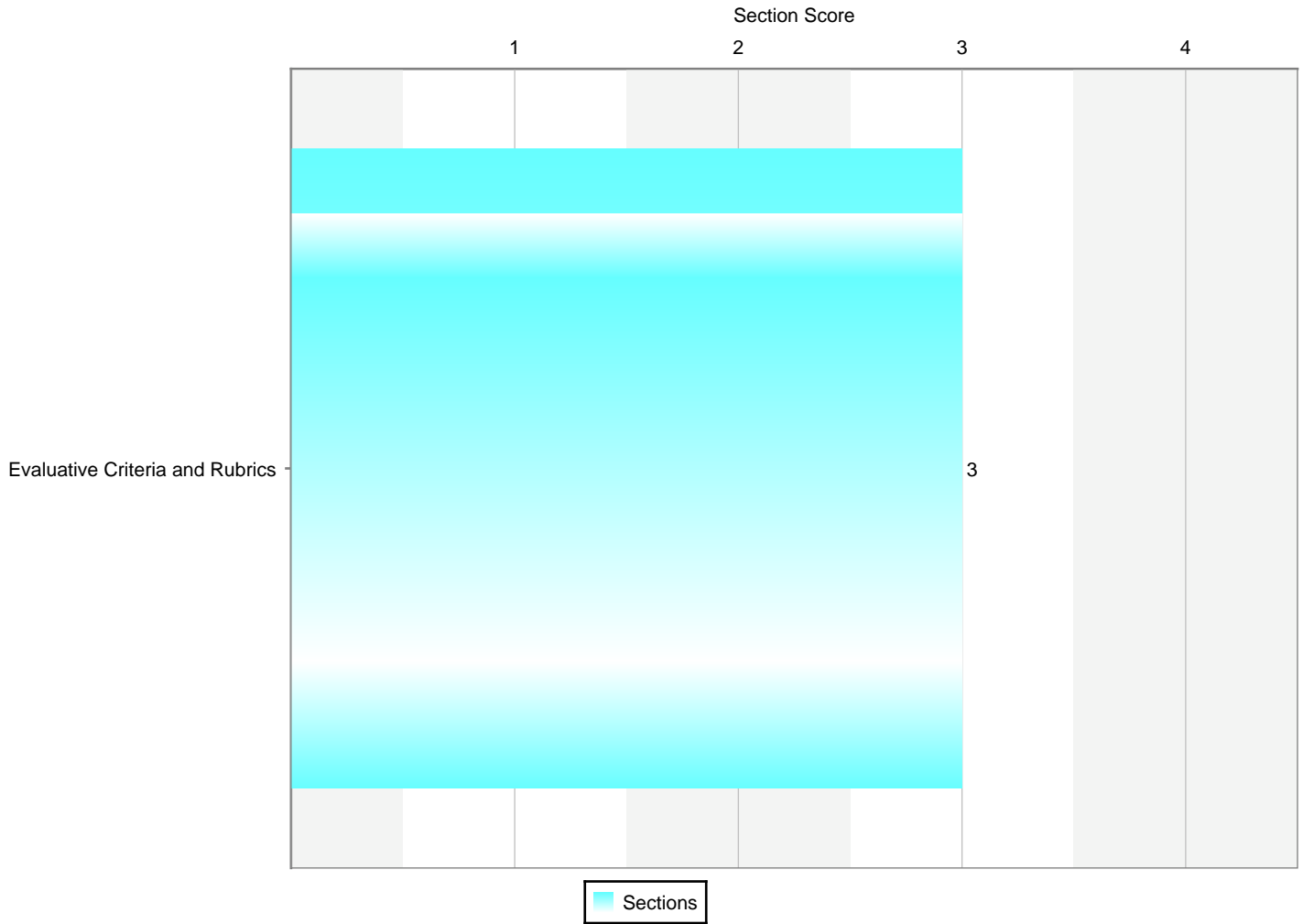
The administration has plans to have a community meeting at MCA. At this time, the administration will address specific questions that were addressed in the surveys. After desegregating the data provided by the surveys, a good deal of the concerns addressed by parents appear to be due to lack of understanding or communication from when the charter was initially opened. Having a courthouse-style meeting will hopefully eliminate some of the misnomers, as well as further open lines of communications.

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

These findings hold true to conversations that staff members have had with stakeholders. Parents, community members, and staff are working together to join efforts and create a well-rounded environment for all students. All stakeholders are personally invested in creating an atmosphere where students can flourish socially and academically. At this time, MCA has only conducted one survey. This information, paired with what Nick Leroy determined, appear to be very consistent. MCA administration looks forward to administering the survey again in a year to see how views have changed.

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	Mays Community Academy currently uses NWEA and STAR360 for assessment three times a year. MCA assess students at the beginning of the year, middle of the year, and end of the year, to determine academic growth. The attached documents demonstrate what MCA has done in its second year. These documents start the process of collecting the necessary data to monitor students as they progress through MCA. Once the data is collected, teachers desegregate the data to discover strengths and weaknesses. Until MCA has ISTEP data available for comparison, this is the method we will use to determine growth.	Student Performance STAR - Whole School NWEA - Whole School

Evaluative Criteria and Rubrics

Overall Rating: 4.0

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the entire set of curricular aims regarded as high-priority, "must accomplish," instructional targets. The documentation provided in support of this alignment is persuasive. All of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements such as validity, reliability, absence of bias, and instructional sensitivity.	Level 4

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

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is well analyzed and clearly presented. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is substantially greater than what would otherwise be expected.	Level 4

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

Areas of Notable Achievement

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

As a second-year charter, MCA is still in the process of collecting data that can be used to determine our schoolwide strengths and weaknesses. Currently, NWEA and STAR360 assessments are administered three times per year: at the beginning of the year, the middle of the year, and at the end of the year. Mays Community Academy will use the data from the 2015-2016 and 2016-2017 school years to desegregate where we are and where we want to be. Until that information is available to us, we are using other tools available, such as NWEA and STAR360, in order to desegregate individual student data.

At the end of the 2015-2016 school year, MCA finished with 115 enrolled students. At the start of the 2016-2017 school year, MCA had 180 students. This is a substantially larger population than was experienced the year before. Since our students come from seven different counties and nine separate school districts, MCA had to begin somewhere. MCA had to develop a foundation on which to begin teaching state standards. By administering NWEA and STAR360 in language arts and math, educators were able to look at the whole child to determine need. The teachers were then able to take the state standards and calendar them onto a workable academic map.

The academic map mandates that all children are exposed to the material at their grade level. While NWEA helps the educator instruct at their academic ability, STAR360 provides a reliable assessment which allows educators to see how students are progressing in a short amount of time. These two academic assessments allow teachers to see growth in individual students while making adjustments to the lessons within their classrooms. Teachers are able to provide deep differentiation, including remediation, as well as enrichment, to push students further.

With the use of a place-based curriculum creating a focus on hands-on activities, MCA hopes to tie standards-based instruction into long-term memory. By tying standards to real life experiences, the hope is that students will retain the information and be able to apply it to other areas of their lives. Students are able to make connections between the skills they are learning in class and other areas of their lives.

As we strive to improve our academics, we are also implementing social and emotional expectations, such as The Great Shake. The Great Shake is a competition that requires students to shake hands with others while looking that person in the eye and following other appropriate and valuable social guidelines. This teaches students to take pride in their behavior while standing strong for something that they believe is right.

We have also implemented the House system, which requires that all students work together no matter their age, ethnicity, sex, poverty level, etc. This system requires individual students to work as a team for a common goal. The house system strengthens individual characteristics for the betterment of the group. Students are starting to work together not only to build pride in oneself, but pride in their school, academics, and community. It creates a commonality that might not otherwise have existed.

As MCA continues to meet in professional learning communities to desegregate what we are doing well and what we need to improve, the common thread is that our students are learning. Our students continue to show growth as they take NWEA and STAR360. If a student's data is not showing adequate or projected growth, we are able to look at the academic plan for each individual student and determine why this is occurring. MCA is implementing these strategies to ensure that, once our ISTEP and IREAD scores are available, we will be able to fine tune what we are already doing to ensure the best possible education for our students.

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

For the 2015-2016 school year, Mays Community Academy teachers were not expected to log student data. Thus, tracking data did not begin until the 2016-2017 school year. MCA is in its second year, thus will have standardized testing data to desegregate at the end of the 2016-2017 school year. However, we need to start looking for our areas of strengths and weaknesses now. Waiting until scores become available risks the loss of too much valuable time.

To start looking for trends, we began documenting scores in NWEA and STAR360. Students' scores are documented at the beginning of the year, middle of the year, and end of the year in reading, language arts, and math. After each test, students' scores are documented on a spreadsheet and color coded based on free and reduced, special education services, RTI, behavior, attendance, and other areas that may affect academic progress.

At the start of the academic school year, the beginning-of-the-year data is used to determine a baseline. This data lets educators know where students are currently performing. Teachers can plan what skills they need to teach first and how long they need to spend on each standard. Teams meet during PLC (professional learning community) time so that teachers can collaborate and create flexible groups that allow for better time management. Teachers are able to plan lessons that include various modalities and incorporate placed-based activities that tie standards to real life activities.

After the middle of the year testing is completed, teachers meet again in PLCs to determine if students have made adequate progress. If students have not grown as projected, the committee discusses what changes need to be made, implemented, or embellished to better meet the students' needs. Teachers also compare the struggling data to that of those who are showing achievement. What is happening with these students that may be missing with the others? Teachers look closely at each and every student's data so that changes can be made and no academic time is wasted.

Since Mays Community Academy is only in the middle of its second year, staff and administration must use the resources we have available and on-site now to make sure all academic time is used to the best of our ability. The goal is that the trends we see within NWEA and STAR360 are consistent with ISTEP and IREAD. By continuously aligning our academic focus with the strengths and weaknesses demonstrated within NWEA and STAR360, teaching is focused on areas of need. Education should be realigned and changed mid-year to support the patterns we are seeing in the data.

As we approach end-of-the-year testing, educators will again document students' scores. This will then give us a clear view of how each student grew and what they have learned. It will also allow us to self-evaluate and determine where our strengths and weaknesses lie as educators. Although high-stakes testing is important, it often does not give us the immediate feedback that is needed to improve academics for the students we are currently teaching. By putting other assessments in place, meeting with our PLC teams, and opening the doors of communication, MCA hopes to continue the positive trend toward academic awareness.

Which area(s) indicate the overall highest performance?

As a second-year charter pulling students from nine different school systems, Mays Community Academy's students began the school year at various places within each grade level. It was determined that, in order to best meet our student's needs, we had to determine three areas

in which to focus. These were the skills that we felt needed to be part of our daily fabric of education. No matter where a student was or what they were doing, these three skills would be prevalent. Turnaround data for a second-year charter is simply not available when it comes to high-stakes, statewide testing, and it would be unjust for us to wait and make academic changes when that data becomes available.

Thus, after beginning-of-the-year assessments were administered to all students, academic teams, known as PLCs or professional learning communities, were developed to help educators desegregate their data. These communities were put into place to support teachers as they made informed and knowledgeable changes to their curriculum. These changes were based on how students scored or achieved, and not on what was taught. Essentially, decisions about instruction and differentiation were guided by the data, growth, and projected growth.

After meeting with all PLCs, it was determined that reading comprehension, problem-solving, and writing mechanics were our three main focuses. Although broad topics, each of these areas were applicable to each grade level. These skills can also be used within a wide range of implementation levels within each classroom. Teachers can teach to the majority, while effectively individualizing enrichment and remediation. These three skills can also be points in which each grade level collects data throughout the year. This allows teachers to self-reflect and make further changes to instruction based on student performance, data, and growth.

Although reading comprehension, problem-solving, and writing mechanics may not be our highest performing areas in statewide testing, we have seen improvement in NWEA and STAR360 data. Thus, by making a conscious effort to focus our instruction, we are systematically making continuous improvements.

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

As a building, we decided to focus on reading comprehension, problem-solving, and writing mechanics within each classroom. It was decided that MCA staff would desegregate NWEA and STAR360 data three times throughout the school year. MCA students take NWEA and STAR360 assessments at the beginning of the year, in middle of the year, and at end of the year. After each of these assessment blocks, teachers enter the data into a spreadsheet, which allows them to see student progress and growth. Whether they have made gains or dropped in skill level, teachers have a baseline from which to start.

As teachers met in their professional learning communities (PLCs) to discuss their students' individual strengths and weaknesses, three subgroups showed significant improvements in closing the achievement gap. In the area of reading comprehension, students were progressively showing growth in the area of decoding. According to data, across the board students are using their decoding strategies to determine unfamiliar words. By decoding unfamiliar words, students can better comprehend what they are reading, thus increase reading performance.

In regards to problem-solving, increasing trends are shown in the area of computation. The data shows that students are using strategies to determine which method is required to correctly solve a problem. Students are able to correctly identify, according to grade level standards, if they should add, subtract, multiply, and/or divide. This is the subgroup within problem-solving that is helping to close the achievement gap in mathematics.

As we continue to focus on mechanics and writing, teachers have noticed that students are mastering the concepts, but struggling with the application of these concepts. Students know that sentences start with capital letters, but fail to start their own sentences with capital letters. The same occurs with ending marks and punctuation. Teachers determined that the best way to familiarize students with the writing process was to immerse them in it, to give students the chance to write. The continuous immersion into the writing process will increase student

performance and create a trend toward increasing performance in this subgroup as well.

Between which subgroups is the achievement gap closing?

As a building, we decided to focus on reading comprehension, problem-solving, and writing mechanics within each classroom. It was decided that MCA staff would desegregate NWEA and STAR360 data three times throughout the school year. MCA students take NWEA and STAR360 assessments at the beginning of the year, in middle of the year, and at end of the year. After each of these assessment blocks, teachers enter the data into a spreadsheet, which allows them to see student progress and growth. Whether they have made gains or dropped in skill level, teachers have a baseline from which to start.

As teachers met in their professional learning communities (PLCs) to discuss their students' individual strengths and weaknesses, three subgroups showed significant improvements in closing the achievement gap. In the area of reading comprehension, students were progressively showing growth in the area of decoding. According to data, across the board students are using their decoding strategies to determine unfamiliar words. By decoding unfamiliar words, students can better comprehend what they are reading, thus increase reading performance.

In regards to problem-solving, increasing trends are shown in the area of computation. The data shows that students are using strategies to determine which method is required to correctly solve a problem. Students are able to correctly identify, according to grade level standards, if they should add, subtract, multiply, and/or divide. This is the subgroup within problem-solving that is helping to close the achievement gap in mathematics.

As we continue to focus on mechanics and writing, teachers have noticed that students are mastering the concepts, but struggling with the application of these concepts. Students know that sentences start with capital letters, but fail to start their own sentences with capital letters. The same occurs with ending marks and punctuation. Teachers determined that the best way to familiarize students with the writing process was to immerse them in it, to give students the chance to write. The continuous immersion into the writing process will increase student performance and create a trend toward increasing performance in this subgroup as well.

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

At this time, we are in the middle of MCA's second year. Until we have the opportunity to participate in more high-stakes testings, we are unable to determine if our findings are consistent. We have nothing to compare the data to yet.

Areas in Need of Improvement

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

As a second-year charter, MCA is still in the process of collecting data that can be used to determine our schoolwide strengths and weaknesses. Currently, NWEA and STAR360 assessments are administered three times per year: at the beginning of the year, the middle of the year, and at the end of the year. Mays Community Academy will use the data from the 2015-2016 and 2016-2017 school years to desegregate where we are and where we want to be. Until that information is available to us, we are using other tools available, such as NWEA and STAR360, in order to desegregate individual student data.

At the end of the 2015-2016 school year, MCA finished with 115 enrolled students. At the start of the 2016-2017 school year, MCA had 180 students. This is a substantially larger population than was experienced the year before. Since our students come from seven different counties and nine separate school districts, MCA had to begin somewhere. MCA had to develop a foundation on which to begin teaching state standards. By administering NWEA and STAR360 in language arts and math, educators were able to look at the whole child to determine need. The teachers were then able to take the state standards and calendar them onto a workable academic map.

The academic map mandates that all children are exposed to the material at their grade level. While NWEA helps the educator instruct at their academic ability, STAR360 provides a reliable assessment which allows educators to see how students are progressing in a short amount of time. These two academic assessments allow teachers to see growth in individual students while making adjustments to the lessons within their classrooms. Teachers are able to provide deep differentiation, including remediation, as well as enrichment, to push students further.

After the beginning-of-the-year testing was completed, MCA staff met within their professional learning communities (PLCs). It was decided that vocabulary was an area in which students scored below expected levels of performance. Vocabulary was determined to be an area on which the entire student population needed to focus. Vocabulary was added to the list teachers had already created, which consisted of reading comprehension, problem-solving, and writing mechanics as areas of intense focus.

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

MCA is in its second year, thus will have standardized testing data to desegregate only at the end of the 2016-2017 school year. After the 2016-2017 school year, we will have ISTEP test results from both the 2015-2016 and 2016-2017 school years to compare and desegregate. However, we cannot wait for this to occur. We need to start looking for our areas of strengths and weaknesses now. Waiting until scores become available risks the loss of too much valuable time.

To start looking for trends, we began documenting scores in NWEA and STAR360. Each student's scores are documented at the beginning of the year, middle of the year, and end of the year in reading, language arts, and math. After each test, students' scores are documented on a spreadsheet and color codes based on free and reduced, special education services, RTI, behavior, attendance, and other areas that may affect academic progress.

At the start of the academic school year, the beginning of the year data is used to determine a baseline. This data lets educators know where students are currently performing. Teachers can plan what skills they need to teach first and how long they need to spend on each standard.

Teams meet during PLC (professional learning community) time so that teachers can collaborate and create flexible groups that allow for better time management. Teachers are able to plan lessons that include various modalities and incorporate placed-based activities that tie standards to real life activities.

After the middle-of-the-year testing is completed, teachers meet again in PLCs to determine if students have made adequate progress. If students have not grown as projected, the committee discusses what changes need to be made, implemented, or embellished to better meet students' needs. Teachers also compare the struggling data to that of those who are showing achievement. What is happening with these students that may be missing with the others? Teachers look closely at each and every student's data so that changes can be made and no academic time is wasted.

Since Mays Community Academy is only in the middle of its second year, staff and administration must use the resources we have available and on-site now to make sure all academic time is used to the best of our ability. The goal is that the trends we see within NWEA and STAR360 are consistent with ISTEP and IREAD. By continuously aligning our academic focus with the strengths and weaknesses demonstrated within NWEA and STAR360, teaching is focused on areas of need. Education should be realigned and changed mid-year to support the patterns we are seeing in the data.

As we approach end-of-the-year testing, educators will again document students' scores. This will then give us a clear view of how each student grew and what they have learned. It will also allow us to self-evaluate and determine where our strengths and weaknesses lie as educators. Although high-stakes testing is important, it often does not give us the immediate feedback that is needed to improve academics for the students we are currently teaching. By putting other assessments in place, meeting with our PLC teams, and opening the doors of communication, MCA hopes to make changes the areas in which we are not showing adequate growth. In turn, these changes will allow growth to occur.

Which area(s) indicate the overall lowest performance?

As a second-year charter pulling students from nine different school systems, Mays Community Academy students began the school year at various places within each grade level. It was determined that, in order to best meet our students' needs, we had to determine three areas in which to focus. These were the skills that we felt needed to be part of our daily fabric of education. No matter where a student was or what they were doing, these three skills would be prevalent. Turn around data for a second-year charter is simply not available when it comes to high-stakes, state-wide testing, and it would be unjust for us to wait and make academic changes when that data becomes available.

Thus, after beginning-of-the-year assessments were administered to all students, academic teams, known as PLCs or professional learning communities, were developed to help educators desegregate their data. These communities were put into place to support teachers as they made informed and knowledgeable changes to their curriculum. These changes were based on how students scored or achieved, and not on what was taught. Essentially, decisions about instruction and differentiation were guided by the data, growth, and projected growth.

After meeting with all PLCs, it was determined that reading comprehension, problem-solving, and writing mechanics were our three main focuses. Although broad topics, each of these areas were applicable to each grade level. These skills can also be used within a wide range of implementation levels within each classroom. Teachers can teach to the majority, while effectively individualizing enrichment and remediation. These three skills can also be points in which each grade level collects data throughout the year. This allows teachers to self-reflect and make further changes to instruction based on student performance, data, and growth.

Although reading comprehension, problem-solving, and writing mechanics may not be our highest performing areas in statewide testing, we

have seen improvement in NWEA and STAR360 data. Thus, by making a conscious effort to focus our instruction, we are systematically making continuous improvements.

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

As a building, we decided to focus on reading comprehension, problem-solving, and writing mechanics within each classroom. It was decided that MCA staff would desegregate NWEA and STAR360 data three times throughout the school year. MCA students take NWEA and STAR360 assessments at the beginning of the year, in middle of the year, and at end of the year. After each of these assessment blocks, teachers enter the data into a spreadsheet, which allows them to see student progress and growth. Whether they have made gains or dropped in skill level, teachers have a baseline from which to start.

As teachers met in their professional learning communities (PLCs) to discuss their students' individual strengths and weaknesses, three subgroups showed trends towards decreasing performance. In reading comprehension, students were struggling with vocabulary. Students were having difficulty understanding the words that they were reading, thus were unable to comprehend what they had read. Teachers need to further employ vocabulary strategies and use them to improve students' understanding of vocabulary.

In regards to problem-solving, the subgroup that shows a decrease in performance lies within multi-step equations. Our data shows that students are inconsistent in using strategies to complete multi-step problems. This subgroup's decreasing trend is adversely affecting the achievement gap in mathematics and will become a focus moving forward.

As we continue to focus on mechanics and writing, teachers have noticed that students are mastering the concepts, but struggling with the application of these concepts. Students know that sentences start with capital letters, but fail to start their own sentences with capital letters. The same occurs with ending marks and punctuation. Teachers determined that the best way to familiarize students with the writing process was to immerse them in it, to give students the chance to write. The continuous immersion into the writing process will increase student performance and create a trend toward increasing performance in this subgroup as well.

Between which subgroups is the achievement gap becoming greater?

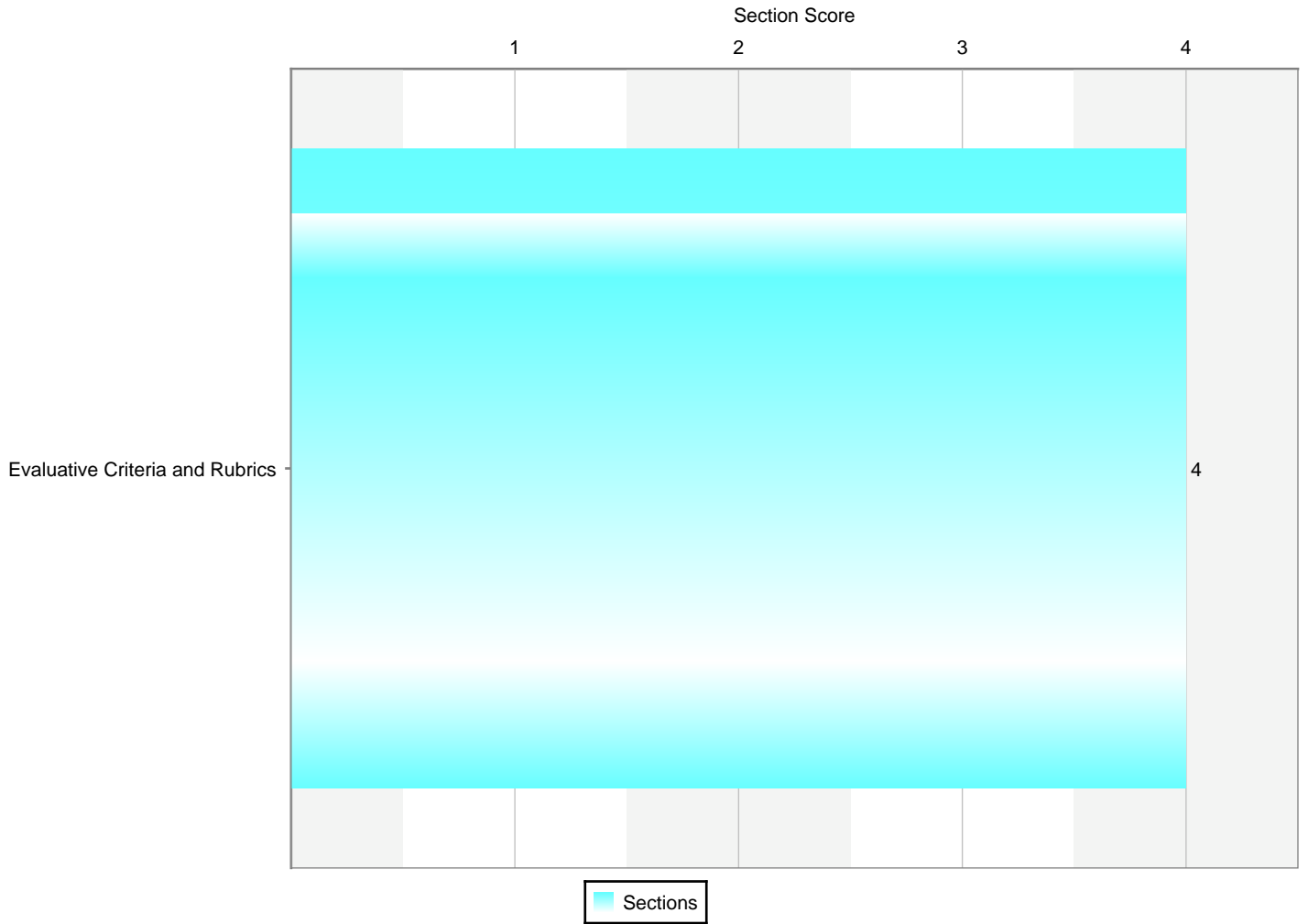
Due to a lack of assessment data as a second-year charter, at this time we are unable to determine the subgroups in which the achievement gap is becoming greater.

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

At this time, we are in the middle of MCA's second year. Until we have the opportunity to participate in more high-stakes testings, we are unable to determine if our findings are consistent. We have nothing to compare the data to yet.

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.

As Northern Rush County Schools and Mays Community Academy started its founding year, there were seven members on the board. The board consisted of Nansi Custer (president), Deanna Disney (vice-president), Greg Jarman (treasurer), Shannon Dawson (secretary), Krissi Williams, Dave Doyle, and Fred Smith. As the preparation for opening the school began, Dave Doyle and Krissi Williams stepped down from the Board. Dave Doyle was then hired to lead as Principal, and Krissi Williams was hired as Director of Mays Community Academy and CEO of Northern Rush County Schools. This left the five remaining board members.

Northern Rush County Schools and Mays Community Academy is currently in its second year of operation. NRCS and MCA opened its doors for the 2015-2016 school year with 84 students and finished the year with 115 students. MCA had predicted, prior to the start the 2016-2017 school year, that enrollment would be approximately 115 students; instead, however, the 2016-2017 school year began with 175 students. By the beginning of the second semester, MCA had 181 total students enrolled.

MCA began the 2015-2016 school year with one kindergarten class, one first grade, two second-grade classrooms, one third grade, one fourth grade, one fifth grade, and one sixth-grade class. For the start of the 2016-2017 school year, MCA had grown to include a self-sustaining preschool, two kindergartens, two first grades, one second grade, two third-grade classrooms, one fourth, one fifth, and one six-grade class. Administration is now predicting that the upcoming 2017-2018 school year, MCA will need two classrooms in grades kindergarten through fourth grade, with one fifth and one sixth grade. The enrollment for the 2017-2018 school year is projected to reach 230 students. This means that MCA's message is being heard and shared around the community.

As Mays Community Academy opened for the 2015-2016 school year, Dave Doyle was hired to run the school. In September, Mr. Doyle stepped down and the then-administrative assistant, Missy Morgan, was put in place to run the building. At this time, Fred Smith also stepped down from the board and Marcia Schwering was added. At the end of the school year, the board determined that a certified, licensed, experienced principal needed to be hired. Mrs. Shannon New was hired in June to lead MCA. The Principal and the Director worked together to create a staff that would be well prepared to educate the growing population. Students were then coming to MCA from nine school systems across seven counties.

Prior to the start of the 2016-2017 school year, five teachers were hired: one to teach kindergarten, one to teach first grade, one for fifth grade, one for special education, and a specials teacher, added in the form of a Spanish teacher. The day before school was to start, the teacher hired for the fifth-grade position stepped down and a replacement was added. Throughout the course of the year, four certified teachers, one specials teacher, an administrative assistant, two cafeteria workers, one maintenance worker, and one instructional assistant were all replaced. The goal for 2017-2018 will be to have less staff turnover.

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."

Northern Rush County Schools and Mays Community Academy has a three-year contract with Indiana Charters as our education service provider (ESP) and educational management organization (EMO). Indiana Charters is responsible for the submission of Mays Community Academy's reporting to Ball State University's CSapphire and to the Indiana Department of Education (IDOE). Indiana Charters completes all of the required reports and submits them to MCA administration for signatures. Indiana Charters also helps with PowerSchool data entries, as well as grant writing.

At this time, Krissi Williams (CFO for NRCS and Director of MCA) and Kevin Davis from Indiana Charters are in the process of discussing Mays Community Academy's contract for the 2018-2019 school years. As MCA and Indiana Charters are only in the second year of a three-year contract, conversations have just begun regarding Indiana Charters' involvement as MCA moves forward.

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."

Indiana Charters is responsible for completing and submitting all needed documents to Ball State University's CSapphire, as well as the Indiana Department of Education. After the documentation has been completed, it is emailed to MCA's administrative team to receive the appropriate signatures, leading to submission of the documents. Emails are kept on hand to prove that this has been done in an effective and timely manner. Kevin Davis of Indiana Charters works closely with Mays Community Academy's Principal, Shannon New, and Director, Krissi Williams. Communication takes place in the form of meetings and emails in order to share important information.

CEO and Director Krissi Williams is responsible for direct supervision, management, and accountability regarding Indiana Charters' and Mays Community Academy's working relationship. All designated approvals go through Mrs. Williams. Mr. Davis and Mrs. New also work closely together to make sure that all Mays Community Academy's compliance needs are fulfilled.

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."

Northern Rush County Schools and Mays Community Academy has a three-year contract with Indiana Charters as our education service provider (ESP) and educational management organization (EMO). Indiana Charters is responsible for the submission of Mays Community Academy's reporting to Ball State University's CSapphire and to the Indiana Department of Education (IDOE). Indiana Charters completes all of the required reports and submits it to MCA administration for signatures. Indiana Charters also helps with PowerSchool data entries, as well as grant writing.

At this time, Krissi Williams (CFO for NRCS and Director of MCA) and Kevin Davis from Indiana Charters are in the process of discussing Mays Community Academy's contract for the 2018-2019 school year. As MCA and Indiana Charters are only in the second year of a three-year contract, conversations have just begun regarding Indiana Charters' involvement as MCA moves forward.

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?

Mays Community Academy is in the former Mays Elementary School building. Rushville Consolidated Schools decided to close Mays Elementary after the 2014-2015 school year. At that time, a plan was put in place to convert the old Mays Elementary into Mays Community Academy. The Center Township Board of Trustees gave the building to the Mays Community Academy Board with the promise that they would be responsible for the upkeep of the buildings and land.

Mays Community Academy's building was built in 1929. Our building is a two and a half story, brick building with Classical Revival and Prairie School style design elements. It has a flat-topped, hipped roof, overhanging eaves, and sparse stone and brick detailing. It was listed in the National Register of Historic Places in 2004.

The basement of the building houses a full, working cafeteria, a boiler room, a multi-stall girls restroom, a multi-stall and multi-urinal boys restroom, a teachers' lounge, an art room, and a music room. The second floor, our main floor, consist of the main office, conference room, a staff work room and single bathroom, and five classrooms. The third floor consists of a library, technology room, pre-school, self-contained special education room, a resource room, a multi-stall girls restroom, a multi-stall boys restroom, and five classrooms. A full-size gymnasium also exists between the basement and first floors. Within the gymnasium lies a full-size stage, basketball court, and stationary bleachers. Underneath the bleachers are an office, clinic, which contains three rooms, and a two-room storage area.

Outside the building are thirteen acres, a barn, a shelter house with a boys' and girls' restroom, a concession stand, an announcer booth, a baseball diamond with two sets of bleachers, a two-hoop basketball court, and a full playground. Mays Community Academy students are also in the process of planting a full garden, as well as creating a gravel bike track. At the end of the front sidewalk is a library exchange box for students and adults to use to exchange books that they have read, for books they have not.

Mays Community Academy is growing. MCA will contain two classes of each grade kindergarten through fourth, with one fifth-grade classroom, one sixth grade, and one preschool classroom. MCA will continue to offer a self-contained classroom and a resource room. This will put MCA at capacity. If MCA continues to grow, the school board will consider adding on to our building or investing in two portable classrooms. This is all still in preliminary discussions.

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.

Not Applicable.

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).

Northern Rush County Schools and Mays Community Academy grew extensively from year one to year two. This growth was a challenge as

school leaders budgeted for the 2016-2017 school year. With this growth came more food expenses, more travel expenses, and more academic needs in the form of printers, books, and chrome books, just to name a few. Through excellent bookkeeping and wonderful leadership by our Chief Executive Officer, Mays Community Academy's students had everything that they needed. Academic success was kept at the forefront and all needed resources were purchased prior to the start of the school year.

As MCA continues to grow, efforts are being made to consider the federally funded food programs. MCA has a 72% free and reduced program. For the 2015-2016 and 2016-2017 school years, every penny spent on school breakfast, lunches, and snacks was paid entirely by the school. Mays Community Academy received no federal support. In planning for the 2017-2018 school year, MCA is considering joining one of these programs. Research has just begun on this endeavor.

Another large area of cost for NRCS and MCA is the area of transportation. As a rural charter school, transportation must be provided in order for parents to choose our school. As a charter school, MCA does not receive transportation funding. Thus, all money that goes into providing buses, drivers, gas, upkeep, and daily wear and tear comes out of MCA's budget and overhead. At present time, MCA board members and administration are working with legislators to find a way to finance transportation for charter schools.

These two areas appear to be the biggest financial hurdles facing Northern Rush County Schools. Using the motto that MCA teaches students, "Never give up! Never stop trying!" the leaders of MCA will continue to find solutions for these issues. NRCS are dedicated to providing the best education possible to each and every student. Although NRCS's board and MCA's administration are facing these two financial situations, nothing has been felt within the school itself.

Mrs. New, principal of MCA, states that teachers have all the academic materials that they need and request. If a teacher can justify the need for an academic supplement, then administration makes it happen. Field experiences, place-based activities, and other hands-on experiences are planned and implemented to ensure that academics are tied to real life experiences.

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.

Not applicable. The issue has not come up.

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.

Through Indiana Charters, Mays Community Academy has a special education director that helps with compliance. Mrs. New, MCA's principal, is a licensed special education teacher who taught self-contained for five years. She also taught resource for two years. This experience gives her insight to working with parents, teachers, and students. Mays Community Academy has a full time special education resource teacher, a full time self-contained teacher, and a full time aide. Mays Community Academy also has a full time Spanish teachers who is responsible for translating information to our English Language Learners. Any questions that might arise concerning special education or English Language Learners are handled at the building level. At this time, MCA has not had any problems reported to the board.

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?

At this time, all students that apply are accepted. Mays Community Academy does not have a wait list.

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)?

Mays Community Academy has a no-bullying policy that is compliant with state requirements. Mays Community Academy also has a school-wide discipline plan that is implemented by every teacher. For the start of the 2017-2018 school year, MCA will be dividing the students into six house or teams. Students will belong to this same house while attending MCA. The "House" system will allow us to do peer mentoring, discipline and reinforcement, school programs, team building, and all sorts of wonderful academic, as well as social, skill-building activities. This is a research-based program that builds students academically while teaching them to positively function with a diverse group of students. Mays Community Academy staff will be building this program throughout the summer.

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.

first grade; second and third grades; fourth, fifth, and sixth grades; office staff, maintenance staff, cafeteria staff; and instructional assistants. During these meetings, the principal is made aware of any issues or concerns. Information is shared with staff so that all parties are on the same page. This structure has helped to create a culture of open communication and trust. All MCA staff is aware that Mrs. New has an open door policy and is willing to listen at any time. At this time, no concerns have been brought to the board.

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

Transportation is mandatory for a rural charter school. Mays Community Academy is located in Rush County. MCA currently has students from nine school districts across seven different counties. For the 2015-2016 and 2016-2017 school years, MCA offered to -the-door pick up. Students coming from extreme distances may meet at a predetermined pick-up location to help make transportation more convenient. At the present time, Mays Community Academy has six bus routes, with our longest route being 120 miles.

Transportation is currently Northern Rush County Schools' biggest challenge in reference to financing. NRCS receives NO federal dollars for transportation. Local school systems also do not share any transportation dollars with NRCS. This year alone, Northern Rush County Schools spent half a million dollars on transportation.

Mays Community Academy provides transportation to all after school activities and field experiences. Mays Community Academy does receive assistance from MCA Boosters to help pay for field experiences throughout the academic school year. This helps with the budgeting costs for field experiences and allows MCA students the opportunity to participate in more hands-one, real life learning,

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.

Northern Rush County Schools has provided food service for the 2015-2016 and 2016-2017 school years. NRCS did not participate in the federal food program. However, with the extreme growth that Mays Community Academy experienced between year one and year two, providing home cooked meals has been expensive. With our growth in students came growth in our free and reduced population. MCA currently has a population of 72% free and reduced. This means that these students receive meals paid for straight from MCA's budget. Since NRCS made the choice not to participate in the federal food program, NRCS pays out of pocket for all food cost, not only for food, but also for food preparation. MCA also provides snacks to all students once daily. This is also an out-of-pocket cost for Northern Rush County Schools.

Mays Community Academy hired the once-retired cafeteria staff of Mays Elementary, formerly employed by Rush Consolidated Schools, for the second semester of MCA's 2016-2017 school year. This change was made when MCA's cafeteria manager had to quit due to family reasons. By bringing in the retired staff, MCA brought in their experience. This experience has helped save money in food preparation, cafeteria management, food cost, and overall food quality.

For the start of our third year, the 2017-2018 school year, Northern Rush County Schools is seeking participation in a federal food program. This is a process that NRCS has just started to look into.

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.

All students at Mays Community Academy are measured for height and weight at the beginning of the school year, as well as at the conclusion of the school year. This information is kept on a spreadsheet within the administrative share drive. This information has been used once this year, when a student was injured on the playground and had to be transported to the hospital via ambulance.

Vision and hearing screenings are also provided by MCA. Screenings are conducted in kindergarten, first, third, and fifth grades. Thus far, our safety specialist has reached out to doctors in the Rushville area who may be interested in coming to Mays Community Academy. Students who do not pass these exams receive a letter via paper mail. This letter contains options and assistance that is offered.

This year, MCA administration wrote a grant through the Lily Foundation to start the process of providing mental health services at Mays Community Academy. MCA was just notified that we received the grant. Leaders will begin the process of looking at other schools programs and seeing what will work best at MCA.

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.

Northern Rush County Schools hired the Director/Chief Executive Officer to oversee all financial decisions related to or pertaining to NRCS and Mays Community Academy. Each board meeting the Director/CEO presents financial information to the board for review. There is also a financial oversight committee, which consists of the board president, board treasurer, and Director/CEO. This committee meets every other week.

All board minutes are posted on the Mays Community Academy website for the public to see, including all financials as presented to the board.

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.

Northern Rush County Schools hired the Director/Chief Executive Officer to oversee all financial decisions related to or pertaining to Mays Community Academy. At each board meeting, the Director/CEO presents financial information to the board for review. There is also a financial oversight committee, which consists of the board president, board treasurer, and Director/CEO. This committee meets every other week.

All board minutes are posted on the Mays Community Academy website for the public to see, including all financials as presented to the board.

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

The budget is first created by the CEO of NRCS. It is then reviewed by the budget committee, which consists of the CEO, Board President, and Board Treasurer. Any suggestions or changes are made before the budget goes to the board for final review and approval. The amounts in the budget are based on current and prior-year obligations, as well as any projected expenses.

Two bank accounts exist. A Centre Bank account is the main bank account. This is the bank that all of the Federal and State money is direct-deposited into. Mainsource Bank is the local bank which lunch money and extra-curricular money is deposited into. The Centre Bank account requires two signatures for all checks. The authorized signers on the account are the Board President and the CEO. The Mainsource account requires only one signature. The Board President and CEO are authorized on this account as well.

We currently do not have any services bid out; though, we are considering bidding out transportation. MCA does not currently use any credit cards. There are debit cards on both bank accounts. Authorized users on the debit cards are the Board President, CEO, and MCA principal. The CEO reconciles both bank accounts, and the board treasurer reviews the reconciliations.

QuickBooks is the accounting software being used. Additionally, Bookkeeping Plus in Greenfield is reviewing entries to ensure they are SBOA and Form 9 approved. The CEO produces the voucher requests, and the Board President approves them. All school-related purchases are approved by the CEO. The board reviews and approves monthly the vouchers required to pay all expenditures.

Petty cash is maintained in the school by the principal. A payout log is kept, as well as receipts. The principal reconciles and produces the necessary forms to the CEO for petty cash reimbursement.

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

NRCS does not have a mortgage. Insurance policies are reviewed every six months by the CEO in conjunction with the insurance agent for each policy type. The EMO contract is reviewed annually by the board and negotiated with the provider.

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

Northern Rush County Schools has enlisted the services of Bright Minds Consulting on two separate occasions for marketing advice. We have used flyers, billboards, as well as mailers as community outreach tools. The most effective and cost-efficient use of marketing has been a booth at the county fair. This seems to reach our target demographic and have the best rate of return for each marketing dollar spent.

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.

The most difficult financial hurdle we face is for transportation. Being in a rural setting, transportation is a must. We do not receive money for

BSU Continuous Improvement Report

Mays Community Academy

transportation and the local school system refuses to accommodate us in any way. We are forced to use general-fund money to pay for the transportation of our students. We estimate it takes approximately 6.5 students to pay for each bus route. Our enrollment is greater than we anticipated, so this has made funding the transportation possible---not easy, but possible. Our projected enrollment numbers were:

Year 1: 150

Year 2: 160

Year 3: 170

Year 4: 180

Year 5: 180

The maximum number of students approved in our original charter was 180

Our actual enrollment has been:

Year 1: 114 (Quite a bit less than we projected. The feedback we received was that people were leery of a "new school.")

Year 2: 184 (We sent a request to BSU to raise our maximum number of students.)

We have currently exceeded our projected enrollment for year two!

Mays School Improvement Plan 2016-17

Overview

Plan Name

Mays School Improvement Plan 2016-17

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
---	-----------	--------------	-----------	---------------

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source