

Indiana Charter School Board

Charter School Application

Name of proposed school: Indianapolis Innovation Academy

Proposed charter school location: 9425 E. 30th Street, Indianapolis 46219

School District of proposed location: Indianapolis School District

Person/Entity applying for the charter: IIA Development Team

Primary contact person/role (if different):
JoAnn Thompson, Development Chair
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Name, roles, and current employment of all persons on applicant team, including each board member:
Joann Thompson, Business Marketing
Troy P. Tyson, Attorney
April Elliott, Food Service Professional

Planned opening year for the school: Fall 2018

Executive Summary

Vision

To create a safe and welcoming learning environment where a diverse population of students seek to attend and excel in Science, Technology, Engineering, Math, and Agriculture.

Mission

The STEM program at Indianapolis Innovation Academy (IIA) is a new innovative program of choice in Indianapolis that is open to all Kindergarten - 8th grade students. This program is geared toward students that have an interest in Science, Technology, Engineering, Math, and Agriculture. The goal of the program is to engage students with an interest in the STEM fields in their core area classes through curriculum integrated with STEM concepts. The program will involve extensive and meaningful community partnerships that encourage and provide support and insight creating future engineers, scientists, and innovators. The program will provide a student-centered approach to equip our youth with the knowledge and skills to solve tough problems, gather and evaluate evidence and make sense of information before entering college and the global workplace with confidence, as a significant contributor to our communities and world. The proposed site has large tracts of land that children will use to plant, harvest, and sell crops and study agriculture.

Statement of Beliefs

The belief of the Indianapolis Innovation Academy Development Team is that all young people should be equipped to think intensely and meticulously that they can create opportunities to become innovators, researchers, and leaders solving the most critical challenges facing their own lives and communities as well as the communities across this great country. IIA wants to engage young minds to see the successes of tomorrow while overcoming the challenges of today.

Educational Need and Target Population

There are six Indianapolis Public Elementary/Middle schools within a five mile radius of the proposed site and one public charter school within the service area. Within the 46229 zip code area, 36.56% of households have children. Other notable statistics for the service area include:

- Population: White 51.8%; African-American 39.1%; and Other Races 4.1%. These numbers represent a very racially diverse community
- Male and Female breakdown at 46% and 54% respectively
- Owned households with a mortgage or households that are free and clear at 55% representing a very stable community. About 36% of households rent and other households that are vacant represent 9%
- Almost 6% of households in the identified area speak Spanish at home
- Over 14% of students in zip code area 46229 dropped out of high school
- Adults with a four-year degree at 11.6% and 8.2% who possess a two-year post-secondary degree

Families will choose Indianapolis Innovation Academy for its many viable advantages, including the various partnerships with community agencies and postsecondary education affiliations. Project Based Learning (PBL) and IIA's Community Mentor Program (CMP) will extend and advance curriculum structured around student-centered learning, enforcing intense, engaging learning activities chosen by students. CMP will

establish a community learning center where the academy will offer academic support, social and cultural enrichment opportunities for students and their families and also foster professional relationships between adult mentors and mentees. Students will be led to apply problem solving, engineering design, and subject area content to address real social, economic and environmental situations in their communities and neighborhoods. Executing hands-on exploration will also inspire critical thinking. The mentors will assist in creating student-centered approaches to develop intellectual diversity, good citizenship, respect for the environment and improved self-esteem to ensure student success. Middle school students will learn how to ask *and* investigate questions about the world. Indianapolis Innovation Academy is committed to educating the whole child through rigorous teaching and a welcoming, safe learning environment.

Community Engagement

Indianapolis Innovation Academy (IIA) is designed to meet two imperative community needs. The first is to help close the widening achievement gap among our students based on a variety of educational reports. From a broad perspective, the US is producing just over 5% of STEM graduates each year compared to our global competitors who are producing between 27-47% of STEM graduates respectively. The Bureau of Labor and Statistics is predicting another 120,000 job openings in computer science, yet we are expected to graduate only 40,000 students from accredited computer science programs. Over the next 10 years, research projects growth of STEM based careers from 16-62% on average. An article published by the National Math + Science Initiative details the urgent need to provide students a STEM centered curriculum as soon as possible. We are not preparing our children with the skills necessary to meet the demands of our own local and national workforce. Students given the opportunity to engage in these subjects and master the content via project-based learning will be more successful than their peers. IIA will implement a unique STEM-centered program for all students K-8 that will prepare them to be successful in competitive high school programs, colleges and careers. Moreover, Indianapolis Innovation Academy will help close the achievement gap throughout the Indianapolis school district, and restore safety and civility through a combined influence of disciplined, character-focused education and community partnerships.

The Indianapolis Innovation Academy will be a K-8 school located in the city of Indianapolis, Indiana, in a residential community. Poverty rate in Indianapolis is 20.6 percent, higher than the state average of 14.4 percent. Poverty rate among children in the city averages to 31 percent which is 10 percent higher than the rest of Indiana. The number of food stamp recipients in 2015 were 158,771 and nearly 105,000 children were eligible for free and reduced lunch. The unemployment rate in the city hovers a little over 14 percent, almost double the state average. According to City-Data.com, the 46229 zip code area where IIA will be located had 27,809 residents in 2015 and encompasses an area of 10.9 square miles. There are an abundance of houses and condominiums that include some 11,483 units that will become a recruitment hub for families looking for options. Unemployment in this neighborhood is 11.3 percent, above the state average. The percentage of population with a bachelor's degree or higher in this area is below the state average. The racial composition in the identified service area is as follows: White (13,545); African-American (10,588); and Latino (1,888).

The State of Indiana's future is dependent on the capacity of its schools to increase student performance in science, technology, engineering and mathematics (STEM). The youth of this great state will encounter

unyielding competition for employment from across the world. In order to succeed in this present and future global economy, Indiana's youth will need a sturdier foundation in STEM subject areas. Indianapolis Innovation Academy will become the crucible to develop a strong foundation in STEM and Agriculture for youth in the Indianapolis area, preparing them to be successful in high school and college.

Indianapolis Public Schools is undergoing tremendous structural changes, including potential high school closures, the merging of middle school programs with secondary campuses, budgetary contractions, and overall decreased enrollment. IIA will become an urban mecca drawing students and families to the academy because of its innovative approach to STEM education coupled with its agricultural focus.

Indianapolis Innovation Academy community and academic partners will understand the definition of “community” and what community engagement involves in their school. IIA community - school engagement will identify the school’s mission, vision, and belief statements. Successful IIA partnerships are based on a mutual understanding of partners' needs, capacities, and goals. Developing a partnership takes time, skill, and mutual respect. The Board of Directors, school leader, staff and parents will be embedded in the community to maximize return on personal investment and time.

Community engagement projects will involve community partners in all aspects of the surrounding neighborhood, recognizing that both school and community partners bring expertise. Depending on available expertise, infrastructure support, and interest levels, partners should take responsibility for advancing different activities to increase learning experiences for children and adults. This creates mutual respect, willingness to share power, and accountability for each project. Community engagement projects encourage, rather than merely tolerate, diverse populations and perspectives.

Finally, school and community partners share resources and funding. Communities increase their capacity to address their educational issues by learning about different aspects of the school community.

Educational Plan/School Design

STEM Education coupled with Agriculture will be the focus for the Academy. IIA will implement an academic and non-academic program to support the development of the whole-child. The academic goals identify quantifiable measures and will require high achievement and gains among all students. These academic goals align with the mission and vision for IIA students and include:

- STEM curriculum is integrated in the four core areas (Math, Science, Social Studies, and English Language Arts) for all students. Teachers in the STEM program gear their lessons to the STEM content when applicable and in addition work to build critical thinking, communication and problem solving skills. Students in the STEM program are able to choose their electives and can participate in all extracurricular activities such as athletics, agricultural science, theater arts, and all other campus based student organizations. These STEM initiatives are present in all of the maps and pacing guides for all core content areas and will be monitored weekly in the lesson plan checks. Lesson plan feedback to the teachers will be essential in ensuring these elements are present in all core content areas.
- Research shows that jobs in STEM fields are in demand in the 21st century workforce and the STEM program will work to expose students to careers in STEM areas through the use of career exploration, guest speakers, and field trips. Students will be exposed to various 21st century career paths and must

create a multimedia presentation researching the three careers they are most interested in and include a rationale while following a detailed rubric.

- In addition to being the home of a strong highly competitive STEM program, teachers will implement a schoolwide program that is designed to teach students strategies for organization, note taking, questioning and inquiry that will assist them as they prepare for high school and college. The goal is also to have a college bound atmosphere where students are exposed to information on different colleges and discussions on how to get there. We will educate students on strategies that will assist them to be successful in college as well as expose them to different college opportunities that are out there. Students will visit a minimum of four colleges upon completion of the K-8 program. Students will research and create a college portfolio which will encompass all university visits and must be included in the multimedia presentation.
- All students will demonstrate competency (90%) in all core subjects via exit tests aligned with the State of Indiana Standards as well as internal assessments. This will be the expectation for all students that are enrolled in IIA at least 2 years.

The written curriculum will be delivered through a couple of different methods. Differentiated Instruction is one method to be used to ensure learning in the classroom and student engagement. Differentiated Instruction can only be delivered when a teacher knows his or her students well enough to provide each one with experiences and tasks that will improve their personal learning (Tomlinson, 1999). Teachers must observe and understand the differences and similarities among students and use this information to plan instruction. Differentiation requires teachers to continually strive to know and to respond to each student's individual needs to maximize learning.

We will also use Project Based Learning (PBL) to deliver the curriculum which is a dynamic approach to teaching in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an engaging and complex set of questions and problems. The teacher acts as the facilitator in the classroom in many ways, asking questions that guide students in solving an array of challenging problems.

PBL will ensure student centered learning. This 21st century learning is focused more on creativity and critical thinking. Teachers will interact with every student by treating each one as an individual. A "cookie cutter" method of teaching will not work in a student-centered classroom. The decision of the teachers will be to think and act as a facilitator who empowers their students. The best strategy is to simply ask what the students want to explore. By starting with a brainstorm on what they like to do, teachers and students then dialog together to match their interests with the skills and concepts.

Indianapolis Innovation Academy also realizes that non-academic goals are essential for developing character and responsibility within its student body; therefore, the non-academic goals will include:

- Quantifiable data regarding the increased knowledge of the professions and careers that the students will be exposed to at the academy and through the community partnerships.
- Qualitative data regarding the effectiveness of mentoring on student learning and engagement in the community as well as information relative to "good citizenship" and "personal growth and accomplishments" in conjunction with the following areas:
 - **service learning**
 - **goal setting**
 - **practice completion**

- **apply team building competencies**
- **workshops and active participation with student governance and committee work**

Vision for Growth

IIA will offer a K-8 education to the students and families of Indianapolis, Indiana. Each classroom will contain a maximum of 25 students. The five-year enrollment of students is projected in the graph below:

5-Year Growth Targets

School Year	K	1	2	3	4	5	6	7	8	Total
2018-2019	50	50	25	25	25	25				200
2019-2020	50	50	25	25	25	25	25			225
2020-2021	50	50	50	25	25	25	25	25		275
2021-2022	50	50	50	50	25	25	25	25	25	325
2022-2023	50	50	50	50	25	25	25	25	25	325

As the IIA Board of Directors implements the projected growth plan, the school's management team will monitor milestones and metrics on a quarterly basis to determine the school's progress in meeting the key benchmarks.

Governance and Leadership

The Leona Group (TLG) is the educational service provider (ESP) that was selected by the IIA founding group to manage the back office operations of the academy. TLG currently manages nearly 60 school sites in Arizona, Indiana, Michigan and Ohio. The Leona Group provides: 1) Academic Support; 2) Budget & Finance; 3) Communications & Marketing; 4) Compliance; 5) Grants; 6) Human Resources; 7) Legal & Risk Management; 8) Special Education; 9) Special Projects; and 10) Technology.

An independent non-profit Board of Directors governs Indianapolis Innovation Academy. The Board is composed of a diverse group of individuals who are vital to the academic, social, cultural, and financial success of the school. Board members are expected to make decisions on a wide range of items.

The Board of Directors will meet every month to oversee strategic planning, academic accountability, fiduciary responsibilities, succession planning, cohesive policies and process development, organizational leadership, finances, and charter renewal.

Section I: Evidence of Capacity

Governance

1. Board Members: Joann Thompson, Troy P.Tyson, April Elliott
ESP Representative: Javier Garibay

2. Joann Thompson, Business & Marketing; Troy P.Tyson, Attorney; April Elliott, Food Service Professional;
Javier Garibay, teacher, school leader, superintendent, VP for Growth and Development

3. **See Attachment 1**

4. The IIA Board of Directors will be independent of the ESP and will be responsible for establishing goals and policy for the Academy, from which all Board decisions should logically follow.

The board member is expected to make decisions on a wide range of problems: some are routine, such as approving minutes for the last Board meeting; others are more complex. Some are the result of many lesser decisions - leading, for example, to the adoption of the Academy budget.

A board member will be an effective decision maker, but he/she must remember that decisions are to be made only by the Board acting as a whole in an advertised public meeting. Individual opinions on matters being considered can and should be defended vigorously, but once a decision is reached, it should be accepted gracefully and implemented wholeheartedly. No individual school board member may unilaterally commit the whole Board to a particular course of action.

Effective Board members establish good working relationships with the ESP. The management company recommends needed policy and actions to the Board for consideration. Once a policy is adopted, the ESP is responsible for implementing effectively the desires of the Board of Directors. The Board, in monitoring the impact of the policy, will receive periodic reports.

The school board member helps build public support and the understanding of public education and leads the public in demanding better education. This requires communicating effectively with the ESP, school community, and the general public and serving as a link to the Academy.

See Attachment 2

5. N/A

6. The Board of Directors recognizes the public's right to comment on educational issues and the value to express themselves on school matters.

Any person or group wishing an item on the agenda shall register their intent with the Board President no later than two (2) days prior to the date set by the Board for mailing the Board Member Meeting Agenda. The name, address of the participant; group affiliation, if and when appropriate; and topic to be addressed should be in the petition.

The Board shall provide a period for public participation at meetings. Anyone with concerns related to the operation of the schools or to matters within the authority of the Board may participate during the public portion of a meeting. Each statement made by the participant shall be limited to (5) minute duration.

Participants shall direct all comments to the Board and not to staff or other participants.

7., 8., 9.

Currently, the Academy has not yet identified a school leader for Fall 2018 opening. However, JoAnn Thompson and identified IIA board members, along with Javier Garibay, Leona Group representative, will work in partnership to get the Academy off the ground. Mr. Garibay has been in education for 31 years; 9 years in higher education and the remaining years split between traditional public school and charter school (18 years) experience. Mr. Garibay has been a teacher, school leader, superintendent, and now, VP for Growth and Development for the Leona Group. No person on the charter school organizing team will be monetarily compensated.

IIA Timelines

Position	Responsibilities	Timeline
School Leader	<ul style="list-style-type: none"> ● Instructional Leader 	<ul style="list-style-type: none"> ● Interviews from November 2017-December 30, 2017 ● Decision to be made by January 15, 2018
Educational Service Provider	Back-office support: <ul style="list-style-type: none"> ● Academic Support ● Human Resources ● Quality Initiatives ● Compliance ● Budget & Finance ● Special Projects ● Technology ● Grants ● Marketing & Communication ● Special Education 	<ul style="list-style-type: none"> ● April 1, 2018
Teachers and Staff	<ul style="list-style-type: none"> ● Classroom teachers ● Paraprofessionals ● Custodians ● Office Manager ● Security ● Kitchen support ● Interventionist 	<ul style="list-style-type: none"> ● May 20, 2018

Management

1. N/A
2. See Attachment 3
3. See Attachment 4

Network vision, Growth Plan and Capacity, Attachment 5 - N/A

Section II: School Design

Education Plan

Curriculum and Instructional Design

1. Preface

Studies of international K–12 curricula and standards highlight a major difference between the United States and other countries. Most of the world’s developed nations have for years created uniform national curriculum standards, which detail the content to be covered by teachers at each grade level, to ensure quality instruction. Such standards serve as a national roadmap for curriculum materials, teacher preparation, and training. At IIA, special consideration will be made to smaller class sizes 20:1 to ensure that quality instruction is delivered every day, every minute of the day.

A number of studies suggest that a focused and aligned K–12 curriculum facilitates learning in STEM-Agriculture subjects. Because these subjects typically are based on hierarchical structures that rely on prior learning to determine future understanding, the absence of focused and aligned curricula may prevent mastery. Research also shows a clear link between what students are expected to learn and actual math learning: greater achievement is associated with covering fewer topics in greater depth.

Even when curriculum standards are clearly articulated, rigorous, and coherent, the highlighted material is not always taught sufficiently. There is wildly different content coverage within a single grade level, even within the same school, especially in terms of the sequence of topics and the total time spent studying specific areas. These inequalities affect entire school systems, not just the traditionally disadvantaged.

Indianapolis Innovation Academy & Engaging Instruction

The National Research Council’s Framework for K–12 Science Education makes student engagement the top priority. IIA teachers and staff will increasingly recognize the challenge of ensuring that instruction not only covers the most important math and science content, but does so in a way that can entice even bored or distracted students. IIA is committed to identifying highly qualified teachers and staff who meet Federal and State standards for teaching at the Academy. It is intended that the Academy will have Smart Boards, Chromebooks, and other “smart” technologies effective for higher levels of learning.

Research in STEM-Agriculture learning over the past two decades has a lot to say about what makes for effective, engaging STEM-Agriculture education. Among the key factors: it capitalizes on students’ early interests and

experiences, identifies and builds on what they know, and provides opportunities to engage in the practices of science and mathematics to sustain their interest. In other words, throughout their schooling, students should learn to investigate questions about the world that they come across in daily life, in much the same way that scientists and mathematicians do.

Also showing promise in STEM-Agriculture learning at the college level is interactive engagement, particularly group problem solving. For example, teachers can pose a question and encourage students to work together in groups to come up with a consensus response. This allows for on-the-spot reasoning and discussion, and, moreover, allows students to test their own understanding. Peer instruction, which requires students to apply concepts learned in class and to teach other students, has also shown promise for the same reasons outlined above, and because it engages every student in the class. Studies of peer instruction have been found to increase student learning, particularly in concept mastery.

Encourage students to be scientists and mathematicians

The possibilities for getting students involved in interesting STEM-Agriculture experiences are endless and can be adapted to different levels of difficulty for different grades. Here are just a few ideas: compare heights of young students with and without shoes to investigate the ins, outs, and hows of measurement; explore and categorize plant and animal species on the school's grounds to learn about biodiversity; design, build, and race air-canister-powered wooden cars in different shapes to explore aerodynamics. Each of these activities has the potential to be a valuable STEM-Agriculture learning experience if the teacher structures and facilitates the lesson, allowing for students to come up with their own questions, data, and conclusions—much like scientists and mathematicians.

The National Research Council report *Taking Science to School* describes science as a social phenomenon in which a community of peers pursues shared objectives and abides by shared conventions that shape their work: building and refining theories and models, collecting and analyzing data from observations and experiments; constructing and critiquing arguments; and using specialized ways of talking, writing, and representing phenomena. Students of any age can do these things at their own developmental levels, with appropriate modeling and supports from their teachers.

Successful teachers provide frequent opportunities for students to engage in logical arguments as they learn to build and refine explanations for their observations, allowing students to design and conduct empirical investigations, connect the investigations to core knowledge, and work from a curriculum linked to meaningful problems.

Start early

Contrary to conventional wisdom, it's never too early to promote student interest in science and mathematics, and agriculture. Recent research has recommended that every effort should be made to start as soon as children enter elementary school. Studies have identified the elementary years as the period when students form their interests in STEM-Agriculture identities and careers—much earlier than many people probably believe to be the case. This is particularly important for science, which gets short shrift in many elementary schools.

Teach often

Indeed, research has recommended elevating science to the same importance as reading and math in early schooling, devoting adequate instructional time and resources. IIA will use a blend of direct instruction, project-based activities, center-time learning, and using the available acreage at the Academy to study agriculture on the campus of the proposed site to teach STEM-Agriculture. While time spent on mathematics instruction generally has increased in recent years, there has been a corresponding decrease in time spent on science instruction. It is one of the unintended consequences of the No Child Left Behind emphasis on reading and math in elementary school. In a national survey, 28 percent of districts reported decreasing time for science instruction—down an average of 75 minutes per week. Compared with spending 323 minutes per week on math and 503 minutes per week on English, districts spend only about 178 minutes per week on science instruction.

2. The Indianapolis Innovation Academy curriculum is designed to promote a rigorous teaching and learning environment with standards aligned to the Common Core and Career and College Readiness standards, STEM Standards of Practice, Frameworks and Instructional Guides. Project Food Land and People (FLP), Project Based Learning (PBL) and Community Mentor Program (CMP) will also be amalgamated into the curriculum. The combination of each will extend and advance curriculum structured around student-centered learning, enforcing intense learning activities that will engage in inquiry, logic reasoning, collaboration and investigation. Using rigorous and step by step lesson plans, self-directed learning activities chosen by students that will allow students to develop life skills and apply content knowledge within a real world context. Utilizing feedback rubrics for student projects and end-of-module project-based assessments will enhance 21st Century skills development.

STEM Education coupled with Agriculture will be the focus for the Academy. The objective here is to create and maintain a learning environment where students develop the ability to think critically, solve complex problems, and drive intellectual advancement in science and technology. Given the fact that science and engineering jobs are growing 70 percent faster than any other occupations, students with STEM education will be at a distinct advantage when competing for high-tech, high wage jobs of the future. Hence, the organizers of the Academy are fully committed to providing cutting edge instruction, starting at kindergarten grade level, and continuing that instruction, throughout the elementary and middle school experience. As a result, the organizers will be doing their part to retain more of the best trained minds, to work for some of the most innovative companies in Indiana and throughout the country. The focus areas of the STEM curriculum are inclusive of the following engineering instructional disciplines: 1) Agriculture; 2) Aeronautical; 3) Electrical/Computer; 4) Biomedical; 5) Environmental; 6) Civil; and 7) Mechanical.

All students beginning at the 4th grade level will complete a STEM or Capstone Project focused on technology, engineering, math and/or environmental studies. The ultimate goal of these projects are to create an environment where students are invested in their own learning and engaged in a meticulous analysis of a comprehensive range of topics. By the 8th grade, students will have contributed to the intellectual and cultural life of the Middle School, working to create a community in which it is considered "cool" to be excited about learning and enthusiastic about ideas. Students must create a multimedia presentation, researching with a rationale, for the Capstone Project they learned annually and following a detailed rubric for the multimedia project.

Students K-3 will also complete various STEM and/or Agricultural projects. This will prepare them to begin critical thinking skills, as well as logic and reasoning. Students will complete small group STEM/Agriculture multimedia projects that will be assessed using a rubric. Students will practice working cooperatively while completing this project, every student will be assigned and responsible for completing their portion.

Students in grades 3-8 will yield performance levels of proficient or advanced on the M-Step assessment and if they do not attain grade level proficiency then an individualized plan will be put in place to meet their needs so that they can demonstrate growth towards proficiency until the gap is closed.

Every student will attain a minimum of one year growth for each year of instruction from grades K-8 and the students are expected to master grade level proficiency with an 80% or greater on quarterly grade level benchmark assessments.

Project Based Learning (PBL) is a dynamic approach to teaching in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an engaging and complex question, problem or challenge. PBL includes:

- Key Knowledge, Understanding, and Success Skills- focus on student learning goals, including standards-based content and skills such as critical thinking/problem solving, collaboration, and self-management.
- Challenging Problem or Question - The project is framed by a meaningful problem to solve or a question to answer, at the appropriate level of challenge.
- Sustained Inquiry- Students engage in a rigorous, extended process of asking questions, finding resources, and applying information.
- Authenticity- The project features real-world context, tasks and tools, quality standards, or impact - or speaks to students' personal concerns, interests, and issues in their lives.
- Student Voice & Choice- Students make some decisions about the project, including how they work and what they create.
- Reflection- Students and teachers reflect on learning, the effectiveness of their inquiry and project activities, the quality of student work, obstacles and how to overcome them.
- Critique & Revision - Students give, receive, and use feedback to improve their process and products.
- Public Product - Students make their project work public by explaining, displaying and/or presenting it to people beyond the classroom.

Community Mentor Program (CMP) for grades 4 through 8, providing an adult mentor assigned to connect with students eventually, on a weekly basis. Beginning in grade 4, students will be assigned to their learning cohorts and will have an assigned mentor, who will serve as a character counselor and a connection with the community. CMP will establish a community learning center where the academy will offer academic support, social and cultural enrichment opportunities for students and their families. The mentors will support students in core academic subjects, academic enrichment, drug and violence prevention, parenting skills, counseling, job shadowing, career readiness, and postsecondary education early awareness. Mentors will also

assist with all student-centered STEM projects, helping to develop intellectually diverse, critical thinking, good citizenship, respect for the environment and improved self-esteem to ensure student success.

Project Food Land and People (FLP) educates students, about the interrelationships between food, resources and people. Established in 1989 and now based in Tallahassee, Florida, FLP is a 501(c) 3 nonprofit organization committed to providing educational materials serving grades PreK-12 throughout the United States. FLP's main product is Resources for Learning, a collection of 55 hands-on lessons that span multiple disciplines. These lessons have been developed, reviewed and tested by more than 1,000 educators. With coalitions in 29 states, FLP lessons, concepts and activities reach an estimated one million students in grades preK-12 each school year. Most young people who live in urban communities have never been on a farm nor have they been exposed to elements that are associated with agriculture. There is a nationwide effort in progress to broaden the scope of agricultural education beginning at the kindergarten level and extending all the way to adulthood. Agriculture education offers a unique opportunity to urban students with a background in science, mathematics, technology and art. Further, through the CMP partnerships, the academy will cultivate and grow a garden on the campus grounds, providing an avenue to give back to the community as well as educate the community, its families and our students on achieving a healthier lifestyle.

MyDream Explorer will help bridge the gap between academic preparation and career exploration allowing students to see the relevance of the core curriculum courses as well as career planning required to successfully obtain their long-term career goal. The MyDreamExplorer online program will assist students in matching their interests and abilities to possible career choices and post-secondary educational options. Sixth and ninth grade students will create an Educational Development Plan through the MyDreamExplorer program.

IIA Character Education: We envision an Academy where students of all nationalities, ethnicities, and cultural diversity will flourish in a caring and intellectually stimulating environment, where the student will recognize and achieve their fullest potential, enabling them to ultimately make their best contribution to the society in which they will ultimately choose to live. The organizing committee hopes that many of its IIA students will choose to live and work in Indianapolis to improve the quality of life for its residents. The values of IIA will hold in high esteem those rights and privileges of American society including:

- **Loyalty:** IIA students will be guided and mentored on how to bear true faith and allegiance to their country, community, school and fellow students. They will learn the importance of believing in and devoting their energies to something bigger than them.
- **Duty:** IIA students will be encouraged to fulfill their obligations, and when required, accomplish their tasks as part of a STEM team.
- **Respect:** IIA students will be encouraged to treat people as they would be treated. They will appreciate the best in other people.
- **Honor:** IIA students will make honor a matter of daily living.
- **Integrity:** IIA students will be encouraged to do what is legally and morally right.
- **Personal Courage:** Whenever faced with danger or adversity, both physical and moral, IIA students will learn the importance of continuing forward on the right path.

As mentioned above, the Community Mentor Program (CMP) will establish a community learning center where the academy will offer academic support, social and cultural enrichment opportunities for students and their families and also foster professional relationships between adult mentors and mentees.

Company	Service Provided	Location
Community Resurrection Partners Mr. Bruce Farr	Mentors, Academic Support, Peer Mediation, Peer Courts, Mock/Moot Court Competitions, reading programs, academic-preparation, personal development particularly STEM & Agriculture	IIA School Campus
Stop the Violence Indianapolis Inc. Mr. Anthony Beverly	Community organization driven to empower youth and families through education using principles of love and respect	IIA School Campus
Health Net Community Network Mr. Rick Diaz	Community based health care center focused on expectant mothers, children, dental services, homeless clients and the under- uninsured.	IIA School Campus

IIA & Agriculture: Students will grow various types of vegetables and fruit. Gardening presents a wealth of opportunities for youth to apply the science and math knowledge they have gained throughout the school year. Science and math can be interwoven throughout the gardening experience. There will be opportunities to discuss the nutrients soil offers, and explore the beneficial insects it houses. In addition, sifting through dirt to find worms and other ground dwellers, to view through a hand lens or microscope. Students will learn about acidity levels in the soil which is a great opportunity to apply basic chemistry concepts. Students can use their math skills to measure garden plots, decide how many plants will produce enough food for their family. Students can also measure and track the growth of different kinds of plants to see how much they grow at the beginning of the season compared the end of the season. The strategy of using a garden as a teaching tool allows the child to learn basic life skills to help them prepare for challenges later in life such as responsibility, self-confidence, communication and the skills of observation. The fundamental concept of growing a garden promotes hands-on learning, environmental responsibility and self-confidence.

IIA Athletics: Research literature finds that youth who participate in team sports experience improved physical health, positive youth development, improved academic achievement, higher self-esteem, fewer

behavioral problems, and better psychosocial. Many schools who participate in team sports focus on the five "C's" including 1) competence, 2) confidence, 3) connections, 4) character, and 5) caring. These are critical components of positive youth development. Participation in organized sports or personal training at a young age sets the stage for healthy lifestyle habits while promoting a routine for the establishment of healthy choices throughout life.

3. The agricultural component of the STEM program will be a unique addition to the instructional program. Though one may not place agriculture as an official category in science, agriculture is vital to human existence, if only to have food to eat and also renewable resources for everything from clothing to biofuel. Most teens who live in urban communities have never been on a farm nor have they been exposed to elements that are associated with agriculture. Agriculture is a pathway of hundreds of careers in a variety of fields including science, and technology. Agriculture education partnered with the STEM curriculum offers a unique opportunity to urban students who are not only failing in math and science, but will present an opportunity to introduce new and innovative career possibilities.

4. See Attachment 6

5. N/A

Pupil Performance Standards

1. See Attachment 7

2. Promotion and retention of students at Indianapolis Innovation Academy (IIA) are academic decisions made by the school and her/his administrative team. In general, children will be placed at the grade level at which they are best adjusted academically, socially, and emotionally. Parents are encouraged to attend parent/teacher conferences and to utilize after school and summer school programming available through the district.

Children in elementary programs (grades Pre-K through 8th) will usually progress annually from one (1) grade to the next. However, in cases where it is determined that retention is in a particular student's best interest, he or she may be retained in the same grade for one (1) additional year. Retention will be determined by the building principal, or, when applicable, by the student's IEP or 504 team. Parents may appeal the retention decision made by the principal by requesting reconsideration. The principal shall have discretion to establish the procedure for reconsideration, but the procedure shall include receiving information provided by the parent(s) or guardian(s) and review by a committee consisting of the special education director, the testing coordinator, and one or more counselors from other schools within the district. The decision of the principal on reconsideration shall be final and not subject to appeal.

Parents may utilize any rights pursuant to IDEA or 504 when the IEP or 504 team makes the decision regarding promotion or retention.

Parent(s)/guardian(s) shall be notified in writing by the building principal no later than April 15th of each school year if retention is being considered for their student for the ensuing year, after which the parent(s)/guardian(s) may request an opportunity to discuss the student's academic, social, and emotional adjustment with the student's

teacher and/or the principal. The parent(s)/guardian(s) shall be notified no later than May 15 of the final determination regarding retention of their child. If the determination is made by the building principal, parent(s)/guardian(s) may request reconsideration of this determination no later than June 30. The building principal shall make a final determination of the request for reconsideration within thirty (30) days of the request.

Parents are encouraged to be involved in their student's education and progress and to utilize all available school programming to enhance the student's educational progress.

School Calendar and Schedule

1. See Attachment 8

School Culture

1. A positive school climate exists when all members of the school community feel safe, included, and accepted, and actively promote positive behaviors and interactions. Principles of equity and inclusive education are embedded in the learning environment to support a positive school climate and a culture of mutual respect. A positive school climate is a crucial component of the prevention of inappropriate

At Indianapolis Innovation Academy, administration, educators, and external stakeholders will play an important role in modelling positive, inclusive and respectful language and behavior in schools and classrooms. To help achieve a positive school climate, boards and schools should actively promote and support positive behaviors that reflect their board's code of conduct, equity and inclusive education policy and character development initiatives. They should also invite members of the broader Indianapolis community to become involved in this effort as part of the school community.

- The following are some of the characteristics associated with a positive school climate:
- Students, staff members and parents feel – and are – safe, included and accepted.
- All members of the school community demonstrate respect, fairness and kindness in their interactions, and build healthy relationships that are free from discrimination and harassment.
- Students are encouraged and given support to be positive leaders and role models in their school community; for example, by speaking up about issues such as bullying.
- Students, principals, staff members, parents and community members engage in open and ongoing dialogue. All partners are actively engaged.
- Principles of equity and inclusive education are embedded across the curriculum. Strategies for bullying prevention and intervention and awareness-raising are reinforced for students and staff.
- The learning environment, instructional materials, and teaching and assessment strategies reflect the diversity of all learners.
- Every student is inspired and given support to succeed in an environment of high expectations.

Besides the practical examples offered in the Positive School Climate resource, discussion questions are also provided in a worksheet to help start a conversation at your school about how to develop and promote a positive

school climate. These questions could be used at a staff meeting or at a safe and accepting schools team meeting to celebrate all the things that are currently taking place and/or to identify areas that could use more attention.

The IIA governing board, through its ESP, will use surveys to assess perceptions of safety and make informed decisions about programs and strategies to help prevent bullying and build and sustain a positive school climate. Survey results must be shared with the school's safe and accepting schools teams.

The results of the school climate surveys identify schools' progress and the challenges to be addressed. The positive school climate resource provides practical ideas for safe and accepting schools teams to consider as they build on successes and address new and ongoing challenges with respect to improving the school climate. It offers new ideas and strategies that can be adapted as they continue to nurture a learning environment that enables all students to thrive.

2. Typical Student Day:

7:15 AM	Breakfast (optional)
7:50 AM	Students arrive to school
8:00 AM	Prepare for classes
8:15 AM	Pledge of Allegiance & prepwork
8:30 AM	Review of Goals & Expectations for the day
9:00 AM	Technology time
10:45 AM	Whole group instruction: ELA
11:00 AM	Lunch & Recess
11:40 AM	Mathematics
1:00 PM	Whole group instruction
1:10 PM	Social Studies
2:00 PM	Elective: Art, Physical Education or Music
2:50 PM	Announcements & Review of the Day
3:00 PM	Bell rings

3. Typical Teacher Day:

7:15 AM	Teacher's arrive: check emails, messages and potentially RTI meetings
7:40 AM	Review of the Day: Check goals and objectives for the students
7:50 AM	Greet students and families
8:15 AM	Pledge of Allegiance, announcements, Bell Work
8:30 AM	Literacy lesson begins or other core content subject
9:00 AM	Rotation schedule begins: work with groups based on learning outcomes
9:35 AM	Begin working with another group of children
10:10 AM	Technology time
10:45 AM	Bring closure to Literacy Block or other core content subject area
11:00 AM	Lunch Break

11:40 AM	Mathematics lesson
12:00 PM	Mathematics rotation #1 begins
12:20 PM	Mathematics rotation #2 begins
12:40 PM	Technology and small group instruction
1:00 PM	Math block
1:10 PM	Social Studies
2:00 PM	Elective: Art, Physical Education or Music, Planning period.
2:50 PM	Review of what was taught with students and prepare for end-of-day
3:00 PM	Take students to the door or buses
4:00 PM	Prep time & prepare lessons etc.....staff meeting/RTI

Supplemental Programming

1.-3.

Indianapolis Innovation Academy (IIA) intends to have a summer school enrichment program in the Summer of 2019 that focuses on reading and math. The four (4) hour a day, six (6) week long, four (4) times a week program will identify students struggling in these critical areas. Title I dollars will be dedicated toward this effort.

The Academy, through its budgeting process, will dedicate dollars and offer coed sports such as basketball, soccer, cheerleading, science, math and agriculture clubs. These will be funded through private sources and/or federal 21st Century grant sources.

A good extracurricular program can turn the aimless hours after school into productive learning time and teach socialization skills..

At IIA:

- Extracurricular activities such as sports or clubs will promote cooperation, support and respect. This can help students feel more secure about joining a game or starting a conversation.
- Homework assistance will be offered Monday-Friday. Homework can often cause friction between children with learning and attention issues and their parents. So getting it done during afterschool can make everyone's evening more pleasant and relaxing.
- Classes in areas like science, math, science, agriculture or computers will be offered. In these sessions, there aren't tests and students may work together in groups. For students with learning and attention issues, these classes can be stress-free, fun and meaningful. Programs may also offer arts options like drama and music, which can help kids find new interests.
- Extracurricular activities will keep students busy so that they can be prevented from engaging in risky behavior. Studies also show that being in extracurricular activities and clubs can result in better grades and fewer behavioral problems.
- Students with learning and attention issues will feel more comfortable and interactive. The stakes may not feel as high. As a result, they may be more willing to try new things and take on more risks. This, in turn, can lead to higher self-esteem.

The hallmarks of a program as described above, will cultivate a positive culture at school and at home where the intellectual, emotional, and and psycho-social needs of the whole child is satisfied. It is expected that these programs will operate Monday-Saturday.

4. Service learning, team building competencies, workshops and active participation with student governance and committee work, Community Mentor Program, Project Food Land and People, MyDream Explorer and Character Education.

Special Populations and At-Risk Students

1. Many children and youth with diverse learning needs can and should be educated within the regular education classroom. IIA is committed to an inclusive education model so that all students with IEP's, 504 plans, ELL students, gifted students, marginal populations are not excluded from a robust, relevant, and engaging educational experience. This setting is appropriate for all students with learning disabilities. When provided appropriate support within this setting, many of these students can achieve academically and develop positive self-esteem and social skills. The regular inclusive classroom, with modifications and differentiated instruction, is a model to ensure the provision of an appropriate education for all students with diverse learning needs.

2. Within ten (10) school days of receiving a written request for an initial evaluation of a student suspected of having a disability, and before any formal evaluation designed to determine eligibility for special education programs and services, IIA will provide the parent with a written notice and may also request a written consent to evaluate, or students who have an individualized education program in effect at a previous school district will immediately be put into place at IIA. IIA will institute a Push-In program where enrolled students identified with a disability will be integrated into the classroom, and receive services based on IEP goals. Special Education students will have the opportunity to participate in every program and initiative provided to every student enrolled at IIA. The Academy will establish collaborative teams to accept responsibility for all students and modify, accommodate and adjust teaching techniques and class activities to meet the learning abilities of each child.

Students at any grade level can sometimes experience significant problems that threaten to derail their progress and even lead to their eventually dropping out of school. It is estimated that, in a typical school, perhaps as many as 5% of individuals in a general school population may require intensive Response to Intervention (RTI) support each year (Christ, 2008).

In an effort to meet the needs of struggling students as early as possible, and to reduce the risk of incorrectly identifying students in both Section 504 and special education, Indianapolis Innovation Academy will use an early intervention process, referred to as Response To Intervention. This simple, campus-based process is designed to assist students who are struggling for any number of reasons and in any number of ways - academically, socially, behaviorally - by providing differentiated instruction, appropriate to the student's needs, as well as additional regular education intervention programs, services and varied opportunities. Data from these efforts is shared with the parent and will become part of any Section 504 or special education evaluation. These efforts are available to all students, including students with disabilities.

Should regular education, together with these early intervention efforts be insufficient to meet the needs of the struggling student, or there are grounds to suspect that the student has a physical or mental impairment, IIA will consider seeking parental consent for an evaluation under Section 504 or special education, as appropriate to the student. Further, students with physical or mental impairments whose needs are addressed through early

intervention, RTI, or health plans will not be excluded from consideration for possible Section 504 referral, even when current interventions, services or health plans successfully address their impairment-related needs.

For students who are Section 504-eligible and who continue to receive early intervention/RTI services under IIA procedures, the role of the Section 504 Committee with respect to those services is as follows:

- The 504 Committee will assist in explaining to the parents the role of early intervention/RTI services and the informal decision-making required to make changes to the interventions within each RTI tier.
- The 504 Committee, by means of an appropriate 504 evaluation, shall make the determination with respect to the tier of intervention in which a 504-eligible student is placed, and shall describe to the parent the range of interventions that might be provided in that tier at the discretion of instructional staff.
- The selection of interventions within the tier shall be made pursuant to local policy and procedure.
- The 504 Committee will observe student progress and review early intervention/RTI data as appropriate, and shall determine when a change in tier is required.
- The 504 Committee remains responsible for all determinations necessary for the provision of a Free Appropriate Public Education (FAPE) under Section 504.

At IIA, the RTI Problem-Solving Team (or 'RTI Team') is the vehicle for assembling customized intervention plans for those students who display the most intensive and serious problems. The RTI Team is composed of a multidisciplinary group of educators and follows a research-validated structured approach known to understand and analyze student challenges. The entire RTI Team and referring teacher(s) work together to:

1. Identify the student problem in specific, measurable, observable terms;
2. Analyze the student problem to uncover underlying functions or reasons to explain why the problem is occurring;
3. Implement an evidence-based intervention plan whose elements are logically selected to assist the student;
4. Evaluate on an ongoing basis to determine if the plan does in fact help the student to reach academic or behavioral goals.

If the interventions are not effectively closing the gap for that particular student, the team may suspect a disability. Parental consent is obtained and an evaluation by a licensed school psychologist is conducted. A team meeting will be held to discuss the results of the evaluation. Parents are an integral part of this team process. The multidisciplinary team members, including the parent, may determine the student qualifies for services. Such services may be the result of meeting the criteria as a student with a disability per the guidelines established according to the Individuals with Disabilities Education Act or the Americans with Disabilities Act.

While both IDEA and Section 504 mandate the provision of FAPE, IDEA defines FAPE as consisting of special education and related services implemented on the basis of an Individual Education Program (IEP). Under Section 504, FAPE may consist of either regular or special education and related aids and services, as implemented by any appropriate means, including, but not limited to an IEP, but is generally in the form of a Section 504 Plan (34 C.F.R. § 104.33). If, however, a student does not qualify for an IEP, he or she may qualify for a Section 504 Plan as determined below:

IDEA requires that a child's disability must adversely affect his or her education, requiring special education, whereas, in order to qualify under Section 504, a student must have a physical or mental impairment that substantially limits a major life activity or is regarded as having such impairment.

If a student qualifies under Section 504, it has been determined through a variety of sources that the student has a physical or mental impairment that substantially limits a major life activity. Documented sources may include aptitude and achievement tests, teacher recommendations, physical condition, as well as information provided by those knowledgeable about the meaning of the evaluation data and placement options. Once eligibility has been determined, a Section 504 Plan is prepared (if needed) and implemented in accordance with applicable regulations. Periodic reevaluations are required. 34 C.F.R. § 104.35(d).

The Section 504 Plan may consist of education in the regular classroom, education in regular classes with supplementary services, accommodations and/or special education and related services. The Section 504 Plan is designed to meet individual educational needs of students with disabilities as adequately as the needs of students without disabilities and should adhere to provisions that include identification, evaluation, placement and notice. Implementation of an IEP, developed in accordance with IDEA, is one means of meeting this standard. 34 C.F.R. § 104.33(b)(1)(2).

If a student qualifies under IDEA, an IEP is prepared and implemented in accordance with applicable regulations. To qualify for special education and related services under Part B of IDEA, a student must be between the ages of 3 and 21 and must satisfy both parts of a two-part test: 1) The student must meet the definition of one or more of the categories of disabilities specified at 34 C.F.R. § 300.8(c)(1- 13), or if a state and school so elect, the student may qualify by meeting the criteria described in 34 C.F.R. § 300.8(b) for developmental delays. 2) The student must be shown to be in need of special education and related services because of his disability or disabilities. 34 C.F.R. § 300.22.

Monitoring of Services Plan implementation will be accomplished through parent input, the teacher appraisal process, review of teacher documentation, walkthroughs, and informal checks of the student's academic, emotional, behavioral, and social progress by the Coordinator and appropriate administrators.

Periodic Three-Year Re-Evaluation - At least every three years, the 504 Committee will meet to conduct a periodic re-evaluation of students with Section 504 Services Plans as well as those students who are eligible under Section 504 but not in need of a Section 504 Services Plan at this time. The periodic re-evaluation will be completed using the Section 504 Initial and Periodic Re-Evaluation form. The Committee will determine if there are significant changes to the student's impairments or need for services during the re-evaluation.

Prior to a reevaluation, IIA will provide the parents with notice of and an invitation to attend the re-evaluation meeting. Written notice will be provided to the parent utilizing the Notice of Section 504 Meeting form. If the Student remains eligible and in need of a Services Plan, the Committee will focus on the Student's changing needs due to the effects of different classroom subject matter, school demands and other factors. If the Committee determines that the Student is no longer eligible, the Committee will dismiss the Student from the 504. The Parent shall be given notice of the results of the re-evaluation.

"As Needed" Re-evaluation - Re-evaluation will also occur prior to any significant change of placement and whenever necessary to ensure the continued provision of FAPE. For example, when the school suspects that a

technically eligible student may now be in need of services from the school due to changes in their impairment or needs, the school will re-evaluate due to the change in circumstances. The school will not wait for the three-year periodic reevaluation in such situations.

Annual Review for some eligible students - In addition to the required periodic three-year re-evaluation, it will be IIA practice to conduct annual reviews for students with a Section 504 Plan. An annual review includes a review of the current Section 504 Plan and revisions to that plan, as needed. The annual review will be conducted by the 504 Committee and documented on a new Section 504 Service Plan. The annual review will be completed by looking at key data points and a holding a meeting of the committee and the parent. The committee will focus on the following areas of performance when conducting the annual review: teacher input, attendance, grades and classroom performance, state assessment and benchmarks testing, disciplinary record (including number of removal days), informal inquiries with the counselor and teachers (and social worker or nurse, where appropriate) regarding the student's performance, health, and social/emotional well-being, and communication with the parent via phone, email, or personal contact to inquire as to parent's input on the student's performance and well-being.

Special education students will be educated as members of a community of learners in an inclusive setting with traditional education students. Special education staffing, program of services and individual education plans for students will be provided in accordance with federal and state special education rules.

All students are individuals with their own unique set of physical, intellectual and psychological characteristics that influence their instructional needs and require individual instructional strategies. There are not two distinctly different types of students, "special" and "regular" nor are there discrete sets of instructional methods – one set for "special" students and another for "regular" students.

Special education support to students is provided through team efforts of general and special education teachers co-teaching. It involves cross-disciplinary services provided by social workers, occupational therapists, physical therapists, psychologists, speech and language therapists, and paraprofessionals. Contractual services are provided by the speech therapist, occupational therapist, physical therapist, and school psychologist.

Special education services will be provided in class to the fullest extent possible. The use of resource rooms in one-on-one and small group tutoring will be used as alternative intervention strategies whenever requested by students or identified as a measure of least restrictive environment by Individual Education Program team members.

Intervention Specialists, in conjunction with general education classroom teachers, will continually monitor student progress. An progress monitoring tool, will be administered consistently in the area of math and reading. Analysis of student work will be completed by the general education classroom teacher. All of the data will be compiled and data teams will generate lessons that will most effectively teach the deficient standards. Additional resources such as Touch Math/Money and Handwriting Without Tears will be utilized to support the learning of students with disabilities. General education classroom teachers and intervention specialists will be allotted planning time to collaborate on lessons that are designed to effectively meet the needs of students with disabilities. Direct instruction is the most effective approach for improving word recognition skills. In particular, lessons that focus specifically on sequencing (e.g. breaking an unknown word into separate sounds or parts that can be sounded out), segmentation (e.g. sounding out each letter or letter sound in the word), and advanced organizers (e.g. listing the objective of the lesson upfront, providing student with prior information) prove to be

the most effective in increasing word recognition skills in students with disabilities. The most effective approach to improving reading comprehension in students with learning disabilities appears to be a combination of direct response/questioning and controlling the difficulty of processing demands of tasks. Strategy cues that are taught directly to students will assist with comprehension. In the area of math, teachers will provide systematic and explicit instruction. They will teach visual representation of functions using manipulatives, pictures, and graphs. Formative assessment strategies will continue to allow teachers to monitor progress on an ongoing basis.

Students will have access to various means of presentation via the use of technological tools. Professional development opportunities will be made available via the use of the webinars, and collaboration with the authorizer and professional associations.

Generally, there are four reasons to exit a student from special education:

1. Student is no longer eligible
2. Graduating
3. Aging out
4. Parent revocation of consent

1. Student Is No Longer Eligible - IIA must assess in all areas of suspected disability, not just in an area where the student was first determined eligible. The same basic requirements for initial assessments apply to reassessments. Assessment reports must be provided to parents at the IEP meeting, or preferably before meeting. When making exiting decisions, include the list of eligibility factors for all suspected disabilities and for each factor, state why the student does or does not meet the criterion.

- Need for Special Education: Even if a student meets the eligibility criteria for a suspected disability, the student is only eligible if he or she continues to need special education and related services to receive educational benefit. Include a statement why the student does (or does not) need special education to gain educational benefit and tie this to the curriculum.
- IEP Meetings and Prior Written Notice (PWN) Exiting decisions are made by an IEP team. Proper notice must include the purpose of the meeting. All required IEP team members must be at the meeting, including members who can explain and interpret assessment results.
- Prior Written Notice (PWN) - Exiting a student from special education is a change of placement and therefore requires a PWN. Failure to provide a PWN is a procedural violation of IDEA.
- Two Part Eligibility Test: 1. Student must meet the criteria of one or more of the 13 disabilities under IDEA; and 2. Student must require special education and related services as result of his or her disability or disabilities. If both parts of eligibility test are not met, exiting is appropriate.

2. Revocation of Consent - Revocation of consent by parent serves to exit the student from special education. It must be in writing and takes one parent to revoke consent, even if other parent disagrees. IIA has the following obligations upon receipt of written revocation of consent: IIA may not continue to provide special education and related services. IIA may not use mediation or due process procedures. IIA will not be considered to be in violation of FAPE requirement based on failure to provide further special education and related services. IIA will not be required to convene an IEP meeting to develop an IEP. IIA may not terminate services immediately upon receipt of revocation of consent: IIA must provide PWN that explains changes in student's educational program and discontinue services within a "reasonable" time after providing PWN.

The academy must provide detail on consequences of revocation of consent: Student will no longer receive special education and related services and the student will no longer have protection of IDEA disciplinary procedures.

The following timeline will ensure that the appropriate staff members are in place to meet the needs of all students enrolled at IIA, including both general education and special education students.

March 2018 - Inform contracted services providers of positions that need to be filled (OT, PT, Speech, and School Psychologist)

April 2018 - Post positions online

May 2018 - Attend educational job fairs - Conduct interviews - Offer conditional letters of employment

July 2018 - Confirm placements and sign contracts

August 2018 - Provide the necessary training to all intervention specialists and related service providers as it relates specifically to curriculum and instruction.

To ensure teachers have a voice in the curriculum development process and to enable collaboration among teachers, The Leona Group Academic Support Team facilitates professional development. Instructional Coaches communicate regularly with fellow teachers as well as with members of the team to provide support, guidance, instructional resources, and differentiation strategies which positively impact student achievement. This partnership enables colleagues to share successes, challenges, and suggestions. They become the system-wide experts regarding the content, pedagogy, and implementation of courses, and they become the voice of their colleagues as the Community School Leadership Team enhances and modifies curriculum. The instructional coach and Leona Group Academic Support Team will:

- Solicit the sharing of instructional resources, content reviews, feedback, suggestions, and recommendations.
- Communicate areas of concern and provide feedback
- Develop, review, and coordinate teacher-created instructional resources that are shared with other teachers

The special education supervisor, in collaboration with the TLG team, will provide professional development as it relates to the extended standards and strategies for providing high levels of instruction for students requiring special education services.

LOW PERFORMING STUDENTS

As a school-wide prevention approach, Response to Intervention, or RTI, includes changing instruction for struggling students to help them improve academic skills and behavior. To meet the needs of all students, the educational system must use its collective resources to intervene early and provide appropriate interventions and supports to prevent learning and behavioral problems from becoming larger issues (National Association of School Psychologists, 2006).

There are three main ideas behind the premise of RTI:

1. *High quality instruction* - All children deserve effective instruction that leads to achieving functional skills.
2. *Requirement for frequent assessment* - This is based on the premise that continuous assessment leads to skill improvement.
3. *Data-based decision making* - It is critical that adjustments to instruction be based on data.

RTI Methods can be used both as general policies to address the needs of all students as well as in specific ways to implement interventions for individual students. This approach will be adopted and implemented at IIA to meet the needs of all students, particularly our low performing students. The Academy will follow a 10 step process based on the work of Brown-Chidsey & Steege (2005) for implementation of a truly integrated RTI approach.

Step 1 – Implement Evidence Based General Education Instructional Methods - Tier 1 Instruction

Focus: For ALL students in class

Program: Atlas Rubicon Maps
Scientifically based curricula as indicated

Interventions: Provide extra drill and review

Teach organizational skills

Teach study skills

Teach desired behavior

Use of manipulative materials

Paired work arrangements

Provide study guides/questions for assignments

Provide visual aids to support instruction

Use of graphic organizers

Alternative to tests if benchmark skills are maintained

Grouping: Multiple and flexible grouping formats to meet students' needs

Time: 90 minutes per day for reading

Assessment: Benchmarking at least 3 x per year

Personnel: General education classroom teacher

Setting: General education classroom

The Tier 1 Intervention and Accommodation Planning sheet should be completed and reviewed at grade level meetings for any student who was referred from the previous year or whose fall benchmark assessment indicates a level of concern.

Step 2 – Collect Benchmarks of All Students' Performance Three Times During the School Year -

Step 3 – Identify which students scored below the benchmark targets based on assessment benchmarking

Step 4 – Provide daily, scientifically based small group instruction –

Focus: For students identified with increased difficulties and have not responded to Tier 1 interventions and supports

Program: Math and reading, TouchMath, PBIS

Interventions: Research based strategies, procedures and interventions designed to teach a skill or build fluency with a skill. Refer to suggested Tier 2 intervention list.

Grouping: Homogeneous small group instruction (1:3, 1:4, 1:5)

Groups need to be formed at the same ability/instructional level with a common academic area of concern (i.e., don't mix kids with decoding and comprehension difficulties).

Time: 30 minutes per day, 2-3 times per week

Assessment: Progress monitoring every other week on target skill to ensure adequate progress and learning.

Personnel: This will vary by need. Can include Title 1 teacher, classroom teacher, and trained paraprofessional

Setting: Appropriate setting designated by the school: may be in or outside the classroom.

In addition to completing the Tier 2 Intervention Plan, whoever is providing the intervention needs to be documenting the dates and length of each intervention period on the backside of the Tier 2 Plan. Progress monitoring occurs every other week and is documented on the Progress Monitoring Record form. Parents will be informed of their child's progress on a monthly basis.

Step 5 – Monitor student progress toward the benchmarks, using frequent assessments

Step 6 – Review, revise and/or discontinue small group instruction (based on data)

Step 7 – Increase the intensity, duration, and/or frequency of instruction (based on data)

Focus: Students who have not adequately responded to Tier 2 interventions

Interventions: Research based strategies, procedures and interventions designed to teach a skill or build fluency with a skill. Refer to suggested Tier 2 intervention list; interventions will happen 4-5 days per week.

Grouping: Homogeneous small group instruction (1:1, 1:2, 1:3).

Time: 30 minutes, 4-5 days per week

Assessment: Progress monitoring a minimum of once every week on target skill to ensure adequate progress and learning.

Personnel: This can include Title 1 teacher, classroom teacher, and trained paraprofessional

Setting: Appropriate setting designated by the school: may be within or outside the classroom.

In addition to completing the Tier 3 Intervention Plan, whoever is providing the intervention needs to be documenting the dates and length of each intervention period on the backside of the Tier 3 Plan. Progress

monitoring occurs a minimum of once every week and is documented on Progress Monitoring Record Form. Parents will be informed of progress on a monthly basis.

Step 8 – Review, revise, and/or discontinue small group instruction (based on data)

Step 9 – Comprehensive evaluation, if needed

Step 10 – Special education eligibility

Successful RTI programs report a reduction in the number of students identified as receiving special education services and an overall increase in student achievement. For these reasons, RTI has proven to be an effective general education initiative to meet the needs of low performing students. The following list highlights research-based strategies that Sandusky Environmental Academy will utilize for Tier 2 and possibly Tier 3 interventions:

Math:

Cover, Copy, Compare with math facts

Incremental rehearsal with math facts

Math Computation: Intermixing Easy and Challenge Problems

Math Computation: Productivity Rates and Errorless Learning Worksheets

Writing and Spelling Skills

Cover, Copy, Compare for spelling words

Organizing Writing

Sentence Combining

Reading Skills

Fluency

Accuracy Intervention: Pencil Tap

Incremental Rehearsal with Sight Words

Listening Passage Preview

Paired Reading

Repeated Readings

Word Reading Accuracy and Fluency

Prosody Intervention: Stop and Go

Assisted Reading Practice

Vocabulary

Cover, Copy, Compare: Vocabulary

Error Correction and Word Drill Techniques

Comprehension

Guided Notes

Behavior

Behavioral Contracts

Choice of Task Sequence

Points for Grumpy

Response Cost Raffle

Rubber Band Intervention

Sit and Watch

The Good Behavior Game

3. Students who speak a language other than English in the home are eligible for ESL services. Students will be given the WAP-T (WIDA-ACCESS Placement Test). WAP-T is an English language proficiency "screener" test given to incoming students who may be designated as English language learners and also to determine their proficiency in English. A student enrolled in ESL will receive individual instruction in all four domains of language acquisition. Students are able to work at their own pace to achieve proficiency. Students who reach proficiency are then monitored for two more years. The four domains are reading, writing, speaking and listening.

4. Teachers with their instructional coaches are expected to develop and follow curriculum maps, pacing guides and lesson plans that monitor student progress with timely and practical formative and summative assessments. The school leaders, instructional coaches and teachers will be provided extensive support in the following areas that are related to student testing and assessments:

- Communicate and demonstrate researched-based instructional practices that result in increased student performance
- Collect data on lesson plan submission, parent contact form submission, class benchmarks, common assessments, and quarterly assessments to monitor teacher trends
- Monitor the pace of instruction, at a minimum of twice quarterly, in the electronic gradebook to check alignment of grade policy and utilize a grade book audit form
- Provide support in analyzing student assessment data monthly (data which is utilized, monitored and analyzed is gradebook/common assessment/quarterly assessment/benchmark/state assessment data)
- Assist academy with instructional decisions based on assessment data
- Work positively toward meeting identified school improvement goals that are based on extensive trend data reviewed from both quarterly, benchmark and state assessment data
- Assist instructional coaches and teachers in aligning their teaching with appropriate standards, curriculum and assessments

5. One of the many challenges all schools face like Indianapolis Innovation Academy is the daunting task of supporting *all* learners. One group of students—gifted learners—is particularly challenging to support because these learners can be quite difficult to identify.

Giftedness has a lot to do with intelligence, but some of the most successful students may not be considered gifted. At the same time, many gifted students are difficult to spot because they may underachieve, be disruptive, and/or be at risk of failing in school. At IIA, we believe that *all* children are gifted, but that those gifts might be expressed in different ways including, but not limited to, the arts, music, science, communication, athletics, mathematics and other areas.

There are many challenges that come with being gifted, which is why it's important to identify IIA gifted students as early as possible in the school year. If not supported, gifted students are at risk of developing low self-esteem, being bullied, and even dropping out of school. At IIA, we will encourage teachers and staff to meet with their identified students for a brief interview to elicit from them their interests and strengths. This way teachers can develop early on in the year a curriculum and support structure to develop their gifts. Clearly, exams such as NWEA will identify core content subject areas that identify strengths; other content areas such as fine, performing and communications arts will need to be identified by specialized teachers to can target students with these special interests. Clearly ISTEP results for core subjects will measure the success (or failure) of how gifted students are doing. Short-cycle assessments such as NWEA will do the same during the year to measure fidelity to common core.

Student Recruitment and Enrollment

1. Communications, marketing and advertising services, including student retention and recruitment, are supported by TLG's communications & marketing department (CMD). The team brings agency-quality support and many years of experience in the areas of public relations, advertising and media relations, graphic design, Website and social media, branding and strategic planning. Consulting and creative/design services for all areas of the academy's communications and advertising are provided through the management fee; production or publication costs, such as printing of brochures and ad placements in local newspapers, are part of the annual academy budget, with actual expenditures reviewed as part of the academy's monthly expenditure report. TLG understands that each school will be required to accept students who live within the school's neighborhood boundary.

Each proposed academy, as a free public school, shall follow all requirements outlined by its charter authorizer and federal and state law relating to applications and enrollments. The academy does not discriminate on the basis of intellectual or athletic ability, measures of achievement or aptitude, status as a handicapped person, religion, creed, race, sex, color or national origin. Working with the school leader and board, the communications team will create a 12-month marketing plan for the school. This will be personalized to the needs of the academy and will be constantly evaluated and updated. An advertising plan will consist of elements that will be clustered together in order to effect strong awareness and may include:

- Fliers distributed to interested parents, area day-care facilities and social, community service and other organizations, listing features of the academy and contact information
- An open house in spring and summer
- Newspaper advertising, as appropriate, with an emphasis on community papers
- Billboards in the community
- Radio advertising on stations selected by target demographics
- Direct mail distributions to families with children in neighborhoods near the academy

To highlight the academy's identity and personality, the following will be produced and implemented:

- Academy logo
- Enrollment and registration application materials
- Letterhead – stationery, envelopes, mailing labels
- Fax and memo forms
- Business cards for school leader and office manager
- Flier listing academy features and contact information
- Academy Facebook page
- Parent contact forms, including a *thank you for choosing our school* card, first day of school notices/reminders and curriculum information

Public relations, parent communications and outreach to representatives of the local media and to business and educational communities will be encouraged, organized and supported, including any needed briefings with education reporters and editorial boards, scheduling of public speaking engagements and distribution of information to the local Chamber of Commerce, social service organizations and child-care facilities, etc.

Each Leona-managed school has developed a unique branding identity that represents its mission, vision and the community it serves. To that end, stakeholders at each school will provide important feedback that will assist in crafting promotional materials for the school.

2. See Attachment 9

Student Discipline

1. The primary objective is to produce a school environment which offers the most favorable setting for teaching-learning activities. To produce such an environment, the school and its personnel shall continually study and develop a student code of conduct and the process and means by which it is to be implemented. Requiring student behavior which is consistent with the code of conduct is essential for maintaining an appropriate educational environment. Therefore, violations of that code will be viewed as serious threats to the educational environment. Thus, any student who is found to be in violation of the code of conduct may be subject to discipline, including suspension or expulsion. It is important to remember that IIA rules apply while going to and from the school, at the school, on property utilized by the school, at school sponsored events, and on school provided transportation.

2. See Attachment 10

Parents and Community

1.

School Data Near Proposed Indianapolis Innovation Academy Site

School	Grade Configuration	Student Enrollment	ISTEP Proficiency Pass Rate
Arlington Wood Elementary	PK-6	527	17%
James Russell Lowell Elementary	PK-6	444	11%
Indiana College Prep	K-8	260	14%
Joyce Kilmer Elementary	4-6	205	14%

2. - 5.

Indianapolis Innovation Academy (IIA) is designed to meet two imperative community needs. The first is to help close the widening achievement gap among our students based on a variety of educational reports. From a broad perspective, the US is producing just over 5% of STEM graduates each year compared to our global competitors who are producing between 27-47% of STEM graduates respectively. The Bureau of Labor and Statistics is predicting another 120,000 job openings in computer science, yet we are expected to graduate only 40,000 students from accredited computer science programs. Over the next 10 years, research projects growth of STEM based careers from 16-62% on average. An article published by the National Math + Science Initiative details the urgent need to provide students a STEM centered curriculum as soon as possible. We are not preparing our children with the skills necessary to meet the demands of our own local and national workforce. Students given the opportunity to engage in these subjects and master the content via project-based learning will be more successful than their peers. IIA will implement a unique STEM-centered program for all students K-8 that will prepare them to be successful in competitive high school programs, colleges and careers. Moreover, Indianapolis Innovation Academy will help close the achievement gap throughout the Indianapolis school district, and restore safety and civility through a combined influence of disciplined/character focused education and community partnerships.

The Indianapolis Innovation Academy will be a K-8 school located in the city of Indianapolis, Indiana, in very residential community. Poverty rate in Indianapolis is 20.6 percent, higher than the state average of 14.4 percent. Poverty rate among children in the city averages to 31 percent which is 10 percent higher than the rest of Indiana. The number of food stamp recipients in 2015 were 158,771 and nearly 105,000 children were eligible for free and reduced lunch. Unemployment rate in the city hovers a little over 14 percent almost double the state average. According to City-Data.com the 46229 zip code area where IIA will be located had 27,809 residents in 2015 and encompasses an area of 10.9 square miles. There are an abundance of houses and condominiums that include some 11,483 units that will become a recruitment hub for families looking for options. Unemployment in this neighborhood is 11.3 percent, above the state average and the percentage of population with a bachelor's degree or higher is below the state average. The racial composition in the identified

service area is as follows: White (13,545); African-American (10,588); and Latino (1,888).

The State of Indiana's future is dependent on the capacity of its schools to increase student performance in science, technology, engineering and mathematics (STEM). The youth of this great state will encounter unyielding competition for employment from across the world. In order to succeed in this present and future global economy, Michigan's youth will need a sturdier foundation in STEM subject areas. Indianapolis Innovation Academy will become the crucible to develop a strong foundation in STEM and Agriculture, for youth in the Indianapolis area, preparing them to be successful in high school and college.

Indianapolis Public Schools is undergoing tremendous structural changes, including potential high school closures, the merging of middle school programs with secondary campuses, budgetary contractions, and overall decreased enrollment. IIA will become an urban mecca drawing students and families to the academy because of its innovative approach to STEM education coupled with its agricultural focus.

IIA Community and academic partners will understand the definition of “community” and what community engagement involves in their school. IIA community-school engagement will identify the school’s mission, vision, and belief statements..

Successful IIA partnerships are based on a mutual understanding of partners' needs, capacities, and goals. Developing a partnership takes time, skill, and mutual respect. A formal agreement is helpful but not sufficient because relationships must extend beyond legal documents. The Board of Directors, school leader, staff and parents will be embedded in the community to maximize return on personal investment and time.

Community engagement projects will involve community partners in all aspects of the surrounding neighborhood, recognizing that both school and community partners bring expertise. Depending on available expertise, infrastructure support, and interest levels, partners should take responsibility for advancing different activities to increase learning experiences for children and adults. This creates mutual respect, willingness to share power, and accountability for each project.. Community engagement projects encourage, instead of merely tolerating, diverse populations and perspectives.

Finally, school and community partners share resources and funding. Communities increase their capacity to address their educational issues by learning about different aspects of the school community.

See Attachment 11

Performance Management

1.- 6.

The Academy’s instructional coach, along with school leader and RTI leaders will review test scores to assist with improving student performance. NWEA and NAIKU test bank will be used to assess student performance and guide school improvement throughout the year. NWEA measures student growth and learning needs that fosters educators’ ability to accelerate student learning, and research that supports assessment validity and data interpretation. IIA will have a dedicated and qualified instructional coach who works under the direction of the

school leader. This person is responsible for the implementation of a coherent program and who will address common issues and concerns

The Response to Intervention (RTI) approach will be implemented at IIA to review student data and refine and improve instruction.. RTI is a multi-tier approach to the early identification and support of students with learning and behavior needs. The RTI process begins with high-quality instruction and universal screening of all children in the general education classroom. RTI is a holistic approach to improve learning and includes the involvement of all stakeholders (psychologist, social worker, teacher, administration, ELL support, paraprofessionals, one-on-one aides etc.) that meet regularly to discuss matters of achievement.

The matrix below identifies the system and protocols that will be used to manage quality school improvement from the most basic level such as 1) lesson plans; 2) curriculum, assessment, and instruction; 3) accountability; and 4) educational compliance. The goal in this system is to implement research-based instructional practices that result in increased student performance. Some of these practices include:

1. Analyzing student assessment data such as gradebook, common assessment, quarterly assessment; benchmark, and state assessment data;
2. Instructional decisions based on assessment data;
3. Meeting identified school improvement goals that are based on extensive trend data reviewed from both quarterly, benchmark and state assessment data;
4. Assist instructional coaches and teachers in aligning their teaching with appropriate standards, curriculum and assessments.



The ESP will provide layers of support that are tailored to meet IIA's professional development goals. The following professional development sessions will be made available to the Academy and includes, but is not limited to:

- Data Analysis to Drive Instruction
- Close and Critical Reading Strategies
- Response to Intervention Strategies
- Instructional Learning Cycle - *usually an ongoing work session*
- Mathematics and Reading Interventions
- Technology Integration
- Writing Across the Curriculum
- Student Blogging
- Classroom Website Design
- Formative Assessment
- Reader's Workshop - *usually an ongoing work session*
- Writer's Workshop - *usually an ongoing work session*
- Daily 5
- Classroom Management Strategies
- Standards Based Grading
- Common Core ELA and Mathematical Practices
- State Standardized Testing Strategies-online platform
- SAT Strategies and Preparation
- Active Experiential Learning
- DOK-Depth of Knowledge
- Inquiry Based Science
- Student Engagement
- Sequence of Instruction
- Item Analysis with Common Assessments to Inform Re-Teaching
- Computer Software, iPad Applications & Online Programs to Transform Your Classroom
- School Improvement Processes that Drive Quality Instruction
- Positive Behavior Intervention Support

If the Academy does not meet its student academic achievement goals, then the IIA Board of Directors, ESP, and school stakeholders will meet to identify these deficiencies and then recommend decisive action on how to address these shortfalls with an Action Plan.

Section III: Implementation Plan

Legal Status and Governing Documents

1. See Attachment 12
2. See Attachment 13

Human Capital

School Staffing Structure

1. See Attachment 14

2. Attachment 15 - N/A

School Leadership & Staff Hiring, Management and Evaluation

1. Strategy and timeline for recruiting teachers

The academy will recruit with the intention of placing 100% licensed and “highly qualified” teachers in the classrooms. In the event sufficient “highly qualified” and high-quality teachers are not available, then per IC 20-24-6 alternate options will be pursued, such as the temporary use of substitutes, or candidates who are in the process of obtaining a license under a ‘transition to teaching’ program, or who have a bachelor’s degree in the content area in which s/he will be teaching.

Recruiting activity would begin upon execution of a charter agreement and would continue throughout spring and summer until the opening of school. A more detailed and week-by-week plan will be developed upon the appointment of the School Leader, and their identification of staffing needs.

In order to support hiring at the academy, Leona has a wide-ranging strategy to support the recruitment and hiring of excellent teachers, including:

- A full time University Partnerships Coordinator staff member with responsibilities for developing and maintaining partnerships with institutions of higher education for the purpose of generating a flow of teaching talent to meet Leona school needs; strong partnerships currently exist with Baker College, Schoolcraft Community College, Saginaw Valley State University, and Eastern Michigan University in Michigan; and Lourdes College and Bowling Green State University in Ohio. Additional partnerships are continually being developed.
- Through our web-based portal, managers have access to a recruitment module and its applicant tracking system which facilitates budget approval for personnel actions and also serves as a job posting and recruitment tool; all jobs are posted both internally and externally
- Ultipro automatically posts job opportunities to external job posting resources such as Indeed.com
- Internal email “blasts” to promote job opportunities and employee referrals
- Job postings at college and universities
- Annual participation in college and university recruitment events on campus
- Online and/or print advertising including Glassdoor.com and Teacher-To-Teacher.com
- Use of social media tools through Facebook, Twitter, LinkedIn, and other venues to promote Leona schools and job opportunities at schools
- University partnerships to generate interest in Leona schools by hosting student teachers and other education students in field placements and methods experiences
- Partnership with ‘alternate routes to certification’ providers
- Partnerships with universities promoting their colleges of education to high school students; currently a partnership is in place with Eastern Michigan University and additional partners will be sought if this initial foray is successful
- Utilization of grant funds or other financial resources to allow for sign-on and retention bonuses

Required credentials and experience are outlined in the Teacher job description . In addition to the basic prerequisites identified in the job description, Leona hiring managers seek candidates who have demonstrated qualities such as stamina, empathy, creativity, teamwork, open-mindedness, flexibility, facility with technology,

and kindness. These criteria are explored through the use of a behavior-based interviewing approach. Interview tools such as a behavior-based interviewing questionnaire are provided to hiring managers. As needed, interviewing assistance is available from Human Resources team members.

By maintaining current knowledge of federal and state laws and requirements with respect to staff credentials, The Leona Group is able to assist and advise school leadership in this arena. Staff gather information required by federal and state authorities about employee credentials, ensure that employee background checks are performed and consult with school leaders on problem situations. Staff also apply for teaching permits and respond to authorizer audits.

2. In Leona-managed schools, all members of the school team ultimately report to the school leader. Depending on the size of the staff and school needs, intermediate supervisors may be appointed such as supervisors in food service, transportation, athletic, or other areas, with those individuals reporting directly to the leader.

3. It is Leona's expectation that all staff members are evaluated annually, including the School Leader, teachers, and support personnel. New staff members – either new to the academy or new to their role --- also receive a mid-year review in approximately December.

Key elements in driving the evaluation of the school leader include student achievement, evidence of closing achievement gaps, evidence of active oversight of the instructional program and instructional learning cycles, effective management of enrollment and financial responsibility, communication, partnerships with stakeholders, use of the school improvement process, feedback from corporate support departments about topics such as compliance, and others.

Key elements in driving the evaluation of paraprofessionals are planning and preparation for instruction, support for the classroom environment, support of instruction, and professionalism.

Leona Group uses the iObservation tool for evaluating Teachers. The tool is based on the work of Robert Marzano, addressing Domains of effective instruction including Domain 1/Classroom Strategies and Behaviors, Domain 2/Planning and Preparation, Domain 3/Reflecting on Teaching and Domain 4/Collegiality and Professionalism. In our system, teacher evaluation gives equal weight to observational feedback about instructional practice and to student achievement data. Within the observational data, Domains 1 and 2 are weighted most heavily, as they speak to the teaching practice which research has shown to have the greatest impact on student learning.

The school leader is ultimately responsible for evaluating all staff members in the building annually. The instructional coach also plays a heavy role in giving feedback to teachers, helping them improve their practice, identifying teachers in need of intervention to improve performance, and generating observation data which flows into the year-end evaluation. If the academy has other coaches such as a data coach, RtI coach, or PBIS coach, those individuals might also observe teachers and their feedback may also be used for year-end evaluation purposes, at the leader's discretion. The Academic Achievement team will also conduct classroom observations to assist the leader, although the DAA team's feedback is not incorporated into teacher evaluations.

Leona schools have been using an evaluation tool based on the Marzano framework for several years. Our schools implemented the iObservation tool in 2016/2017. For 2017/2018, Leona's monthly leader professional

development sessions will all have a segment devoted to effective use of iObservation, inter-rater reliability, establishing teacher goals, and measuring student achievement for teacher evaluation purposes.

4. Team members are hired with the requirement to conduct themselves in a responsible, mature fashion, and to perform in a way which reflects the highest standard of professional practice. As such, a common sense approach to conduct is used. We do not have an all-encompassing list of standards and rules. Instead, conduct and actions are evaluated with regard to whether they are in the best interest of the organization and the team. Generally speaking, we follow a progressive discipline approach to behavior, conduct, or performance deficiencies. The school leader and Leona's assessment of the seriousness of misconduct or performance deficiency and the general character of the team member's work history will be considered when determining the appropriate level of corrective action. As a general rule, we will guide the school leader through a progress of verbal counseling, written coaching/follow up, performance improvement plans and warnings before termination. To minimize legal exposures, it is expected that human resources will be consulted before executing written disciplinary action or termination. Human resources also assists in drafting such communications and advises the school leader on ensuring the coaching and corrective action are administered in a consistent and non-discriminatory fashion. Templates will be provided for addressing conduct violations, performance plans, and termination notices.

The mid-year performance review for new staff members helps to identify areas in which improvement or coaching are needed. The iObservation tool for Teachers also contains several opportunities for teachers to receive coaching and feedback. Those incidents of feedback do not typically result in corrective action, but at times corrective action will be an appropriate follow-up response (for example failing to turn in lesson plans). The iObservation tool also contains an option to create Growth Plans for teachers, if the teacher or leader desire to use that module.

In addition, The Leona Employee Handbook provides a guide to appropriate behavior and therefore a roadmap for corrective action, if needed; and the school will be expected to have student and staff handbooks which also guide employees in the leader's expectations.

Turnover is monitored quarterly and annually, and compared to internal and external benchmarks, to identify areas of potential concern.

5. The Leona Group assumes responsibility for the complex and technical regulatory issues in human resources, including in compensation and benefits, such as:

- equal employment opportunity compliance
- unemployment compensation
- worker's compensation
- Family & Medical Leave Act
- Consolidated Omnibus Budget Reconciliation Act (COBRA)
- Health Insurance Portability
- Accountability Act of 1996 (HIPAA)
- Immigration and Naturalization Service requirements
- employment litigation
- Fair Labor Standards Act (FLSA) compliance
- employee handbooks
- employee records

- regulatory reporting
- a host of others.

Benefits

The Leona Group manages employee benefit offerings and continuously works to provide a high-quality benefits package at a reasonable cost to the organization and employees. Full-time academy employees are provided a comprehensive benefits package which includes:

- medical choices, with 3 Preferred Provider Organization options through Aetna
- dental coverage through Delta Dental
- prescription coverage within the medical plan
- flex spending accounts
- life insurance
- short-term and long-term disability coverage
- 401(k) or PERF/TERF, depending on the academy's election
- an employee assistance program
- paid time off

A short-term disability plan is provided to academy employees, designed to reduce the overall cost of the benefits program and reduce absenteeism while still maintaining a benefit package that is competitive and attractive on a total compensation basis. In conjunction with each school, human resources administers worker's compensation, disability and family medical leaves. The Leona Group makes presentations to schools and assists employees in understanding benefit options. Additional benefits are offered through contracted vendors that part-time and full-time employees may purchase, such as pre-paid legal services, supplemental insurance coverage and Section 125/flexible reimbursement accounts for dependent care and medical expenses.

Compensation

Leona schools evaluates salaries and pay ranges at the end of each fiscal year and, in conjunction with the budget and finance department and school leadership, identifies raise and bonus pools to be allocated by the school leader. It is expected that raises and bonuses will be awarded primarily based on employee performance, as measured by the relevant evaluative tool. If raise and/or bonus pools are available, salary increases, generally, are awarded for sustained effective performance in the position and to ensure employee base salaries remain competitive. Bonuses, generally, are awarded for unusual or non-recurring contributions or achievements. Raises are typically implemented at the start of the school year/fiscal year; bonuses are implemented in October, to help facilitate employee retention. Salary increases and/or bonuses, however, are not guaranteed for any employee. Factors that may be considered in determining whether a change in pay or a bonus is appropriate include business conditions, level of responsibility and job performance.

Professional Development

The Professional Development Plan is designed to help teachers develop the knowledge and skills necessary to help all students learn at high levels. Planning effective professional learning begins with the examination of student achievement data to define student learning needs and then identifying the teacher knowledge and skills required to address those needs.

Professional Development outcomes are defined in terms of improved professional practice, but the long-term goals focus on improved student achievement targets. Participation in effective professional learning may result in:

- New knowledge – mastery of content, understanding of diverse student learning needs and styles, knowledge of cross curricular content, etc.
- New professional skills – instructional skills, assessment skills, active engagement skills, effective communication skills, etc.
- Application of new knowledge and skills
- IIA’s professional development plan will identify the data-driven student learning needs, the evidence that supports these identified student needs, and the adult learning needs that will enable educators to support student success in meeting these needs.
- An Effective plan will:

1. Identify student and educator learning needs.

Identifying student learning needs will be based on disaggregated student achievement data. This breakdown can also help identify reasons for gaps in learning-disconnects between teacher content knowledge and pedagogical content knowledge and student outcomes; school and classroom environmental issues that impede learning; or differences in written and implemented curriculum and standards. The leadership team will review multiple types of student achievement data – such as: results from formative or summative assessments, samples of student work, projects, and state assessment data.

2. Specify who will benefit from the professional learning.

The leadership team will determine which teachers will benefit from specific professional development or how the learning opportunities may be tailored to address various developmental levels of teachers with differing amounts of experience, knowledge and skills. It is also important to ask teachers about the kinds of learning they feel they need to support specific student learning in their classrooms.

3. Identify learning outcomes, benchmarks and observable/measurable evidence of change in teacher practice and student learning.

- The learning needs will be identified early and then translated into specific expectations for professional learning outcomes and indicators. The leadership team will begin thinking about when the outcomes will be achieved and how the professional learning will be evaluated to determine whether participants achieved the intended outcomes. The plan will set realistic expectations about the kinds of development opportunities and sustained follow-up needed to foster any necessary changes and also the length of time to ensure adequate opportunities for practice and feedback and how much time it will take to see a change in student learning.
- Professional learning indicators associated with desired outcomes specify levels of mastery and/or expected patterns of application and use of new knowledge and skills. The leadership team will be able to gauge the effectiveness of the professional learning; the indicators should be measurable and/or observable. It is appropriate that indicators specify measures or procedures for assessing mastery or application of new learning.
- The leadership team will be very specific in enlightening the learners as to what is considered evidence of success to help them clearly understand in advance the expectations of the learning. Specificity leads focus to thinking about the content, learning activities, and follow-up learning opportunities necessary to help participants reach the intended outcomes. Specificity guides the evaluation plan and helps in the data collection process by giving direction as to what data will need to be collected and when it would be

realistic and reasonable to collect this data. Specificity provides criteria to judge the success of the professional learning.

- The leadership team will group outcomes according to the specific needs of students or teachers by grade level, content level, and sub-group. It is important to remember that defining outcomes and indicators that change practice in classrooms takes a lot of time and requires support and follow-up (collaboration, coaching, observation, feedback, etc.).

4. Specify the learning opportunities and sustained follow-up planned to support implementation including differentiated learning opportunities that will be offered to teachers

- The plan will describe the professional learning activities and related follow-up. Prior to developing the Professional Development Plan, the leadership team will study the *Standards for Professional Learning*. This will be a great opportunity to take "inventory" to see if the system is lacking any of the essential conditions for effective professional learning (Professional Learning Community(s), strong leadership and appropriate resources).
- The leadership team will also have a sub-committee learn more about research-based learning designs for professional learning and follow-up. Educators, like students, will come to a learning activity with their own unique characteristics, at varying developmental levels, varied experience levels, and with different learning preferences.
- The team will plan activities and follow-up that supports learners and learning; that allows for substantial time for practice, observation and feedback, collaboration, coaching, reflecting, etc.; that is job-embedded learning; and is focused on student results. What is most important is that the planning process must ensure that there is a "match" between the planned learning and the intended outcomes and indicators identified. Our expectation is that educators implement new learning in the classroom, and the plan must not only provide a presentation of the key features of the new program and no follow-up learning activities.

5. Identify resources needed to support the professional learning

- Effective professional learning requires adequate resources- time, people, material, technology, and fiscal investments. How resources are allocated can level the playing field by addressing inequities and achieving results for both students and educators. Careful planning can identify what resources are needed, where to best use these resources to significantly impact student and educator learning, and ensure equity in resource allocation.
- The leadership team will work closely with The Leona Group to create a budget that includes adequate resources – staff (instructional coaches, facilitators, mentors), time (time within the school day for teacher collaboration, observations, off-site training, etc.), technology and materials (professional journals, books, software, participation in online learning communities or networks, online learning opportunities, etc.) and fiscal investments (expenses in support of release time).
- Adequate resources are considered one of the essential conditions necessary for professional learning to be effective and successful. Without adequate resources to support professional learning, educators will not have the support necessary to change practice. Ultimately, this will affect the ability for IIA's students to succeed in high school, college and compete in the workforce.

6. Identify how professional learning will be evaluated.

Planning the evaluation of professional learning will begin as soon as possible and those responsible for the evaluation will be members of the leadership team. Although many factors can influence the evaluation of professional development, the team will focus on answering the following questions:

- Should the professional learning be evaluated? Will the activity result in important outcomes? Will

evaluation results help inform subsequent phases of the professional learning activity and plans for new professional learning?

- What are the key elements of the professional learning that will be evaluated and what assumptions hold these elements together? (What are the goals and objectives? Who are the expected participants? What kind of professional learning will take place, and on what timeline? What resources are necessary to ensure that the professional learning takes place as planned and yields the intended outcomes? What contextual factors are likely to influence the professional learning, and how are these factors likely to influence the extent to which teachers apply new knowledge and skills in their classrooms?)
- Who is likely to be interested in the evaluation, and what do they want to know about the professional learning? (Teachers, school leaders, professional development providers, funders, school boards, parents and community members)
- What resources are available to support the evaluation? (Knowing what evaluation resources are necessary and available guides' choices about the evaluation's scope and will almost certainly set some constraints on what can be accomplished.)
- Who will work on the evaluation? (A viable evaluation plan needs to clearly identify who will work on the evaluation, their roles, and the kinds of training and support they will need to complete their assigned tasks.)
- It is important that leadership advocates for professional development time and that it is sustained and ongoing; the opportunity to collaborate with and be supported by, a professional learning community; and having adequate resources are considered to be "essential conditions for effective professional learning." In the evaluation of professional learning activities, it will be important to know what factors lead to successfully reaching outcomes and what factors contribute to failure.

7. The school leader will value the participants' reactions to the program through surveys that can be used at the end of the session(s) (ideally sent out to participants three to four weeks after the event) to capture participants' initial perception of the experience. Typical questions addressed will be:

- Was your time well spent?
- Were you engaged in the learning?
- Did the material make sense to you?
- Will you use the new learning in your classroom?
- Was the presenter/leader knowledgeable and helpful?
- Were your personal needs met?

8. The school leader will also gauge whether the participant learned from the program.

Paper-and-pencil instruments, simulations, demonstrations, participant reflections, structured conversations, focus groups, or participant portfolios may be used at level two to measure any new knowledge or skill level of the participants. The major question asked or assessed here is:

- Did participants acquire the knowledge and skills intended?
- Was your time well spent?

This information may be used to improve the design and delivery of future programs, and can be an early indicator of the willingness of participants to implement new learning into the classroom; it does not measure the effectiveness of staff development in terms of results.

These results may be used to improve the format, content, and organization of the program. The school leader will consider questions such as:

- What was the impact on the organization?
- Did it affect organizational climate and procedures?
- Was implementation advocated, facilitated, and supported?
- Was the support public and overt?
- Were problems addressed quickly and efficiently?
- Were sufficient resources made available?

In order to determine to what extent participants implemented the new knowledge and skills into their practice, such tools as peer observations, video documentation, participant reflections and structured interviews will be used to ask the question:

- Did participants effectively implement the new knowledge and skills into their classroom?
- Lastly, the question will be changed to become more outcome based for teachers – did the new knowledge and skills change teacher practice?

While the evaluation design and level should fit the activities, the ultimate goal is to have professional learning that results in improved student performance. Measurement tools include student records, surveys (student, parent, teacher, and administrator) and questionnaires, structured interviews with students, parents, teachers, administrators, and school records. Questions to consider include:

- What was the impact on students?
- Did it impact student performance/achievement? What is the evidence?
- Did it influence student's physical or emotional well-being?
- Are students more confident as learners?
- Is student attendance improving?
- Are school dropouts decreasing?

The professional development plan will align with the Educational Program to introduce new and updated learning strategies for the classroom teacher. Professional development activities and supplements will support the classroom teachers as they implement self-directed learning activities and step by step lesson plans. By embedding what they have learned through professional development, teachers will assist students in taking a more active role as learners, rather than the traditional sit and listen strategies of old. The expectation is that educators present strategies that show relevance from the students' viewpoint featuring new programs and a new way of thinking, creating an eagerness to learn.

The academic success of students correlates highly with the qualifications and skills of the teaching staff. Ongoing professional development is crucial to ensure continuous improvement in the instructional skills needed to help all students meet or exceed proficiency targets for school improvement. In a professional learning system, professional development is aligned with rigorous state standards and school improvement goals. The leadership team will effectively work to determine intended outcomes and indicators for professional development plans to ensure that they are in alignment with school improvement efforts. Distinct and measurable goals that are stated in the SIP will be a driving force for professional development.

The school leader, in collaboration with the leadership team and school improvement team, will as well as suggestions and input from staff, will for the sake of providing professional development that is relevant to, analysis of data, highlighting academic and behavior needs of the demographic of students to select the most effective professional learning possible. Professional development will assist teachers in creating lesson plans and strategies that will deliver the written curriculum across the grade levels aligned with standards with the

expectation of all staff using what they have learned to promote academic mastery and growth. Many of the topics of professional development will derive directly by feedback regarding content areas, mapping and pacing guides, and what to look for in walkthrough tools.

Start-Up and Operations

1. See Attachment 16

2. There will be no transportation provided in the first two years of operation at the Academy. The board of directors will study the feasibility for transportation in 2020-2021 school year with a third party provider. The Academy will be in full compliance with the McKinney-Vento Homeless Assistance Act that provides federal money for homeless shelter programs that protects and improves the lives and safety of the homeless with special focus on families with children. Furthermore, the Academy will abide by the the **Individuals with Disabilities Education Act (IDEA)** which is a four-part (A-D) piece of American legislation that ensures students with a disability are provided with Free Appropriate Public Education (FAPE) that is tailored to their individual needs. Finally, the Academy will ensure that Section 511 of the Rehabilitation Act is in place to help identify actions SEAs, LEAs and Vocational Rehabilitation Agencies need to take Section 501 also serves to Identify resources to assist with Section 511 of the Rehabilitation Act.

3. The Academy will provide and develop a safety and procedure protocol that has as its core:

- The protection of the health, safety, security and welfare of the school population;
- The prevention of, intervention in, response to and recovery from emergency and crisis situations;
- The establishment and maintenance of a climate of civility; and
- Supportive services for staff, students and their families.

The Emergency Plan will contain, among other things, protocols and procedures for quickly communicating to staff, students, parents, and emergency responders that a crisis situation exists; procedures for minimizing the risk of physical harm to students and staff in the event of exposure to a hazard(s); and protocols for responding to emergencies that require prompt and orderly actions, such as fires. The Academy will also conduct regular fire and security drills, such as non-fire evacuations, bomb threats, lockdown, and active shooter situations.

4. N/A

5. See Attachment 17

Facility Plan

1. N/A

2. The proposed site for Indianapolis Innovation Academy is 9425 East 30th Street, Indianapolis, Indiana 46218. The current facility is being occupied by a daycare program who will exit the building once a charter contract has been secured.

The proposed site will be review by a professional and licensed architectural firm who will complete a thorough review the facility to ensure that all applicable building codes meet or exceed Indiana standards for Indiana school facilities. The firm of CM Partners Architects will provide a review and written report to the governing board on any deficiencies and costs associated with potential renovations. The architect will be responsible for securing all permits and contracting with local trades to assist with any upgrades. CM Partners is committed to work in tandem with State Department of Health, Office of the State Fire Marshal, Department of Public Works and local agencies to completion of the project. The governing board does not believe that construction cost will be high as it already houses a daycare program. CM Partners has a 20 year history with traditional and public charter school development in the Midwest.

The existing structure meets all American Disabilities Acts (ADA) requirements for individuals with special needs. Although there is a small second floor, that portion will not be used until an elevator or lift is in place.

Building description:

- Approximately 13,000 square feet
- Thirteen (13) plus acres of land surrounding the facility
- One (1) commercial kitchen
- One (1) fenced playground facility
- One (1) baseball field
- One (1) large gymnasium
- Two (2) bathrooms
- One (1) bathroom shared by every two (2) classrooms
- Twelve (12) classrooms
- Central administrative offices.
- Brick and vinyl siding exterior construction.
- Internet connectivity
- Vinyl and carpet flooring

The entire facility is air conditioned. Recent upgrades have been made to the HVAC and plumbing systems. In addition, improvements have been made to the roof and gymnasium lighting. There is ample asphalt parking and fencing to protect children from leaving or exiting the school property. Improvements to the building were completed in three stages: 1971, 1986, and 1994. There is sufficient property surrounding the proposed site to add more classroom as the Academy grows enrollment.

The ESP has 21-years experience with start-up projects and believes this project will cost under \$70,000 given the fact that an existing day care program is active at the facility and that costs for renovation will be almost

negligible. The proposed site is located within the boundaries of Indianapolis Public Schools, and is located near housing projects, apartments, and residential homes.

Budget and Finance

1. The systems and processes by which the Indianapolis Innovation Academy will manage accounting, purchasing, payroll and annual audit will rely heavily on the identified ESP. The full-service ESP will provide experienced and knowledgeable Finance and Payroll teams identified within the organization to support the academy in these areas.

The Budget and Finance team assigned to the academy will be comprised of the director, staff accountant, property manager, budget manager and budget assistant. These members will work in collaboration to manage the accounting and required annual audits. Purchasing will be handled primarily by the property manager, budget manager, budget assistant and school leader.

Payroll services will be provided by the ESP, supported at the school level with an assigned payroll specialist, and in conjunction with the director of human resources and benefits administrator.

All administrative services will be provided by the ESP.

Financial internal controls are focused primarily on operating in compliance with all local, state and federal statutes. These controls and procedures are meant to ensure that the academy operates in a manner that is both fiscally responsible and reduces any risk for fraud. With this in mind, processes have been developed for the academy which outline the following:

- Proper methods of cash handling at a building level,
- Purchasing procedures which ensure budget and grant compliance,
- Tracking and tagging of fixed assets

Operating within the constraints of the budget is necessary in order to maintain viability and fiscal responsibility. This requires constant vigilance, and is taken seriously at the board, school and ESP levels. In order to do so, the school leader, budget manager, and team leader meet annually each spring to develop the budget. They meet again after the fall count to make any necessary revisions based on actual enrollment numbers. As needed, expertise is also provided from the academic team, director of budget and finance, marketing director, grants director, special education director and other management staff, in order to collaborate and ensure that funding is optimized in all areas to best meet the needs of the academy's financial and academic goals.

If enrollment goals are not met, or the academy finds that the budget has fallen behind the forecast, the school leader and budget manager will meet expeditiously to establish a plan that will reduce expenses and seek alternative revenue sources in order to re-balance the budget, and ensure that the academy remains solvent.

The budget manager and director of budget and finance review budget to actual comparisons and financial statements monthly, and communicate with the school leaders on a regular basis to ensure that the program continues operating according to plan.

2. See Attachment 18

3. See Attachment 19

4. Attachment 20 - N/A

Section IV: Portfolio Review and Performance Record

1. See Attachment 21

2. The Indianapolis Innovation Academy (IIA) governing board was interested in The Leona Group as an educational management company because of its national commitment to urban communities that experience endemic economic, social, and educational challenges. Their presence, for example, in East Chicago, Indiana, is a great example of their interest in working with linguistically and racially diverse groups in an urban setting such as at East Chicago Urban Enterprise Academy. (ECUEA).

ECUEA has historically had high test scores. Changes to the ISTEP testing formula in 2016 radically changes their outcomes, however, that was true of most urban charter and traditional public schools that same year.

According to data collected in 2016, ECUEA Hispanic male students achieved slightly higher math proficiency scores than females (male:57%; female 52%). Additionally, ECUEA has largely minimized the disparity in math literacy among different ethnic groups. Hispanic students who comprise the largest segment of the student body achieved the highest performance of all ethnic groups.

The Academy also has a significant number of ELL students (27%) that is much higher than the median across all reported elementary schools in Indiana, which is higher than the median across all reported elementary schools in Indiana (5%). It is hoped that IIA is able to recruit a significant number of ELL students from the neighborhood to the Academy.

While the letter grade in 2016 dipped from an “A” letter to a “D” it is important to note that a majority of ISTEP scores in Indiana decreased because of changes to cut scores and rigor. That said, the Academy’s NWEA scores show demonstrated growth for all students.

Also in 2016, the number of special needs children was at 7% which is much lower than the median reported across all reported elementary schools in Indiana (17%). It is expected that at IIA, an inclusive and nurturing attitude will prevail in welcoming all students, including those with special needs of all ability levels.

The challenges IIA will face will not be any different than other new charter schools: 1) recruiting highly effective and highly qualified teachers and staff; 2) recruiting a diverse mix of students where tolerance and respect for others will be celebrated; 3) technology incorporated into classroom instruction; 4) professional development that addresses rigor, relevance, and relationships; 5) engaged parental involvement; and 6) classroom observation tools that address quality instruction.

The breadth and depth of our selected management company, with its full-service range of support, will assist in lessening the challenges faced with a nascent start-up.

3. The James Russell Lowell School (JRLS) is in close geographic proximity to the proposed Indianapolis Indianapolis Academy and with a demographic that IIA wants to simulate. JRLS has a K-6 population of nearly 600 students with a higher number of African-American students (50.9%) than Hispanic (43.6); numbers of White students was at 3.1%. The school is 81.3% free and reduced eligible with a 16.8 student to teacher ratio. This school almost describes the a demographic of a student population that Indianapolis Innovation Academy hopes to enroll.

James Russell Lowell School shows very poor performance among students with disabilities, African-American and Hispanic students. In 2016, Reading (40%), English (35%), and Science (22%) scores at the school were far below state averages. In 2016, JRLS had a statewide ranking of 1034th out of 1050 elementary schools in Indiana. Ranking figures follow below:

YEAR	STATEWIDE RANK	TOTAL # RANKED ELEMENTARY SCHOOLS	IN STATE PERCENTILE
2013	1016th	1018	0.2%
2014	1006th	1019	1.3%
2015	1011th	1043	3.1%
2016	1050th	1050	1.5%

JRLS 2016 ISTEP scores for ELA, math, science, and social studies were far below state results making the school a very poor performing school.

IIA would have in place before school begins a highly qualified cadre of school personnel that is focused on rigor, relevance, and relationships. Budget priorities that focus on students needs, appropriate assessments, curriculum, and technology are non-negotiables in order to maintain a high level of quality instruction. Short cycle assessments and evaluations of teachers with immediate feedback using the Marzano method would assist in ensuring high level of teacher-effectiveness. The IIA governing board accepts and owns the importance of ISTEP in ranking schools.

4.-5. The Leona Group Former Customer Schools (last seven years)

Customer School Name; Reason for Management Agreement Termination; Charter Non-Renewal Explanation

- Allen Academy; Mutual Management Agreement Non-Renewal
- Academy of Warren; Mutual Management Agreement Non-Renewal
- Cincinnati Leadership Academy; Charter Contract Non-Renewal by Authorizer / Sponsor; Academic Performance
- C.M. Grant Leadership Academy; Charter Contract Non-Renewal by Authorizer / Sponsor; Academic

Performance

- Dream Academy; Charter Contract Non-Renewal by Authorizer / Sponsor; Academic Performance
- George A. Phillips Academy; Charter Contract Non-Renewal by Authorizer / Sponsor; Academic Performance
- Paul Laurence Dunbar Academy; Charter Contract Non-Renewal by Authorizer / Sponsor; Academic Performance
- Pierre Toussaint Academy; Charter Contract Non-Renewal by Authorizer / Sponsor; Academic Performance
- Drexel Foundation for Educational Excellence, Inc. d/b/a Thea Bowman Leadership Academy; Charter Contract Non-Renewal by Authorizer / Sponsor; Board of Directors / Authorizer Issues
- South Scioto Academy; Mutual Management Agreement Non-Renewal
- Timothy L. Johnson Academy; Mutual Management Agreement Non-Renewal
- Toledo Preparatory Academy; Charter Contract Non-Renewal by School Board of Directors; Inadequate Enrollment
- Traverse City College Preparatory Academy; Charter Contract Non-Renewal by School Board of Directors; Inadequate Enrollment
- Voyageur Academy; Mutual Management Agreement Non-Renewal; Mutual Management Agreement Non-Renewal

6. Except as disclosed in the previous responses to Items 4 and 5 regarding charter contract non-renewals, which a period covers more extensive than the requested last three years, none of the Company's customer schools have incurred any type of formal authorizer / sponsor intervention.

7. **See Attachment 22**

Submission of Full Application - **See Attachment 23**

Exhibit B

Proposal Overview

The applicant group's **designated representative** will serve as the contact for all communications, interviews, and notices from the ICSB regarding the submitted application.

IMPORTANT NOTE: The full application, including this form, will be posted on the ICSB website. Applicants are advised that local community members, including members of the media, may contact the designated representative for questions about the proposed school(s).

Name of proposed Charter School: Indianapolis Innovation Academy
 Proposed Charter School location*: 9425 E. 30th Street
Indianapolis, IN 46219

*Please indicate the city/town and, if known, potential address or neighborhood of the school location. Virtual operators should indicate the relevant geographies the operator intends to serve.

School district of proposed location: Indianapolis School District

Legal name of group applying for Charter: IIA Development Team

Designated representative: JoAnn Thompson

Contact Information (Phone & Email): joannthompson1248@gmail.com
317.849.2304

Planned opening year for the school: Fall 2018

Model or focus of proposed school: STEM + Agriculture
 (e.g., arts, college prep, dual-language, etc.)

Proposed Grade Levels and Student Enrollment

Indicate the grade levels the school intends to serve. Specify both the planned and maximum number of enrolled students by grade level for each year.

Academic Year	Grade Levels	Student Enrollment (Planned/Maximum)
Year 1	<u>K-5</u>	<u>please see page 6 of application</u>
Year 2	<u>K-6</u>	
Year 3	<u>K-7</u>	
Year 4	<u>K-8</u>	
Year 5	<u>K-8</u>	
At Capacity		

Target student population (if any): _____

Will an application for the same charter school be submitted to another authorizer in the near future?

Yes No

If yes, identify the authorizer(s): _____

Planned submission date(s): _____

Please list the number of previous submissions (including withdrawn submissions) for request to authorize any charter school(s) over the past five years, as required under IC § 20-24-3-4. Include the following information:

Authorizer(s): N/A

Submission date(s): _____

For Experienced Operator Applications:

Does the school expect to contract or partner with an ESP or other organization for Charter School management/operation? Yes No

If Yes, please provide the following information:

Identify the ESP or partner organization. The Leona Group

Is Charter School proposing to replicate a proven school model? Yes No

If yes, provide the name and location of at least one school where the model is in use. _____

If the applicant or its ESP or other partner organization currently operates one (1) or more Charter Schools within or without Indiana, please provide the name(s) and phone number(s) of the authorizer(s) for the existing Charter Schools:

Please see attachment #21.

Signature of Applicant's Designated Representative

[Handwritten Signature]
Signature

9-5-2017
Date

JOANN THOMPSON

10404 Stormhaven Way, Indianapolis, IN 46256 H: 317-849-2504 ♦ C: 317-698-1969 ♦ joannthompson1248@gmail.com

PROFESSIONAL SUMMARY

Successful director offering more than 20 years of planning, developing and marketing of new and innovative ideas and practices for the advancement of business.

SKILLS

Strategizing
Market Research
Development
Administration
Organization
Project Planning

Computer
Communication

WORK HISTORY

Director, 11/1997 to Current

Precious Moments Ministry - 3642 N. Emerson, Indianapolis, IN 46218

Responsible for the day to day operations of God's Grace Community Church's pre-development school.
Management of staff.

Administration of payroll

Develop and maintain employee and student records.

Analyzed industry trends and compiled a comprehensive approach to school growth.

Develop and maintained school budget.

Human Resource Developer, 01/1988 to 07/1996

First Indiana Bank - 135 N. Pennsylvania Ave.

Responsible for the day to day administrative duties of First Indiana Bank's Human Resource Department.

Development of the First Indiana Bank's Human Resource Employee Handbook.

Development and maintenance of employee product store.

Analyzed industry trends for employee compensation.

EDUCATION

High School Diploma: 1985

Warren Central High School - 16th Street

Bachelor of Arts: Counseling, 2012

Southern Theological Institute of Biblical Studies

Bachelor of Arts: Biblical Studies, 2012

Southern Theological Institute of Biblical Studies

TROY P. TYSON

317-514-2681

■ troy@tysonlawfirm.com

EDUCATION

- *Juris Doctorate, Indiana University McKinney School of Law - May 2013*
Concentration in Corporate Law: Securities, Mergers and Acquisitions, International Business
Order of the Barristers
- *Bachelor of Business Administration, Marian University - May 2009*
High Honors
- *Political Science Studies, Wright State University - August 1995 - December 1998*

CORE COMPETENCIES

<i>Contract Negotiation and Drafting</i>	<i>Project Management</i>	<i>Speaking and Presentations</i>
<i>Research</i>	<i>Analytical Thinking</i>	
<i>Memo drafting and other legal writing</i>	<i>Budget Creation, Management and Forecasting</i>	
<i>Innovative Thinking</i>	<i>Excellent Negotiating Skills</i>	

WORK EXPERIENCE

TYSON LAW FIRM, P.C., Indianapolis, IN

Attorney, Principal Owner

May 2016 - present

- Founder and owner of general practice law firm
- Handling matters in several areas, including Business Law, Criminal Law, and Family Law
- Utilize numerous entrepreneurship skills, including accounting and forecasting, marketing, social engagement, service development, metrics utilization, etc.

CORVEL CORPORATION, Indianapolis, IN

Special Accounts

October 2013 - April 2016

- Assisted in developing accounts receivable and collections processes for medical billing company
- Worked with various internal and external parties to draw down accounts receivables by over 60%
- Ongoing development of A/R systems and processes for growing company

THOMAS LAW FIRM P.C., Auburn, IN

Law Clerk

June 2012 - June 2013

- Conducted thorough legal research, memo production, and case analysis in both criminal and civil arenas
- Facilitated court preparation and court attendance with senior attorneys
- Assisted in credit litigation and negotiation
- Drafted contracts for \$1 million automotive production partnership
- Created and implemented comprehensive marketing plan to establish firm's presence in Indianapolis

KIPP INDIANAPOLIS COLLEGE PREPARATORY SCHOOL, Indianapolis, IN

Director of Operations and Finance/Student Data Manager

May 2007-August 2010

- Managed Operational activities for approximately 300 students and staff, and a \$3M budget
- Prepared annual budgets and forecasts
- Monitored cash flow
- Generated weekly and monthly financial reports for Administrative Leadership
- Managed supply and resource orders and inventory
- Conducted and facilitated regular meetings with board members regarding key areas of operation

April Elliott

11540 Colonywood Dr., Indianapolis, IN 46229 | 317-378-9802 | aprilelltott88@gmail.com

Objective

To obtain a position with a company that has chance for growth and advancement in the Culinary/Catering field, this will allow me to utilize my skills and degree to full potential.

Education

ASSOCIATES OF SCIENCE, CULINARY MANAGEMENT | JUNE 2012 | ART INSTITUTE OF INDIANAPOLIS, IN

HIGH SCHOOL DIPLOMA | JUNE 2008 | ARLINGTON HIGH SCHOOL, INDIANAPOLIS, IN

Experience

CHEF | AVI FOOD SYSTEMS, INDIANAPOLIS, IN | 06/12 - 08/13

- Meal Prep & Planning
- Prepared Food; Breakfast, Lunch & Dinner
- Organized Food Receiving & Storage
- Occasional cashier responsibilities

LINE COOK (EXTERNSHIP) | HILTON GARDEN INN, INDIANAPOLIS, IN | 04/12 - 06/12

- Learn food prep skills and techniques from Chef
- Prepared food for catering and banquet services
- Prepared food per order for the restaurant

HEAD CHEF | PIKE HIGH SCHOOL, INDIANAPOLIS, IN | 06/11 - 03/12

- Managed a staff of 6
- Meal Prep & Planning
- Assisted Kitchen Manager on food orders
- Prepared majority of meals
- Occasional cashier responsibilities

Additional School Training

ALA CARTE Restaurant, Art Institute of Indianapolis, IN
Various Position Training:

Kitchen Manager
Grill Cook
Sauté Chef
Pastry Chef

Waitress
Front House Manager
Expeditors
Salad Chef

Pizzology Mass Ave | Nov/2014- May/2016

- Meal Prep/ planning
- Kitchen lead
- Line cook
- Sauté trainer
- Catering team lead

CHARTER SCHOOL BOARD MEETING MINUTES

3/4/2017

Time: 1:00pm

Prayer- Dr. Steven Thompson CEO

Meeting was called to Order by Board President Joann Thompson

Board Members Present: Joann Thompson, Dr. Tyrone Bostic, April Elliott, Sheryl Jennings and Troy Tyson

Planning Team Present: Dr. Steven Thompson CEO, Natalie Carter, and Stephen Thompson

Reading of previous minutes: Minutes are adopted into our file:

Board Members voted on officers & the following information listed below:

- Joann Thompson President
- Treasure Sheryl Jennings
- Secretary Natalie Carter
- Grace Leadership Academy “ Name of School”
- Logo Byron Elliott Company Name Blkshpco.com
- Management Agency Leona Group 2125 University Park Dr. Okemos, MI
- Grace Bible College
- Incorporation for the Charter School (Attorney Tyson Assistance)

Presentation Leona Group

Thomas Smith Vice President for Indiana Operations

Javier Garibay Vice President of Growth and Development

Leona Group arrived and provided the board members a presentation.

Javier Garibay & Thomas Smith- Introduction tells a story on how he started the school in Ft. Wayne All Boys School when all odds were against them. Mr. Thomas has worked in Ft. Wayne Schools for 30yrs Founder - Strong – strong reputation in the community.

Q. Public Hearing occurs- after you have obtained authorization public hearing distant in Indiana
It is possible to have distant at public hearing.

Key Elements

- Dr. Bill Coats- CEO niche market communities where people have been written off. The work is communities of color. One school in Florida, New Jersey, Brick and moral virtually.
- Academic Program- School Leader
- Budget & Finances board to hire independent auditor
- Cash flow statements
- Board hire independent attorney
- Leona Group will assist with the marketing plan
- Grants administrator Title I-II-III sometimes schools get into trouble handling grant funds
- Compliance Regulations
- Grace Board Policies
- Compliance will come from authorizer

The school leader and Board of Directors will need to ensure compliance and federal regulations meet standards. We will access through monthly reports.

The lease agreement is between the Leona Group and the Church, but has to be approved by the authorizer.

- Human Resources
- Benefits Administration
- EEOC Complaints
- Unemployment
- Employees work for Leona Group
- Principle/ School Leader hire and recommendations from the board. The board will enjoy the economies of scale. The cost of health benefits
- Special Education
 1. Title grants routine
 2. Enrollment
 3. Title one audit
- Annual audit- Financial Audit Board Leadership the pastor is the president of the entire school we here an auditor-all records are held in Michigan Auditor Donavon Peachtree.
- Financial Audits (9-90's) public records.
- Tour the building and discussed operational business of the new business of the school.

Javier –encourages the board concept paper-write the narrative prescribed curriculum.

Joe.wrone@leonagroup.com

Budgets all fees for the personnel and all operations cash flow will come from the school.

Budget 70%personal budget 10% revenue total revenue.

Modular units to house student's innovative modular solutions bathrooms fully air conditioned Brick veneer. They will Lease the facility to the board a 4 unit will cost the steps leading into the modular units.

Start-up grants are competitive grants how well it is written

Average commitment and self manage contracts.

- **The Board of Directors voted to hire the management firm Leona Group to Manage the Charter School.**

Prayer: Dr. Steven Thompson

Meeting Adjourned 3:00pm

Exhibit C

Charter School Board Member Information Form

(To be completed individually by each proposed board member for the charter holder)

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the Indiana Charter School Board requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant group behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose board of directors you intend to serve:
2. Your full name: *April Charde Elliott*
3. Brief educational and employment history (no narrative response is required if your resume is attached to the application as part of **Attachment 1**).
 Resume is attached. **Please do not include a resume in both Attachment 1 and 2.**
4. Describe any previous experiences relevant to serving on the board of a charter school (including other board experience, or any experience overseeing start-up or entrepreneurial ventures). If you have not had previous board experience, explain why you believe that you will be an effective board member.
5. Do you understand the obligations of a charter school's board of directors to comply with Indiana's Public Access laws, including the Open Door Law for Board meetings?
 Yes Don't Know/ Unsure

Disclosures

1. Indicate whether you or your spouse knows any other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
 I/we do not know any such trustees. Yes
2. Indicate whether you or your spouse knows anyone who is conducting, or plans to conduct, business with the charter school (whether as an individual or as a director, officer, employee or agent of another entity). If so, indicate and describe the precise nature of your relationship and the nature of the business.

I/we do not know any such persons. Yes

3. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.

I/we do not anticipate conducting any such business. Yes

4. If the school intends to contract with an Education Service Provider, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

Not applicable. I/we do not know any such persons. Yes

5. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.

Not applicable. I/we have no such interest. Yes

6. If the school plans to contract with an Education Service Provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

Not applicable. I/we or my family do not anticipate conducting any such business. Yes

7. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

Does not apply to me, my spouse or family. Yes

8. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board.

None. Yes

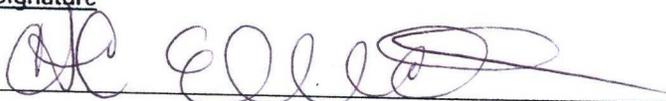
I, certify to the best of my knowledge and ability that the information I am providing to the Indiana Charter School Board as a prospective board member for the above proposed charter school is true and correct in every respect.	
Name and Title Aunt Elliott	Date 8/30/17
Signature 	

Exhibit C

Charter School Board Member Information Form

(To be completed individually by each proposed board member for the charter holder)

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the Indiana Charter School Board requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant group behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose board of directors you intend to serve: *Indianapolis Innovation Academy*
2. Your full name: *Steven L. Thompson*
3. Brief educational and employment history (no narrative response is required if your resume is attached to the application as part of **Attachment 1**).
 Resume is attached. Please do not include a resume in both Attachment 1 and 2.
4. Describe any previous experiences relevant to serving on the board of a charter school (including other board experience, or any experience overseeing start-up or entrepreneurial ventures). If you have not had previous board experience, explain why you believe that you will be an effective board member.
*God's Grace Community Church, Inc / Healthnet
Community Resurrection Partnership /*
5. Do you understand the obligations of a charter school's board of directors to comply with Indiana's Public Access laws, including the Open Door Law for Board meetings?
 Yes Don't Know/ Unsure

Disclosures

1. Indicate whether you or your spouse knows any other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
 I/we do not know any such trustees. Yes
2. Indicate whether you or your spouse knows anyone who is conducting, or plans to conduct, business with the charter school (whether as an individual or as a director, officer, employee or agent of another entity). If so, indicate and describe the precise nature of your relationship and the nature of the business.
NO

I/we do not know any such persons. Yes

3. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.

I/we do not anticipate conducting any such business. Yes

4. If the school intends to contract with an Education Service Provider, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

Not applicable. I/we do not know any such persons. Yes

5. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.

Not applicable. I/we have no such interest. Yes

6. If the school plans to contract with an Education Service Provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

Not applicable. I/we or my family do not anticipate conducting any such business. Yes

7. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

Does not apply to me, my spouse or family. Yes

8. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board.

None. Yes

I, certify to the best of my knowledge and ability that the information I am providing to the Indiana Charter School Board as a prospective board member for the above proposed charter school is true and correct in every respect.

Name and Title

Stewart Thompson

Signature

Stewart Thompson

Date

8/30/07

Exhibit C

Charter School Board Member Information Form

(To be completed individually by each proposed board member for the charter holder)

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the Indiana Charter School Board requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant group behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose board of directors you intend to serve:
Indianapolis Innovation Academy
2. Your full name:
Tyrone Desmond Bostic
3. Brief educational and employment history (no narrative response is required if your resume is attached to the application as part of **Attachment 1**).
 Resume is attached. **Please do not include a resume in both Attachment 1 and 2.**
4. Describe any previous experiences relevant to serving on the board of a charter school (including other board experience, or any experience overseeing start-up or entrepreneurial ventures). If you have not had previous board experience, explain why you believe that you will be an effective board member.
Owned carpet cleaning & fire restoration service
President of Southern Theological Ins. of Biblical Studies/Bible College
helped establish 1st juvenile court system, Frankfort, KY
5. Do you understand the obligations of a charter school's board of directors to comply with Indiana's Public Access laws, including the Open Door Law for Board meetings?
 Yes Don't Know/ Unsure

Disclosures

1. Indicate whether you or your spouse knows any other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
 I/we do not know any such trustees. Yes
2. Indicate whether you or your spouse knows anyone who is conducting, or plans to conduct, business with the charter school (whether as an individual or as a director, officer, employee or agent of another entity). If so, indicate and describe the precise nature of your relationship and the nature of the business.

- I/we do not know any such persons. Yes
3. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
 I/we do not anticipate conducting any such business. Yes
4. If the school intends to contract with an Education Service Provider, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
 Not applicable. I/we do not know any such persons. Yes
5. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
 Not applicable. I/we have no such interest. Yes
6. If the school plans to contract with an Education Service Provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
 Not applicable. I/we or my family do not anticipate conducting any such business. Yes
7. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
 Does not apply to me, my spouse or family. Yes
8. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board.
 None. Yes

I, certify to the best of my knowledge and ability that the information I am providing to the Indiana Charter School Board as a prospective board member for the above proposed charter school is true and correct in every respect.

Name and Title	Tyrone D. Bostic Vice-President, Board Member	Date	August 30, 2017.
Signature	Tyrone D. Bostic		

I/we do not know any such persons. Yes

3. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
 I/we do not anticipate conducting any such business. Yes

4. If the school intends to contract with an Education Service Provider, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
 Not applicable. I/we do not know any such persons. Yes

5. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
 Not applicable. I/we have no such interest. Yes

6. If the school plans to contract with an Education Service Provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
 Not applicable. I/we or my family do not anticipate conducting any such business. Yes

7. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
 Does not apply to me, my spouse or family. Yes

8. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board.
 None. Yes

I, certify to the best of my knowledge and ability that the information I am providing to the Indiana Charter School Board as a prospective board member for the above proposed charter school is true and correct in every respect.	
<u>Name and Title</u> Tyrone D. Bostic Vice-President, Board Member	<u>Date</u> August 30, 2017.
<u>Signature</u> Tyrone D. Bostic	

Exhibit C

Charter School Board Member Information Form

(To be completed individually by each proposed board member for the charter holder)

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the Indiana Charter School Board requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant group behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose board of directors you intend to serve:
Indianapolis Innovation Academy
2. Your full name:
Jordan P. Thompson
3. Brief educational and employment history (no narrative response is required if your resume is attached to the application as part of **Attachment 1**).
 Resume is attached. **Please do not include a resume in both Attachment 1 and 2.**
4. Describe any previous experiences relevant to serving on the board of a charter school (including other board experience, or any experience overseeing start-up or entrepreneurial ventures). If you have not had previous board experience, explain why you believe that you will be an effective board member.
5. Do you understand the obligations of a charter school's board of directors to comply with Indiana's Public Access laws, including the Open Door Law for Board meetings?
 Yes Don't Know/ Unsure

Disclosures

1. Indicate whether you or your spouse knows any other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
 I/we do not know any such trustees. Yes
2. Indicate whether you or your spouse knows anyone who is conducting, or plans to conduct, business with the charter school (whether as an individual or as a director, officer, employee or agent of another entity). If so, indicate and describe the precise nature of your relationship and the nature of the business.
NA

I/we do not know any such persons. Yes

3. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.

I/we do not anticipate conducting any such business. Yes

4. If the school intends to contract with an Education Service Provider, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

Not applicable. I/we do not know any such persons. Yes

Leone Group. Just as Service Providers

5. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.

Not applicable. I/we have no such interest. Yes

6. If the school plans to contract with an Education Service Provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

Not applicable. I/we or my family do not anticipate conducting any such business. Yes

7. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

Does not apply to me, my spouse or family. Yes

8. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board.

None. Yes

I, certify to the best of my knowledge and ability that the information I am providing to the Indiana Charter School Board as a prospective board member for the above proposed charter school is true and correct in every respect.	
<u>Name and Title</u> <i>John Thompson, Chairman</i>	<u>Date</u>
<u>Signature</u> <i>John J</i>	<i>8-30-2017</i>

Exhibit E

Statement of Assurances

The charter school agrees to comply with all of the following provisions: (*Read and check*)

- 1. A resolution or motion has been adopted by the charter school applicant's governing body that authorizes the submission of this application, including all understanding and assurances contained herein, directing and authorizing the applicant's designated representative to act in connection with the application and to provide such additional information as required.
- 2. Recipients operate (or will operate if not yet open) a charter school in compliance with all federal and state laws, including Indiana Charter Schools Law as described in all relevant sections of IC § 20-24.
- 3. Recipients will, for the life of the charter, participate in all data reporting and evaluation activities as required by the ICSB and the Indiana Department of Education. See in particular IC § 20-20-8-3 and relevant sections of IC § 20-24.
- 4. Recipients will comply with all relevant federal laws including, but not limited to, the *Age Discrimination in Employment Act* of 1975, Title VI of the *Civil Rights Act* of 1964, Title IX of the *Education Amendments of 1972*, section 504 of the *Rehabilitation Act* of 1973, Part B of the *Individuals with Disabilities Education Act*, and section 427 of the *General Education Provision Act*.
- 5. Recipients will comply with all provisions of the Non regulatory Guidance—Public Charter Schools Program of the U.S. Department of Education, which includes the use of a lottery for enrollment if the charter school is oversubscribed, as well as with applicable Indiana law. See also relevant sections of IC § 20-24.
- 6. Recipients shall ensure that a student's records, and, if applicable, a student's individualized education program as defined at 20 U.S.C. § 1401(14) of the *Individuals with Disabilities Education Act*, will follow the student, in accordance with applicable federal and state law.
- 7. Recipients will comply with all provisions of the *Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act of 2015 ("ESSA")*, including but not limited to, provisions on school prayer, the Boy Scouts of America Equal Access Act, the Armed Forces Recruiter Access to Students and Student Recruiting Information, the Unsafe School Choice Option, the Family Educational Rights and Privacy Act ("FERPA") and assessments.
- 8. Recipients will operate with the organizer serving in the capacity of fiscal agent for the charter school and in compliance with generally accepted accounting principles.
- 9. Recipients will at all times maintain all necessary and appropriate insurance coverage.
- 10. Recipients will indemnify and hold harmless the ICSB, the State of Indiana, all school corporations providing funds to the charter school (if applicable), and their officers, directors, agents and employees,

and any successors and assigns from any and all liability, cause of action, or other injury or damage in any way relating to the charter school or its operation.

11. Recipients understand that the ICSB may revoke the charter if the ICSB deems that the recipient is not fulfilling the academic goals, fiscal management, or legal and operational responsibilities outlined in the charter.

Signature from Authorized Representative of the Charter School Applicant

I, the undersigned, am an authorized representative of the charter school applicant and do hereby certify that the information submitted in this application is accurate and true to the best of my knowledge and belief. In addition, I do hereby certify to the assurances contained above.

PRINT NAME & TITLE

John Thompson, Board Member

DATE

SIGN NAME

John J

8-30-2017

Exhibit C

Charter School Board Member Information Form

(To be completed individually by each proposed board member for the charter holder)

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the Indiana Charter School Board requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant group behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose board of directors you intend to serve: **INDIANAPOLIS INNOVATION ACADEMY**
2. Your full name: **TROY PATRICK TYSON**
3. Brief educational and employment history (no narrative response is required if your resume is attached to the application as part of **Attachment 1**).
 Resume is attached. **Please do not include a resume in both Attachment 1 and 2.**
4. Describe any previous experiences relevant to serving on the board of a charter school (including other board experience, or any experience overseeing start-up or entrepreneurial ventures). If you have not had previous board experience, explain why you believe that you will be an effective board member.
I WORKED AT A LOCAL CHARTER SCHOOL, KIPP INDY COLLEGE PREP, FOR OVER THREE YEARS, BETWEEN 2007-2010. FOR A SIGNIFICANT PORTION OF THAT TIME (2008-2010) I SERVED AS DIRECTOR OF OPERATIONS AND FINANCE FOR THE SCHOOL.
5. Do you understand the obligations of a charter school's board of directors to comply with Indiana's Public Access laws, including the Open Door Law for Board meetings?
 Yes Don't Know/ Unsure

Disclosures

1. Indicate whether you or your spouse knows any other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
 I/we do not know any such trustees. Yes
Steven Thompson, Joanne Thompson: Friends and legal clients.
2. Indicate whether you or your spouse knows anyone who is conducting, or plans to conduct, business with the charter school (whether as an individual or as a director, officer, employee or agent of another entity). If so, indicate and describe the precise nature of your relationship and the nature of the business.

I/we do not know any such persons. Yes

3. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.

I/we do not anticipate conducting any such business. Yes

4. If the school intends to contract with an Education Service Provider, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

Not applicable. I/we do not know any such persons. Yes

5. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.

Not applicable. I/we have no such interest. Yes

6. If the school plans to contract with an Education Service Provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

Not applicable. I/we or my family do not anticipate conducting any such business. Yes

7. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

Does not apply to me, my spouse or family. Yes

8. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board.

None. Yes

I, certify to the best of my knowledge and ability that the information I am providing to the Indiana Charter School Board as a prospective board member for the above proposed charter school is true and correct in every respect.	
Name and Title ATTORNEY TROY TYSON, BOARD MEMBER	Date 09/01/2017
Signature 	

TROY P. TYSON

317-514-2681



troy@tysonlawfirm.com

EDUCATION

- *Juris Doctorate, Indiana University McKinney School of Law - May 2013*
Concentration in Corporate Law: Securities, Mergers and Acquisitions, International Business
Order of the Barristers
- *Bachelor of Business Administration, Marian University - May 2009*
High Honors
- *Political Science Studies, Wright State University - August 1995 - December 1998*

CORE COMPETENCIES

<i>Contract Negotiation and Drafting</i>	<i>Project Management</i>	<i>Speaking and Presentations</i>
<i>Research</i>	<i>Analytical Thinking</i>	
<i>Memo drafting and other legal writing</i>	<i>Budget Creation, Management and Forecasting</i>	
<i>Innovative Thinking</i>	<i>Excellent Negotiating Skills</i>	

WORK EXPERIENCE

TYSON LAW FIRM, P.C., Indianapolis, IN

Attorney, Principal Owner

May 2016 - present

- Founder and owner of general practice law firm
- Handling matters in several areas, including Business Law, Criminal Law, and Family Law
- Utilize numerous entrepreneurship skills, including accounting and forecasting, marketing, social engagement, service development, metrics utilization, etc.

CORVEL CORPORATION, Indianapolis, IN

Special Accounts

October 2013 - April 2016

- Assisted in developing accounts receivable and collections processes for medical billing company
- Worked with various internal and external parties to draw down accounts receivables by over 60%
- Ongoing development of A/R systems and processes for growing company

THOMAS LAW FIRM P.C., Auburn, IN

Law Clerk

June 2012 - June 2013

- Conducted thorough legal research, memo production, and case analysis in both criminal and civil arenas
- Facilitated court preparation and court attendance with senior attorneys
- Assisted in credit litigation and negotiation
- Drafted contracts for \$1 million automotive production partnership
- Created and implemented comprehensive marketing plan to establish firm's presence in Indianapolis

KIPP INDIANAPOLIS COLLEGE PREPARATORY SCHOOL, Indianapolis, IN

Director of Operations and Finance/Student Data Manager

May 2007-August 2010

- Managed Operational activities for approximately 300 students and staff, and a \$3M budget
- Prepared annual budgets and forecasts
- Monitored cash flow
- Generated weekly and monthly financial reports for Administrative Leadership
- Managed supply and resource orders and inventory
- Conducted and facilitated regular meetings with board members regarding key areas of operation

Attachment 3 – ESP Information:

The Leona Group (TLG) is among the nation's pioneers of education reform. TLG formed in 1996 to provide quality school choices to families, primarily in urban areas. Now in its 21st year of operation, TLG has grown to offer a wide variety of quality school choices, comprehensive school management services and rewarding careers for world-class educators, with locations in Arizona, Indiana, Michigan and Ohio.

The Leona Group is committed to bringing choice and competition to public education. The company strives to ensure that all students (regardless of gender, race or ethnicity, economic or educational disadvantage) have opportunities to succeed at high levels and improve their life chances. TLG seeks to partner with charter school authorizers and academy board of directors who share those fundamental beliefs.

The Leona Group understands the challenges urban districts such as Indianapolis, Indiana and Detroit, Michigan, are facing. TLG has demonstrated success in those areas where the need for choice is greatest, including 70 schools in Arizona (Phoenix, Tucson, Lake Havasu, Casa Grande), Indiana (Ft. Wayne), Ohio (Toledo) and Michigan (Detroit, Flint, Saginaw, Benton Harbor). These markets continue to be the organization's areas focus.

The Leona Group is a privately held organization. Key employees include:

Dr. William Coats • Chief Executive Officer

William (Bill) Coats, Ph.D., has worked to improve public education throughout his career as a school superintendent, university professor, foundation director and now Chief Executive Officer of The Leona Group

As superintendent of public school districts across the nation, he worked within the system to allow parents freedom and choice within the schools, empower teachers and staff, and promote the idea that all children can learn. Bill has worked with the W.K. Kellogg Foundation as coordinator for youth programs, and as public schools superintendent in Fort Wayne, Indiana; Anchorage, Alaska; Grosse Pointe, Michigan; and Kalamazoo, Michigan. He was chairman of the Department of Educational Leadership at Western Michigan University and served as full professor in the College of Education at the University of Michigan.

Bill holds a master's degree in educational psychology and a doctorate in research design and data analysis in education from the University of Michigan. He has served as a consultant for educational systems and businesses and is published extensively in journals, trade publications and newspapers.

Michele Kaye • Chief Operating Officer

Michele Kaye began her career with The Leona Group in January, 2000, as an English teacher at Maya High School in Phoenix, Arizona. Kaye has since held progressive positions within

the organization including assistant school leader, instructional coach and director of Leona's Quality Schools Initiative (QSI). Ms. Kaye holds a Bachelor of Arts in English from Arizona State University and a Master of Arts in educational leadership from Northern Arizona University.

Georgia Rodgers • Executive Vice President of Midwest Operations

Georgia Rodgers serves as Executive Vice President of Leona Group's Midwest operations. This position is directly responsible for ensuring strong leadership and execution of Leona Group's vision & mission and the supporting operational plans.

In her role, Georgia manages effective coordination and communication among Leona Group's schools, corporate office, regional leadership team and other high priority stakeholders. She serves as a key member of the executive leadership team and assists in providing leadership, strategic planning, change management, project management and oversight to further Leona Group's mission and impact

Prior to joining Leona Group's corporate team, Rodgers was school leader at Allen Academy in Detroit. She holds a Bachelor of Arts and Master of Arts in curriculum and instruction from University of Detroit Mercy.

Patrick Lawrence • Chief Financial Officer

Patrick Lawrence graduated from Adrian College in Adrian, Michigan with a Bachelors in Business Administration in accounting with an emphasis on business administration. He worked at a large insurance company in Michigan for five years before joining The Leona Group in 1997. Lawrence serves in the capacity of chief financial officer and is currently based out of the Arizona corporate office.

Rachael Parks • Director of Technology

Rachael Parks is the director of TLG's technology department. Rachael's team has expertise in translating board and academy desires into workable technology solutions, ensuring maximum value for every technology dollar expended. Schools are able to take advantage of TLG's pre-negotiated volume purchasing prices including Internet connectivity, hardware and software.

The technology team's on-staff specialists assist with connectivity projects including data and telephone cabling, minor electrical, construction project data infrastructure oversight and phone system installation and updates.

Academies receive full support in technology, including all phases of the technology plan submission process. TLG works with both the state and academies to ensure the technology plan complies with federal requirements while taking into consideration budget constraints and grant awards. TLG ensures that the academy has updated plans that reflect the status of the equipment owned by the school and the goals desired by the academy board.

Teri Knick • Vice President for Human Resources

A native of Phoenix, Teri Knick graduated from Arizona State University with a Bachelor of Arts in elementary education. After teaching elementary school for five years, Teri entered the business world where she received training and education in human resources. She was the human resources director for LETCO, Inc., KSAZ-TV Channel 10, and was regional human resources manager for Blood Systems, Inc. before joining The Leona Group in 2002. Knick has held Senior Professional in Human Resources (SPHR) certification from the HR Certification Institute of The Society for Human Resource Management since 1999.

Indianapolis Innovation Academy

Management

The IIA governing board investigated several ESP/EMO's during its research and decided on the Leona Group because of: 1) it's commitment to urban education; 2) breadth of services; 3) cost; 4) national presence in four States; and 5) efficiency and accessibility to work with a governing board.

In Indiana, the Leona Group manages East Chicago Urban Enterprise Academy (ECUEA) an academy that is racially and ethnically diverse, and located in a community that has experienced severe economic downturns. ECUEA has the following indicators that the IIA governing board would like to replicate:

- Strong fund balance and cash flow
- Stable student enrollment
- High levels of parental involvement
- Clean and safe facility
- High academic achievement as measures by NWEA and ISTEP
- Reauthorized for five-years by Ball State University

The governing board does not have a list of other ESP/EMO's that it investigated since the process was more anecdotal and informal. The research was completed through a Google search and found that the values of TLG matched those of our community and proposed Academy.

MANAGEMENT AGREEMENT

This Management Agreement (the "Agreement") is made and entered into as of the ____ day of _____, 201__, by and between _____, an Indiana nonprofit corporation and public charter school ("[Name of Academy]"), by and through its Board of Directors (the "Board"), and The Leona Group, LLC, a Michigan limited liability company authorized to conduct business in the State of Indiana ("TLG").

RECITALS

A. [Name of Academy] has been granted a Charter School Contract (the "Charter School Contract") by Ball State University (the "Authorizer") to operate a Charter School (the "Academy") pursuant to the Charter School Contract in accordance with Title 20 of the Indiana Code (the "Code") under the name of "[Name of Academy]."

B. [Name of Academy] and TLG desire to create an enduring educational partnership, whereby [Name of Academy] and TLG will work together to develop an environment of educational excellence and innovation at [Name of Academy], based upon TLG's experience and capacity to implement and manage a comprehensive educational program (the "Educational Program").

C. [Name of Academy] has approved TLG's Educational Program, and agrees that it is in the best interest of [Name of Academy] and the Academy to enter into this Agreement with TLG.

D. [Name of Academy] and TLG intend that this Agreement constitute, and this Agreement shall constitute, a "qualified management agreement" in compliance with applicable requirements of Section 141 of the Internal Revenue Code of 1986 (the "1986 Code") and Rev. Proc. 97-13, 1997-5 I.R.B. 18 ("Revenue Procedure 97-13") and shall be interpreted in accordance with such requirements.

THEREFORE, the parties mutually agree as follows:

1. Charter School Contract; Required Provisions. Notwithstanding, anything contained in the Agreement to the contrary, the Academy and TLG covenant and agree, as follows:

1.1 TLG shall (i) comply with the requirements of the Charter School Contract to the extent TLG performs services on behalf of the Academy and (ii) assist and cooperate with the Academy in complying with the requirements of the Charter School Contract.

1.2 Nothing in this Agreement shall be construed to (i) interfere with the Board's duties under the Charter School Contract and the Academy's duties and (ii) cause the Academy's duties under the Charter School Contract to be limited or rendered impossible by action or inaction of TLG.

1.3 No provision contained in this Agreement shall in any way impact the Academy's course of action in choosing to assert or not assert governmental immunity.

1.4 All financial, educational and student records pertaining to the Academy are Academy property ("Academy Records") and that the Academy Records are subject to the provisions of the Indiana Freedom of Information Act. The Academy Records must be stored, in physical form, on-site at the Academy's Facility (the "Facility") or be directly accessible at the Facility. In addition, all records pertaining to teach and administrator certification, as well as a copy of the employee handbook shall be maintained physically on site or directly accessible at the Facility.

1.5 All finance and other records of the TLG related to the Academy will be made available to the Academy's independent auditor. In addition, no provision of this Agreement shall alter the Board Treasurer's legal obligation to direct that the deposit of all funds received by the Academy be placed in the Academy's depository account as required. Further, the signatories on the Board's depository account shall be solely Board members and/or properly designated Board employees. All interest or investment earnings on Academy deposits shall accrue to the Academy.

1.6 The Board shall have sole responsibility and authority to select and retain the independent auditor for the Academy to perform the annual financial audit in accordance with the Charter School Contract and applicable state law.

1.7 TLG hereby certifies that it will not markup the costs of supplies, materials or equipment procured by TLG on the Academy's behalf and that all supplies, materials and equipment procured by TLG on behalf of the Academy will be inventoried by an acceptable method of inventory and further that an inventory of Academy equipment shall be maintained so that it can be clearly established which property belongs to the Academy.

1.8 In the event of termination of this Agreement for any reason by either party prior to the end of the Agreement's Term, TLG shall provide transition services to the Academy as follows:

1.8.1 Close the books on the final year of operations in a manner and form in keeping with the industry standard, prepare financial records in audit-ready form, and hand said records off to the Academy Board or successor management company. If the school year of termination extends beyond June 30, this Paragraph shall include getting all business and financial records from July 1 through August 31 of that year prepared in a form in keeping with the industry standard which may be turned over to the Academy Board or successor management company.

1.8.2 Complete student records in a manner in keeping with the industry standard and hand them off to the Academy Board or successor management company.

1.8.3 Complete and organize all Academy documents in a manner and form in keeping with the industry standard, including without limitation minutes, third party contracts, correspondence relating to Academy business, notices, and so forth, and hand them off to the Academy Board or successor management company.

1.8.4 Complete all reporting and compliance requirements up to and including the final year of operations.

1.8.5 The parties may agree upon other transition services to be provided by TLG, at a mutually agreed upon fee.

1.9 With respect to all persons providing instructional or administrative services to the Academy on a full time basis (the "Academy Staff") (i) nothing in this Agreement shall be construed as imposing a non-competition, no-hire, or similar provision, which would prohibit or restrict the Academy from hiring a member of the Academy Staff; nor (ii) shall any separate agreement between TLG and a member of the Academy Staff contain such a provision prohibiting or restricting a member of the Academy Staff from accepting employment from the Academy.

1.10 The Board shall select and retain legal counsel to advise it regarding its rights and responsibilities under the Charter School Contract, this Agreement and applicable law. No material amendment or modification to this Agreement by the parties shall be undertaken without notification of the Authorizer and each such amendment or modification shall be accompanied by a legal opinion of the Academy's independent legal counsel that all requirements of applicable law have been met and that there are no improper and/or unlawful interrelations or conflicts created by such amendment or modification.

1.11 The parties acknowledge and agree that Authorizer, its Board of Trustees, and its members, officers, employees, agents or representatives (for purposes of this Section 1.11 collectively "Authorizer") are deemed to be third party beneficiaries for purposes of this Agreement. As third party beneficiaries, the parties hereby promises to indemnify, defend and hold harmless the Authorizer from all demands, claims or liabilities, including attorney fees and related expenses, on account of injury, loss or damage, including, without limitation claims arising from bodily injury, personal injury, sickness, disease, death property loss or damage or any other losses of any kind whatsoever and not caused by the sole negligence of the Authorizer, which arise out of or are in any manner connected with the Authorizer's approval of the Academy application, the Authorizer's consideration of or issuance of a Charter School Contract, the Academy's preparation for or operation of a public school, or which are incurred as a result of the reliance by the Authorizer upon information supplied by the parties, or which arise out of the parties' failure to comply with the Charter School Contract. The parties expressly acknowledge and agree that the Authorizer may commence legal action against TLG to enforce its rights as set forth in this section of the Agreement.

1.12 All Academy Staff shall undergo criminal background and unprofessional conduct checks as required by applicable law and all evidence of such reviews shall be available, in physical form, at the Facility or directly accessible at the Facility.

1.13 On an annual basis, TLG agrees to provide the Board with the same information that a school district is required to disclose for the most recent school fiscal year for which the information is available. Within thirty (30) days of receipt of this information, the Board shall make the information available on the Academy's website home page, in a form and manner prescribed by the Indiana Department of Education.

1.14 To the extent permitted by applicable law, TLG shall make all information concerning the operation and management of the Academy, including without limitation but not limited to the information described in Section ___ of the Charter School Contract available to

the Academy as deemed reasonably necessary by the Academy Board in order to enable the Academy to fully satisfy its obligations under the Charter School Contract and also at least the information that a school district is required to disclose under Applicable Law.

1.15 TLG shall notify the Academy Board if any principal or officer of TLG or if TLG as an entity (including any related organizations or organizations in which a principal or officer of TLG served as a principal or officer) has filed for bankruptcy protection in the last six (6) months or within any applicable preference period, whichever is longer.

1.16 TLG shall cooperate with the Academy and the Academy's Board in fulfilling the Academy Board's duty to meet and implement the Academy's Board's statutory, contractual and fiduciary responsibilities relating to the governance and operation of the Academy. No provision in this Agreement shall be construed as prohibiting or impeding the Academy Board from acting as an independent, self-governing public body, or allowing public decisions to be made other than in compliance with the Indiana Open Meetings Act.

1.17 Any equipment, materials and supplies ("Academy Equipment") purchased by TLG on behalf of or as the agent of the Academy, shall be and remain the sole property of the Academy. When acquiring Academy Equipment, TLG and its subcontractors will comply with bidding requirements mandated by Applicable Law ("Bidding Requirements") and with the Board's procurement policy to the same extent that the Bidding Requirements would apply to the Academy when making purchases of Academy Equipment directly from a third party supplier. TLG will not include any fees or charges to the cost of the equipment, materials and supplies purchased from third parties when it seeks reimbursement for the cost of these acquisitions. All supplies, materials, and equipment procured for the Academy by TLG shall be inventoried by an acceptable method of inventory and an inventory of Academy equipment shall be maintained so that it can be clearly established which property belongs to the Academy.

1.18 The Academy owns all proprietary rights to curriculum or educational materials ("Educational Materials") that (i) are both directly developed and paid for by the Academy; or (ii) were developed by TLG at the direction of the Academy Board with Academy funds dedicated for the specific purpose of developing such curriculum or materials. TLG shall own all proprietary rights to Educational Materials previously developed or copyrighted by TLG, or Educational Materials that are developed by TLG using funds from the Academy that are not dedicated for the specific purpose of developing Academy Educational Materials. TLG acknowledges and agrees that the Educational Materials owned by TLG and teaching techniques used by the Academy may be subject to disclosure under the Code and the Indiana Freedom of Information Act.

1.19 Marketing and development costs paid by or charged to the Academy shall be limited to those costs specific to the Academy program, and shall not include any costs for the marketing and development of TLG.

1.20 The maximum term of Agreement must not exceed five (5) academic years or the remaining term of the Charter School Contract, whichever is less.

1.21 Evaluation of TLG. The Board will evaluate the performance of TLG each year to provide TLG with an understanding of the Board's view of its performance under this

Agreement. A preliminary evaluation will normally occur in January of each year followed by a year-end evaluation in June. The Board will determine the format to conduct this evaluation. Special evaluations may occur at any time.

2. Educational Services. For the Term of this Agreement, TLG will provide to [Name of Academy] in conjunction with the Academy the following educational services consistent with the Charter School Contract (the "Educational Services"):

2.1 Curriculum. The development and implementation of the curriculum used at [Name of Academy].

2.2 Instruction. Oversight and coordination of the services to be provided by instructional personnel, including the School Leader(s), its teachers and support staff, all in accordance with this Agreement.

2.3 Instructional Tools. The selection of instructional tools, equipment and supplies, including text books, computers, software and multi-media teaching tools.

2.4 Extra-Curricular and Co-Curricular Programs. The development and implementation of appropriate extra-curricular and co-curricular activities and programs.

2.5 Additional Educational Services. Any other services required by the Authorizing District or the State of Indiana Department of Education and such other services as are necessary or expedient for the improvement of teaching and learning at [Name of Academy] as agreed to from time to time between TLG and [Name of Academy] ("Supplemental Programs").

2.6 Subcontracts. It is anticipated that TLG will utilize subcontracts to provide some of the services it is required to provide to the Academy. TLG shall not subcontract the management, oversight or operation of the teaching and instructional program without the prior approval of the Board. Board approval of other subcontracts is not required unless the cost for these subcontracted services exceeds the funds appropriated for that purpose in the Academy's approved. TLG will receive no additional fee as a result of subcontracting of any services.

3. Administrative Services. For the Term (as defined in Section 10), subject to the Charter School Contract and the approval of the Board of Directors of [Name of Academy] (the "Board"), TLG will provide to [Name of Academy] for the Academy the following administrative services (the "Administrative Services"):

3.1 Personnel Management. Management and professional development of all personnel providing Educational Services and Administrative Services in accordance with Section 15.

3.2 Facility Operation and Maintenance. Coordination with entities with which TLG contracts on behalf of [Name of Academy] for the Academy for the provision of operation and maintenance services for the Facility to the extent consistent with any and all documents pertaining to the Facility, together with the management and assessment of the services provided under such contracts and/or the supervision of employees involved in providing such services.

3.3 Technology and Professional Development. Coordination with entities with which TLG contracts on behalf of [Name of Academy] for the Academy for the provision of technology and professional development services for the Academy, together with the management and assessment of the services provided under such contracts and/or the supervision of employees involved in providing such services.

3.4 Business Administration. Administration of all business aspects of [Name of Academy] operation;

3.5 Transportation and Food Services. Coordination with entities with which TLG contracts on behalf of [Name of Academy] for the Academy for the provision of transportation and food services for the students enrolled at [Name of Academy], together with the management and assessment of the services provided under such contracts and/or the supervision of employees involved providing such services.

3.6 Public Relations. Coordination and assistance with any and all advertising, media and public relations efforts, including community outreach programs. All public relations will be subject to the mutual approval of both parties, which approval may not be unreasonably withheld.

3.7 Budgeting, Budgeting Process, Financial and Other Reporting.

3.7.1 Beginning with respect to the 2013-2014 School Year, the preparation of a proposed annual budget (the "Academy Budget") for each School Year, subject to the reasonable approval of the Board acting in its fiduciary capacity. For purposes of this Agreement, the term "School Year" shall have the meaning as provided in the application for the Charter School Contract submitted to and approved by the Authorizer. The projected Academy Budget shall contain object level detail, shall comply with public accounting standards and shall include, but not be limited to, the financial details relating to the Educational Services and Administrative Services to be provided pursuant to this Agreement.

3.7.2 TLG shall deliver a draft of the Academy Budget for each School Year to the Board not less than forty-five (45) days prior to the date on which the Academy Budget for any School Year must be submitted to Authorizer and/or any State governmental agency. The Board shall review the Academy Budget within ten (10) business days following the receipt thereof (the "Budget Review Period") which review may include an independent evaluation of the Academy Budget by such accountants, attorneys, and other financial advisors that the Board deems necessary or desirable. The Board shall deliver any comments or objections to the Academy Budget prior to the expiration of the Budget Review Period. Within five (5) business days following the expiration of the Budget Review Period, the President of [Name of Academy] and the Chief Financial Officer of TLG shall reconcile any comments or objections made by the Board during the Budget Review Period. TLG and [Name of Academy] shall agree to a final Academy Budget for each such year not later than two (2) business days prior to the date on which the Academy Budget must be submitted to the Authorizer and/or any other State governmental agency.

3.7.3 Working in cooperation with the Board, TLG shall prepare, for Board approval, modifications or amendments to the Academy Budget which may be necessitated by changes in projections or circumstances or the occurrence of unexpected events, which impact projected revenue and/or expense items contained in the approved Academy Budget.

3.7.4 As required by the Authorizer or such other time as may be necessary or desirable in TLG's reasonable judgment, TLG shall provide the Board with an enrollment report stating the number of actual students enrolled at the Academy (an "Enrollment Report"). If an Enrollment Report indicates that enrollment is lower than that which was projected in the Academy Budget and such lower enrollment number shall materially adversely impact the Academy Budget for such School Year, TLG shall propose a student recruitment plan to restore the enrollment level to the projected enrollment reported to the Authorizer and or any other governmental agency prior to the commencement of the next following School Year.

3.7.5 The preparation of detailed statements of all revenues received, from whatever source, with respect to the Academy, and detailed statements of all expenses, including an accounting of all expenditures for services rendered to, or on behalf of, the Academy by TLG, whether incurred on-site or off-site.

3.7.6 The preparation of other financial statements as required by and in compliance with the Charter School Contract, the Code and other applicable laws and regulations, including such documentation as may be reasonably required by the independent certified public accountants retained by the Board to perform annual audits of [Name of Academy]'s financial statements. The cost for preparation of the financial statements and audits will be responsibility of [Name of Academy] and will be provided for in the Academy Budget.

3.7.7 The preparation of such other reports on a periodic basis, relative to the finances and operation of [Name of Academy], as the same may be requested or required by the Indiana Department of Education or the Authorizer to ensure compliance with the terms of the Charter School Contract and applicable law.

3.7.8 Other information on a periodic basis reasonably necessary to enable [Name of Academy] to monitor TLG's performance under this and related agreements including the effectiveness and efficiency of its operations at [Name of Academy].

3.8 Maintenance of Financial and Student Records.

3.8.1 TLG will maintain accurate financial records pertaining to its operation of [Name of Academy], together with all [Name of Academy] financial records prepared by TLG and retain all such records for a period of five (5) years (or longer if required by the Code or other applicable laws and regulations) from the close of the School Year to which such books, accounts and records relate. All financial records retained by TLG pertaining to [Name of Academy] will be available to [Name of Academy], the Authorizer or the Indiana Department of Education for inspection and copying within two weeks of a written request to the extent practicable.

3.8.2 TLG will maintain accurate student records pertaining to the students enrolled at the Academy as is required and in the manner provided by the Charter School Contract, the Code and applicable laws and regulations and retain such records permanently on behalf of [Name of Academy] or until this Agreement or its successor (if any) is terminated, at which time such records will be transferred to [Name of Academy] and become the sole responsibility of the Board. TLG and [Name of Academy] will maintain the proper confidentiality of personnel, students and other records as required by law and the Charter School Contract.

3.8.3 [Name of Academy] shall be entitled at any time upon reasonable written notice to TLG to audit the books and records of TLG pertaining to its operation of the Academy pursuant to this Agreement (including, without limitation, the financial records relating thereto), provided that any such audit shall be at the sole expense of [Name of Academy].

3.9 Admissions. Implementation of [Name of Academy]'s admission policy per the Charter School Contract.

3.10 Student Due Process Hearings. Administration and enforcement of student disciplinary and special education hearings in conformity with the requirements of the Code and other applicable laws and regulations (including, but not limited to, requirements involving due process and confidentiality) to the extent consistent with [Name of Academy]'s duties and obligations under the Code and other applicable laws and regulations. The Board shall retain the right to provide due process as required by law and to determine whether any student will be expelled.

3.11 Academic Progress Reports. TLG will provide to [Name of Academy] on a periodic basis, as necessary or appropriate for [Name of Academy] to satisfy its obligations under the Charter School Contract, the Code and other applicable laws and regulations, a report detailing (i) the Academy's students' academic performance, and (ii) TLG's performance of the Educational Services and Administrative Services.

3.12 Rules and Procedures. TLG will recommend rules, regulations and procedures applicable to the Academy and its students and will enforce such rules, regulations and procedures adopted by [Name of Academy] that are not in direct conflict with this Agreement, the Charter School Contract, the Code and other applicable laws and regulations.

3.13 Advances. TLG may, during the Term, elect to make advances of cash to [Name of Academy] for the Academy (an "Advance") for the purpose of meeting the short term working capital or cash flow needs of [Name of Academy] to the extent consistent with the Academy Budget. Each Advance shall bear interest at the then prime rate of interest announced by Wells Fargo Bank plus 3% per annum from the date of the Advance until date of repayment by [Name of Academy] from the subsequent free cash flows of [Name of Academy] or the Academy's other resources.

3.14 Additional Administrative Services. Any other services reasonably necessary or expedient for the effective administration of [Name of Academy] as agreed to, in writing, from time to time by TLG and the Board.

4. Provision of Educational Services and Administrative Services. The Educational Services will be provided in accordance with the educational goals, curriculum, methods of pupil assessment, admissions policy, student recruitment policy, school calendar, school day schedule and age and grade range of pupils to be enrolled at [Name of Academy] as proposed by the TLG and adopted by the Board, all in compliance with the Charter School Contract and the Code. The Administrative Services will be provided in a manner consistent with the Educational Program, the Code and the Charter School Contract.

5. Modification of Educational Services and Administrative Services. Subject to this Agreement, the Charter School Contract, Authorizer oversight, the Code and other applicable laws and regulations, TLG may modify (i) the Educational Services, provided that any material modification of the Educational Services will be subject to the prior approval of the Board, and (ii) the methods, means and manner by which such Administrative Services are provided at any time, provided that the Board will have the right to approve all material changes.

6. Budgeting for Educational Services and Administrative Services. TLG will be responsible and accountable to the Board for the provision of all Educational Services and Administrative Services, provided, that such obligations, duties and responsibilities are expressly limited by the Academy Budget established pursuant to Section 3.7, and TLG shall not expend funds on such services in excess of the amounts set forth in such Academy Budget.

7. Place of Performance; Provision of Offices. [Name of Academy] will provide TLG with necessary and reasonable classroom and office space at the Facility to perform all Educational and Administrative services described in this Agreement. TLG will provide instructional, extra-curricular and co-curricular services at the Facility. TLG may provide other services elsewhere, unless prohibited by the Charter School Contract, the Code and other applicable laws and regulations.

8. Qualified Management Agreement. In the event that [Name of Academy] undertakes any Tax Exempt Bonds (as defined in this Section 8), the following provisions shall become applicable:

8.1 Qualified Management Agreement. This Agreement is intended to and shall constitute a "qualified management agreement" in compliance with applicable requirements of Section 141 of the 1986 Code and Revenue Procedure 97-13 and shall be interpreted in accordance with such requirements. TLG represents to [Name of Academy] that TLG has reviewed the applicable requirements of Section 141 of the 1986 Code and Revenue Procedure 97-13.

8.2 Tax Covenant. TLG agrees that it will operate and manage the Academy in a manner which, to the extent of its rights and authority under this Agreement and as otherwise authorized by [Name of Academy] in writing, preserves the exemption from federal income tax of interest on any tax-exempt bond obligations of [Name of Academy] ("Tax Exempt Bonds") and, in particular, will comply with the requirements of Section 141(b) of the Code, Section 1.141-3 of the Treasury Regulations and Revenue Procedure 97-13 relating to conditions under which tax-exempt bond-financed property will be considered used for an impermissible private business use; provided, however that the foregoing shall not require TLG to breach any of the

provisions of this Agreement unless such action is authorized and such breach is waived in writing by [Name of Academy] and Trustee.

8.3 In the event that such requirements impose a material adverse financial burden on TLG not otherwise contemplated by this Agreement, or if it becomes necessary to amend this Agreement to the existence or the issuance of any Tax Exempt Bonds by [Name of Academy], in order to preserve the exemption from federal income tax of interest on such Tax Exempt Bonds, TLG and [Name of Academy] agree to negotiate in good faith and amend this Agreement, including the compensation to be paid to TLG, in a manner which maintains or restores to TLG the benefits expected to be received by it pursuant to the original terms of this Agreement.

8.4 Approval of Contracts. Notwithstanding anything to the contrary contained herein, neither [Name of Academy] nor TLG will enter into contracts with unrelated third parties for the management or use of the Academy without first submitting such contracts for review and approval the other party and the any designated bond counsel to ascertain whether such contracts could adversely affect the exemption from federal income tax of interest on any Tax Exempt Bonds.

8.5 Contracts with Related Parties. Notwithstanding anything to the contrary herein contained, TLG shall not enter into any contract, as a result of which TLG, or any affiliate of or party related to TLG, receives, directly or indirectly, any direct or indirect benefit (other than the receipt by the vendor of the stated contract consideration), including without limitation any rebate, revenue sharing, royalty, profit participation, equity participation, barter consideration in the form of goods or services, or any other device, however denominated, and whether similar or dissimilar to any of the foregoing.

9. Authority. By this Agreement, [Name of Academy] provides TLG such authority and power as is reasonably necessary or proper for TLG to undertake its responsibilities, duties and obligations provided for in this Agreement, except in cases wherein such authority may not be delegated by the Code and other applicable laws and regulations.

10. Term.

10.1 Term. Subject to Section 10.2, this Agreement will be effective on July 1, 2013, and shall continue for the same length of time as the term of the Charter School Contract, and ending on June 30, _____ (the "Term"). Notwithstanding the foregoing, in the event that the Charter School Contract is revoked, suspended, terminated, or not renewed, this Agreement shall automatically terminate as of the date thereof.

10.2 Evaluation During the Term. The Term of this Agreement shall automatically extended upon the renewal or extension of the term of the Charter School Contract ("Automatic Extension(s)"), unless (i) written notice of intent to terminate or renegotiate is given by either party not less than 90 days prior to the expiration of the Term, as the same may have been extended by one or more Automatic Extensions or (ii) this Agreement is terminated pursuant to Section 16.

11. Further Assurance. [Name of Academy] and TLG shall do and cause to be done all such acts, matters and things and shall execute and deliver all such documents and instruments as shall

be required to enable the parties to perform their respective obligations under, and to give effect to the transactions contemplated by, this Agreement. Notwithstanding the foregoing, TLG shall have no obligation to agree to any changes which (a) materially increase TLG's obligations or materially reduce its rights under this Agreement, (b) materially alter any terms of the Agreement, including without limitation the economic terms, (c) would jeopardize TLG's receipt of the Management Fee, (d) would prevent TLG from meeting [Name of Academy] and TLG's educational goals.

12. Relationship of the Parties.

12.1 Status of the Parties. TLG is a for-profit corporation, and it is not a division or a part of [Name of Academy]. [Name of Academy] is a body corporate and governmental entity authorized by the Code, and is not a division or part of TLG. The relationship between [Name of Academy] and TLG is based on the terms of this Agreement. Further, each party is acting as an independent contractor and not as a partner, joint venturer, agent or employee of the other and that except as expressly set forth in this Agreement, no employee of TLG shall be deemed to be an agent or employee of [Name of Academy]. Each party will be solely responsible for its own actions and those of its agents, employees and subcontractors, and neither party will be liable for any debts or expenses incurred by the other or the other's employees, agents and subcontractors.

12.2 No Related Parties or Common Control. TLG will not have any role or relationship with [Name of Academy] that, in effect, substantially limits [Name of Academy]'s ability to exercise its rights, including termination rights, under this Agreement. [Name of Academy] and TLG will not be members of the same control group, as defined in Section 1.150-1(e) of the Treasury Regulations under the 1986 Code, or related persons, as defined in Section 144(a)(3) of the 1986 Code.

12.3 Designation of Agents. The Board designates the employees of TLG as agents of the Academy having a legitimate educational interest such that they are authorized access to educational records under 20 U.S.C. § 1232g, the Family Educational Rights and Privacy Act ("FERPA"). Except as set forth in this Section or as expressly acknowledged in writing by the Board, no employee of TLG shall be deemed to be an agent of [Name of Academy].

13. Consideration for Services.

13.1 Management Fee. For the Term of this Agreement (including the Term as extended pursuant to Section 10.2), [Name of Academy] will pay TLG an annual fee equal to _____ percent (___%) of [Name of Academy]'s Gross Revenue for each School Year ("Management Fee"), payable in monthly installments. For purposes of this Agreement the term "Gross Revenue" shall mean shall mean all receipts of [Name of Academy] of whatsoever kind or nature, excluding any proceeds from borrowings undertaken by [Name of Academy]. Notwithstanding the foregoing, any administration fees with respect to grant funding for [Name of Academy] ("Grant Administration Fees") which are paid directly to TLG during the Term of this Agreement shall be deemed a credit, in the amount of the Grant Administration Fees, against the Management Fee for the year in which the Grant Administration Fees are received by TLG.

13.2 Reasonable Compensation. The Management Fee under this Agreement is reasonable compensation for services rendered. TLG's compensation for services under this

Agreement will not be based, in whole or in part, on a share of net surplus or profits from the operation of the Academy.

13.3 Payment of Costs/Advances. The parties acknowledge [Name of Academy] is obligated to pay all costs and expenses associated with the operation of the Academy including but not limited to all personnel and benefits costs referenced in Section 15 ("Operational Expenses"). To the extent that TLG provides an Advance or Advances to [Name of Academy] pursuant to Section 3.13 of this Agreement for the purpose of providing working capital to cover such Operational Expenses, [Name of Academy] will reimburse TLG for such Advances as and when the finances and cash flows of [Name of Academy] will reasonably permit. TLG shall not be reimbursed for any corporate expenses or expenses not related to providing the Education Program at the Academy.

13.4 Payments to TLG. TLG will receive the monthly installment of its Management Fee in advance on or about the fifteenth (15th) day of each month (but in no event later than the date that [Name of Academy] receives payments from the State of Indiana).

14. Other Revenue Sources. [Name of Academy] and TLG may, together or independently, solicit and receive grants and donations from public and private sources consistent with the mission, and the Charter School Contract, of [Name of Academy], in the name of either TLG, [Name of Academy] or the Academy; provided, however, that (i) any solicitation of such grants by TLG in the name of [Name of Academy] and/or [Name of Academy] that are in excess of One Hundred Thousand Dollars (\$100,000) shall be subject to the prior approval of the Board, (ii) all such funds received by TLG or [Name of Academy] for the benefit of [Name of Academy] from such other revenue sources shall be deemed to be [Name of Academy] funds, (iii) TLG shall not be required to administer any grants that are not specifically approved, in writing, by TLG, in advance, (iv) only to the extent specifically provided in a grant, TLG shall be entitled to receive, in addition to all any other amounts which are payable to TLG under this Agreement, a grant administration fee, and (v) both [Name of Academy] and TLG shall be required to mutually approve, in writing, any grants proposed by a third party grant writer. Nothing in this Section 14 will be construed to prohibit TLG from soliciting funds or grants solely for its own general corporate purposes and using such funds or grants solely for such purposes, except that TLG shall not use [Name of Academy]'s and/or [Name of Academy]'s name in such solicitation without the consent of [Name of Academy].

15. Personnel and Training.

15.1 Personnel Responsibility. Subject to the limitations of this Agreement, the Charter School Contract, the Code and other applicable laws and regulations, TLG will have the sole responsibility and authority to determine staffing levels, and to select, evaluate, assign, discipline, supervise, manage, transfer and terminate personnel necessary to carry out the Educational Services, the Administrative Services, the Supplemental Programs (if any) and all other services provided under this Agreement, all within the financial constraints of the Academy Budget approved by the Board.

15.2 Employment Status. Except as specified in this Agreement or as required by the Code or the Charter School Contract, the School Leader, teachers and support staff selected by TLG for the Academy pursuant to this Agreement will be employees of TLG or an affiliate of

TLG which handles all TLG employment and human resources administration (the “Employees”). TLG will be responsible for conducting or causing to be conducted by its affiliate all reference, employment checks, criminal background checks and unprofessional conduct checks on all Employees and other personnel working or providing services at [Name of Academy] to the extent required under the Code and other applicable laws and regulations. Upon request, TLG will provide or cause to be provided to [Name of Academy] documentary evidence of such background checks.

15.3 Employee Benefits. [Name of Academy] hereby acknowledges and agrees with the package of employee benefits that will be provided to the Employees by its affiliate (“Benefits Package”) pursuant to this Agreement and that any material modifications or changes to the Benefits Package shall be implemented only upon the agreement of its affiliate and TLG, with the approval of Lessee through the budgeting processes provided in this Agreement.

15.4 School Leader. [Name of Academy] and TLG acknowledge and agree that the accountability of TLG to [Name of Academy] and the Academy is an essential foundation of this Agreement, and because the responsibility of the administrator of [Name of Academy] (the “School Leader”) is critical to the success of [Name of Academy], TLG will have the authority, consistent with the Code and other applicable laws and regulations, to select and supervise the School Leader and hold the School Leader accountable for the success of [Name of Academy]. The employment contract with the School Leader, and the duties and compensation of the School Leader shall be determined by TLG. The School Leader and TLG, in turn, will have similar authority to select and hold accountable the teachers in [Name of Academy]. Notwithstanding anything in this Section, TLG agrees to consult with the Board prior to hiring the School Leader and will consult with the Board prior to taking any action that would alter the employment status of the School Leader. At the request of the Board, TLG will review the performance of the School Leader with the Board. Upon receipt of written notification indicating that the Board is not satisfied with the performance of the School Leader, TLG will provide a replacement School Leader if the performance problems are not resolved within a reasonable time. If the School Leader’s termination is solely at the Board’s request, the Board shall reimburse TLG for any reasonable costs associated with the termination of the School Leader.

15.5 Teachers. TLG will provide [Name of Academy] with such teachers as are required to provide the Educational Services and Administrative Services. TLG and the School Leader will determine the number and assignments of such teachers. Such teachers may work at [Name of Academy] on a full or part time basis. Each teacher assigned to [Name of Academy] will be qualified in his or her grade levels and subjects, hold a valid teaching certificate issued by the Indiana Department of Education under the Code, to the extent required under the Code and other applicable laws and regulations. Upon written request, TLG will provide [Name of Academy] with documentary evidence of TLG’s compliance with this Section 15.5.

15.6 Support Staff. TLG will provide [Name of Academy] with such support staff as is required to provide the Educational Services, Administrative Services and any associated Supplementary Programs. Such support staff may include, among others, teachers' aides, clerical staff and administrative assistants to the School Leader, bookkeepers and maintenance personnel. Such support staff may work at [Name of Academy] on a full or part time basis.

15.7 Training. TLG will provide training (i) in the instructional methods and curriculum, which comprise the Educational Program, and (ii) with regard to support technology to the teachers and other instructional personnel on a regular and continuous basis, as stated in the Charter School Contract and consistent with TLG's past practices. Non-instructional personnel will receive such training as TLG determines to be reasonable and necessary under the circumstances.

15.8 Academy Employees. The Board may employ such employees as it deems necessary. The cost to employ Academy employees shall be paid by the Board.

15.9 Educational Consultants. The Board may retain an educational consultant or consultants to review the operations of the Academy and the performance of TLG under this Agreement. TLG shall cooperate with the educational consultant or consultants and will provide those individuals with prompt access to records, facilities and information as if such requests came from the full Board. TLG shall have no authority to select, evaluate, assign, supervise or control any educational consultant employed by the Board, and agrees that it will not bring or threaten to bring any legal action against any educational consultant for the performance of the functions requested to be performed by the Board and which are consistent with this Agreement. The cost to employ an educational consultant shall be paid by the Board.

16. Termination of Agreement.

16.1 By TLG. TLG may terminate this Agreement with cause prior to the end of the Term specified in Section 10 in the event that [Name of Academy] fails to remedy a material breach of this Agreement within sixty (60) days after written notice from TLG. A material breach includes, but is not limited to (i) [Name of Academy]'s failure to pay any fee or reimbursement as required by the terms of this Agreement, (ii) adoption by [Name of Academy] of an Educational Program for the Academy in substantial variance from the material recommendations of TLG, (iii) [Name of Academy]'s failure to approve a Academy Budget, which is (a) fully compliant with the requirements of Section 3.7.1 and (b) substantially consistent with the recommendation of TLG, or (iv) an act or omission that causes TLG to be unable to perform its material obligations under this Agreement. In order to terminate this Agreement for cause, TLG is required to provide the Board with written notification of the facts it considers to constitute material breach. After the period set forth in this section to remedy the material breach has expired, TLG may terminate this Agreement by providing the Board with written notification of termination. Termination by TLG will not relieve [Name of Academy] of any obligations for payments outstanding to TLG as of the date of termination or liability for financial damages suffered by TLG as a consequence of [Name of Academy]'s breach (or of TLG's termination as a result thereof) of this Agreement.

16.2 By [Name of Academy]. [Name of Academy] may terminate this Agreement with cause prior to the end of the Term specified in Section 10 in the event that TLG fails to remedy a material breach of this Agreement within sixty (60) days after written notice from [Name of Academy]. A material breach by TLG includes, but is not limited to: (i) a material failure to reasonably account for its expenditures related to [Name of Academy] funds or for other expenses incurred with respect to [Name of Academy] at TLG's direction, (ii) TLG's failure to substantially follow the material policies, procedures, rules, regulations or curriculum required by the Charter School Contract, this Agreement, the Code and applicable laws and

regulations, (iii) failure to abide by and meet the educational goals set forth in the Charter School Contract such that the Charter School Contract will be terminated, (iv) the employment of teachers in violation of the Code or this Agreement, (v) any act or omission of gross negligence by TLG that causes [Name of Academy] to materially breach the Charter School Contract or any of [Name of Academy]'s other material contractual obligations in anyway, or (vi) filing of bankruptcy by TLG. In order to terminate this Agreement for cause, the Board is required to provide TLG with written notification of the facts it considers to constitute material breach and the period of time within which TLG has to remedy this breach, not to exceed 60 days. After the period to remedy the material breach has expired, the Board may terminate this Agreement by providing TLG with written notification of termination. Termination by [Name of Academy] will not relieve [Name of Academy] of any obligations for payments outstanding to TLG as of the date of the termination, nor will it relieve TLG for liability for financial damages suffered by [Name of Academy] as a consequence of TLG's breach (or of [Name of Academy]'s termination as a result thereof) of this Agreement.

16.3 Automatic Termination. This Agreement shall automatically terminate in the event of the following:

16.3.1. The Academy no longer possesses a Contract to operate a public school academy, including but not limited to a termination or revocation of the Contract or a failure to renew an existing Contract, with no cost or penalty to the Academy, and no recourse to the Authorizer or any third party affiliated with or engaged by the Authorizer, by TLG or any subcontracted person or entity of the TLG, in the event the Authorizer determines to exercise its prerogative under this Contract to reconstitute the Academy by requiring the termination or amendment of the ESP Agreement.

16.3.2. In the event that TLG or any of its Shareholders, and/or Board of Directors shall be guilty of felony or fraud, gross dishonesty, or other act of gross misconduct in the rendering of services under the Agreement;

16.3.3. If TLG shall cease to be approved by the Authorizer to render services under this Agreement.

16.3.4. Further, this Agreement may be terminated by either party immediately in the event the other party is declared bankrupt or insolvent, or makes an assignment for the benefit of its creditors, or if a receiver is appointed or any proceedings are commenced, voluntary or involuntary, by or against such party under bankruptcy or similar law and such status is not cured within sixty (60) days from its occurrence.

16.4 Termination Without Cause. If TLG and the Board are unable to agree on educational programs, curriculum or other educational policies that affect the Academy in a significant way, either party may elect to terminate the Agreement at the end of a school year, provided that the terminating party gives the other party written notification of termination at least ninety (90) calendar days prior to the termination date and provides the other party with an opportunity within that period to negotiate an agreement on the educational policies at issue.

16.5 Change in Law. If any federal, State or local law or regulation, court or administrative decision or Attorney General's opinion (a "Change in Law"), other than a Change

in Law dealing generally with the funding of charter schools, has a materially adverse effect on the ability of either party to carry out its obligations under this Agreement, such party, upon written notice, may request renegotiation of this Agreement. Such renegotiation will be undertaken in good faith and may include the use of a third party arbitrator for alternative dispute resolution pursuant to Section 21. If the parties are unable to renegotiate the terms within 90 days after such notice and good faith negotiations, the party requesting the renegotiation may terminate this Agreement on 120 days' further written notice or at the end of a School Year, whichever is earlier.

16.6 Real and Personal Property. Upon termination or expiration of this Agreement by either party for any reason, any real or personal property leased by TLG, or any affiliate thereof, to [Name of Academy] or the Academy will remain the real and personal property of TLG, and all personal property purchased by TLG with the funds provided to TLG by [Name of Academy] will be the personal property of [Name of Academy].

16.7 Advances/Out-of-Pocket Expenses. Upon termination or expiration of this Agreement for any reason, [Name of Academy] shall (i) reimburse TLG for all expenses owed pursuant to Section 13.3, (ii) repay all Advances from TLG and (iii) post a letter of credit or bond in favor of TLG guaranteeing (A) any future payments due under any equipment or facilities lease from, or guaranteed, cosigned, or collateralized by TLG or an affiliate thereof and (B) [Name of Academy]'s performance of any other obligations guaranteed, cosigned, or collateralized in whole or part by TLG or an affiliate thereof.

16.8 Termination of Licenses. Upon termination or expiration of this Agreement by either party for any reason, any licenses to use (express or implied) the TLG's curriculum and Education Program shall automatically terminate, and [Name of Academy] shall immediately cease any use of thereof.

16.9 Return of Materials. Within five business days of any termination or expiration of this Management Agreement by either party for any reason, [Name of Academy] shall (i) assemble in a safe place (a) all materials relating to TLG's curriculum and Education Program of any kind or character, whether in hard copy or electronic format or otherwise, and any copies thereof and (b) all operational, systems and other administrative manuals and material, and copies thereof, and (ii) certify in writing to TLG that [Name of Academy] and the Academy has ceased to use the TLG's curriculum and Education Program materials and all such administrative manuals and materials. At TLG's direction, [Name of Academy] will promptly send at its expense all such materials to TLG or permit representatives of TLG to pick up all such materials at the School.

16.10 Acknowledgement of Damages. In the case of a wrongful termination of by [Name of Academy] of this Agreement, TLG will suffer substantial damages since the Management Fees cover TLG's corporate overhead and profit element, and the wrongful termination may not result in a substantial reduction in TLG's overhead.

16.11 Role of TLG on Termination. Upon termination of this Agreement, for any reason, TLG shall, without charge (i) close the books on the then-current fiscal quarter; (ii) organize and prepare the Academy's records for transition to the new educational management company; (iii) organize and prepare student records for transition to the new educational

management company; and (iv) provide for the orderly transition of employee compensation and benefits to the new educational management company without disruption to staffing.

16.12 Transition. In the event of termination of this Agreement for any reason by either party prior to the end of the Agreement's term, TLG shall provide the Academy reasonable assistance for up to 90 days after the effective date of the termination to allow a transition back to a regular school program or to another education service provider.

17. Proprietary Information and Ownership. Notwithstanding anything contained herein to the contrary, third party curriculum or other educational materials purchased by TLG with funds TLG receives pursuant to this Agreement will be the property of [Name of Academy]. Notwithstanding the foregoing, [Name of Academy] acknowledges that TLG owns the intellectual property rights and interests in TLG's curriculum and Education Program being licensed and/or utilized at [Name of Academy] during the Term of this Agreement. [Name of Academy] acknowledges and agrees that it has no intellectual or property interest or claims in TLG's curriculum and Education Program and has no right to use TLG's curriculum and Education Program unless expressly agreed to in writing by TLG. The Academy shall be permitted to report any new teaching techniques or methods of significant revisions to known teaching techniques or methods to the Authorizer and to the State Board of Education, which teaching techniques or methods may thereafter be made available to the public, as provided in Sections 505(3) and 515(3) of the Code, notwithstanding anything contained in this Article to the contrary.

18. Indemnification.

18.1 Indemnification of TLG. To the extent permitted by law, [Name of Academy] will indemnify, defend and save and hold TLG and its affiliates and all of their respective employees, officers, directors, subcontractors and agents harmless against any and all claims, demands, suits or other forms of liability (including reasonable attorneys fees and costs) that may arise out of, or by reason of, any noncompliance by [Name of Academy] with any agreements, covenants, warranties or undertakings of [Name of Academy] contained in or made pursuant to this Agreement, and any misrepresentations or breach of the representations and warranties of [Name of Academy] contained in or made pursuant to this Agreement. In addition, [Name of Academy] will reimburse TLG for any and all legal expenses and costs associated with the defense of any such claim, demand or suit. The indemnification requirements of this Section 18.1 may be met by the purchase of insurance pursuant to Section 19.

18.2 Indemnification of [Name of Academy]. TLG will indemnify, defend and save and hold [Name of Academy] and all of its employees, officers, directors, subcontractors and agents harmless against any and all claims, demands, suits or other forms of liability (including reasonable attorneys fees and costs) that may arise out of, or by reason of, any noncompliance by TLG with any agreements, covenants, warranties or undertakings of TLG contained in or made pursuant to this Agreement, and any misrepresentation or breach of the representations and warranties of the TLG contained in or made pursuant to this Agreement. In addition, TLG will reimburse [Name of Academy] for any and all legal expenses and costs associated with the defense of any such claim, demand or suit. The indemnification requirements of this Section 18.2 may be met by the purchase of insurance pursuant to Section 19.

18.3 Indemnification for Negligence. To the extent permitted by law, the Academy shall indemnify and hold harmless TLG and its Owner, Board of Directors, partners, officers, employees, agents and representatives, from any and all claims and liabilities which TLG may incur and which arise out of the negligence of the Academy's directors, officers, employees, agents or representatives. TLG shall indemnify and hold harmless the Academy, and the Academy's Board of Directors, officers, employees, agents or representatives, from any and all claims and liabilities which the Academy may incur and which arise out of the negligence of TLG's directors, officers, employees, agents or representatives.

18.4 Indemnification of the Authorizer. In consideration for the grant of the Contract to the Academy, which is of material value to TLG, the parties hereby promise to indemnify and hold harmless the Authorizer, its Board of Trustees and its members, officers, employees, agents or representatives from all claims, demands, or liability, including attorney fees, and related expenses, on account of injury, loss or damage, including, without limitation, claims arising from bodily injury, personal injury, sickness, disease, death, property loss or damage or any other losses of any kind whatsoever and not caused by the sole negligence of the Authorizer, which arise out of or are in any manner connected with the Authorizer Board's approval of the Application, the Board's consideration of or issuance of a Contract, the Academy's preparation for and operation of a public school, or which are incurred as a result of the reliance by the Authorizer and its Board of Trustee members, officers, employees, agents or representatives upon information supplied by the Academy or TLG, or which arise out of the failure of the Academy to perform its obligations under the Contract issued to the Academy by the Authorizer Board. TLG expressly acknowledges and agrees that the Authorizer and its Board of Trustee members, officers, employees, agents or representatives may commence legal action against TLG to enforce its rights as set forth in this Agreement.

19. Insurance.

19.1 Insurance Coverage. [Name of Academy] will maintain general liability insurance and umbrella insurance coverage in the amounts required (i) by the Charter School Contract or (ii) by sound business practices. Such policies shall name TLG and its affiliates and their respective directors, officers, employees, subcontractors, and agents as additional insureds under such policies. [Name of Academy] will comply with any information requests from its insurer(s) and all reporting requirements applicable to such insurance.

19.2 Property and Casualty Insurance. Each party will maintain property and casualty insurance covering all real and personal property owned by that party and which are used or useful in the operations of [Name of Academy]. The amount of such coverage shall be sufficient to fully comply with sound business practices.

19.3 Workers' Compensation Insurance. Each party will maintain workers' compensation insurance as required by law, covering their respective employees, including the maintenance of such insurance with respect to the School Leader, teachers and support staff of [Name of Academy], the cost of which shall be provided for in the Academy Budget.

19.4 Coordination and Cooperation. To the extent requested by [Name of Academy], TLG shall undertake to coordinate the acquisition and maintenance of the insurance requirements of [Name of Academy] under this Agreement and the parties will cooperate with each other to

assure the complete, efficient and economical provision of the required insurance coverage. In addition, each party will, upon request, present evidence to the other that it maintains the requisite insurance in compliance with the provisions of this Section 19. Each party will comply with any information or reporting requirements required by the other party's insurer(s), to the extent reasonably practicable.

20. Warranties and Representations.

20.1 Representations and Warranties of TLG. TLG hereby represents and warrants to [Name of Academy]:

20.1.1 TLG is a duly organized limited liability company in good standing and is authorized to conduct business in the State of Indiana.

20.1.2 To the best of its knowledge, TLG has the authority under the Code and other applicable laws and regulations to execute, deliver, perform this Agreement, and to incur the obligations provided for under this Agreement.

20.1.3 TLG's actions under this Agreement have been and will be duly and validly authorized, and it will adopt any and all further resolutions or expenditure approvals required for execution of this Agreement.

20.2 Representations and Warranties of [Name of Academy]. [Name of Academy] hereby represents and warrants to TLG:

20.2.1 [Name of Academy] is a duly organized non-profit corporation in good standing and is authorized to conduct business in the State of Indiana.

20.2.2 The Charter School Contract (i) authorizes [Name of Academy] to operate the Academy and receive revenues under the Code from the State of Indiana and from federal, State and other resources; (ii) approves the Education Program and other activities contemplated by this Agreement; and (iii) vests [Name of Academy] with all powers necessary and desirable for carrying out the Education Program and other activities contemplated in this Agreement.

20.2.3 [Name of Academy] has the authority under the Code and other applicable laws and regulations to contract with a private entity to perform the Educational Services, Administrative Services, Supplemental Programs and all other services under this Agreement and execute, deliver and perform this Agreement, and to incur the obligations provided for under this Agreement, provided that no provision of such a contract shall be effective if it would prohibit the Board from acting as an independent, self-governing public body, allow public decisions to be made other than in compliance with the Open Meetings Act, or interfere with the Board's constitutional duty to exercise its statutory, contractual and fiduciary obligations governing the operation of [Name of Academy]. [Name of Academy] is therefore vested with all powers within applicable law for implementing the Educational Program contemplated in this Agreement.

20.2.4 [Name of Academy]'s actions and those of the Board have been duly and validly authorized.

20.2.5 To the best of its knowledge, [Name of Academy] is not in breach of the terms of the Charter School Contract and will use its best efforts to insure that it will not breach the Charter School Contract in the future.

20.2.6 To the best of its knowledge, [Name of Academy] is not in breach or default under any loan or financial obligations, including, but not limited to, salary obligations and related benefits, payroll taxes, and leases for real and personal property, to the extent that any such obligation is related to [Name of Academy]'s required performance under this Agreement.

20.2.7 The Educational Program has been reviewed and approved by resolution by the Board.

20.2.8 [Name of Academy] and the Board will use its best efforts to insure that the Educational Program complies with and will continue to comply with the Charter School Contract, the Code and other applicable laws and regulations.

20.2.9 [Name of Academy] has no intellectual or property rights or claims in TLG's curriculum and Education Program and will make no such claims in the future.

20.3 Mutual Warranties. Each party to the Agreement warrants to the other that there are no pending actions, claims, suits or proceedings, to its knowledge, threatened or reasonably anticipated against or affecting it, which if adversely determined, would have a material adverse effect on its ability to perform its obligations under this Agreement.

21. Alternative Dispute Resolution Procedures.

21.1 Dispute Resolution. All claims, disputes, and other matters in controversy ("Disputes") between the parties hereto arising directly or indirectly out of or related to this Agreement, or the breach thereof, whether contractual or non-contractual, and whether during the Term or after the termination of this Agreement shall be resolved exclusively according to the procedures set forth in this Section 21.

21.2 Arbitration. All disputes between the parties, concerning any alleged breach of this Agreement, or arising out of or relating to the interpretation of this Agreement or the parties' performance of their respective obligations under this Agreement that are unable to be resolved through discussion and negotiation shall be resolved by arbitration, and such an arbitration procedure shall be the sole and exclusive remedy for such matters. The arbitrator shall be selected from a panel provided by and in accordance with the rules of the American Arbitration Association. The arbitration shall be conducted in accordance with the rules of the American Arbitration Association, with such variations as the parties and the arbitrator unanimously accept. Any arbitration hearing shall be conducted in _____, Indiana. The arbitrator shall be required to issue a cause opinion with a written explanation as to the final decision. This cause opinion shall be made available to the Authorizer upon request. A judgment on the award rendered by the arbitrators may be entered in any court having appropriate jurisdiction to ensure

compliance with the applicable law and this Agreement. The cost of arbitration, not including attorney fees, shall be paid by the losing party. It shall be in the discretion of the arbitration panel to award reasonable attorney fees to the prevailing party, to be paid if awarded by the losing party.

21.3 Costs and Attorneys' Fees. If a party hereto fails to proceed with mediation or arbitration as provided herein or unsuccessfully seeks to stay such mediation or arbitration, or fails to comply with any arbitration award, or is unsuccessful in vacating or modifying the award pursuant to a petition or application for judicial review, the other party shall be entitled to be awarded costs, including reasonable attorneys' fees, paid or incurred by such other party in successfully compelling such arbitration or defending against the attempt to stay, vacate or modify such arbitration award and/or successfully defending or enforcing the award.

21.4 Tolling of Statute of Limitations. All applicable statutes of limitation and defenses based upon the passage of time shall be tolled while the procedures specified in this Section 21 are pending. The parties will take such action, if any, required to effectuate such tolling.

22. Miscellaneous.

22.1 Sole Agreement. This Agreement supersedes and replaces any and all prior agreements and understandings between [Name of Academy] and TLG regarding the Academy.

22.2 Force Majeure. Notwithstanding any other sections of this Agreement, neither party will be liable for any delay in performance or inability to perform due to acts of God or due to war, riot, terrorism, civil war, embargo, fire, flood, explosion, sabotage, accident, labor strike or other acts beyond its reasonable control.

22.3 Governing Law. The laws of the State of Indiana will govern this Agreement, its construction and the determination of any rights, duties and remedies of the parties arising out of or relating to this Agreement.

22.4 Agreement in Entirety. This Agreement constitutes the entire agreement of the parties regarding the Academy.

22.5 Counterparts. This Agreement may be executed in counterparts, each of which will be deemed an original, but both of which will constitute one and the same instrument.

22.6 Official Notices. All notices and other communications required by the terms of this Agreement will be in writing and sent to the parties hereto at the addresses set forth below (and such addresses may be changed upon proper notice to such addressees). Notice may be given by: (i) certified or registered mail (postage prepaid and return receipt requested), (ii) facsimile (with confirmation of transmission by sender's facsimile machine) or (iii) personal delivery. Notice will be deemed to have been given two days after mailing or on the date of personal delivery or on the date of transmission of a facsimile if on a business day during normal business hours (or, if not, the first business day thereafter). The addresses of the parties are:

To [Name of Academy]:

[Name of Academy]

Attention: Board President

Tel: _____

Fax: _____

With a copy to:

_____ -

Attention: _____, Esq.

Tel: _____

Fax: _____

To TLG:

The Leona Group, L.L.C.

2125 University Park Dr.

Okemos, Michigan 48864

Attention: William Coats, CEO

Tel: 517-333-9030

Fax: 517-333-4559

With a copy to:

The Leona Group, L.L.C.

2125 University Park Drive

Okemos, Michigan 48864

Attention: Michael R. Atkins

Tel: (517) 333-9030

Fax: (517) 333-4559

22.7 Assignment. This Agreement will not be assigned by TLG without the prior consent in writing of [Name of Academy] or by [Name of Academy] without the prior consent in writing of TLG, provided that TLG may assign this Agreement to an affiliated entity or an entity that is a successor to all or a substantial portion of TLG's business and may delegate the performance of, but not responsibility for, any duties and obligations of TLG hereunder to any independent contractors, experts or professional advisors, subject to [Name of Academy] approval, which approval can not be unreasonably withheld.

22.8 Amendment. This Agreement will not be altered, amended, modified or supplemented except in a written document approved by the Board and signed by authorized officers of both [Name of Academy] and of TLG.

22.9 Waiver. No waiver of any provision of this Agreement will be deemed to be, nor will constitute a waiver of any other provision, nor will such waiver constitute a continuing waiver unless otherwise expressly stated.

22.10 Severability. The invalidity of any of the covenants, phrases or clauses in this Agreement will not affect the remaining portions of this Agreement, and this Agreement will be construed as if such invalid covenant, phrase or clause had not been co-maintained in this Agreement. To the extent that any of the services to be provided by TLG are found to be an invalid delegation of authority by [Name of Academy], such services will be construed to be limited to the extent necessary to make the services valid and binding.

22.11 Successors and Assigns. Except as limited by Section 22.7, this Agreement will be binding upon, and inure to the benefit of, the parties and their respective successors and assigns.

22.12 No Third Party Rights. This Agreement is made for the sole benefit of [Name of Academy] and TLG, and their affiliates, successors and assigns. Except as otherwise expressly provided, nothing in this Agreement will create or be deemed to create a relationship between the

parties to this Agreement, or either or them, and any third person, including a relationship in the nature of a third party beneficiary or fiduciary.

22.13 Survival of Termination. All representations, warranties and indemnities made in this Agreement will survive termination of this Agreement.

22.14 Binding Effect; Counterparts. This Agreement shall be binding upon and inure to the benefit of the parties hereto and their respective successors and assigns. This Agreement may be executed in any number of counterparts, each of which shall be deemed an original and all of which together shall be deemed one and the same instrument.

IN WITNESS WHEREOF, the undersigned have executed this Agreement as of the date and year first above written.

[Name of Academy]

The Leona Group, L.L.C.

By: _____

By: _____

Its _____

Its _____

Draft Template

Exhibit D

Governance and Operational Structure

Function	Governing Board	ESP	School
Performance Goals	✓	✓	✓
Curriculum			✓
Professional Development		✓	✓
Data Management and Interim Student Assessments		✓	✓
Grade Level Promotion Criteria	✓	✓	✓
Culture			✓
Budgeting, Finance, and Accounting		✓	✓
Student Recruitment		✓	✓
School Staff Recruitment and Hiring		✓	✓
HR Services (payroll, benefits, etc.)		✓	
Development	✓		
Community Relations	✓		✓
Information Technology		✓	✓
Facilities Management		✓	✓
Vendor Management / Procurement	✓	✓	✓
Other Operational Functions, if any			

Indianapolis Innovation Academy

School Design: Scope and Sequence

The “scope and sequence” of curricula are generally accepted guidelines followed in planning a child’s area of study. Appropriate maturational and intellectual levels are considered in the designing of these guidelines and the following lists are an example of concepts that should be covered at different grade levels. A child should always be allowed to progress at his own rate. Some children will be ahead of the following schedule for their age group while others may be behind. The next few pages should be used only as a guide to the equivalency of a grade level in the public schools. The parent should always be aware that a child should not be pushed beyond his ability, but at the same time, many children need to be challenged to use their abilities. It takes discernment on the part of the parent to meet each individual need appropriately – to challenge each at just the right time and in just the right way to make learning a wonderful adventure.

Reading

Kindergarten – 1st Grade

The term “readiness” refers to those activities (mostly structured) of the preschool or early elementary age child that actually prepare him to learn to read and understand beginning math concepts. These activities start when you hold your child on your lap, read to him and talk about the pictures. He learns to hold a book, turn pages, and sees left to right sequencing. He soon learns to relate written and spoken language. Through discussion of the story, he builds his vocabulary and begins to develop reading comprehension skills. Sorting, matching, and discriminating between objects in games are other readiness activities that come along in normal playtime. Learning the sounds and names of letters (magnetic letters are great) along with matching beginning and ending sounds through audio or visual discrimination are also important activities for the younger child. Preschool children can easily be encouraged to make up simple stories or retell a familiar story. Wholesome family activities (a trip to a museum, park, or zoo, of baking cookies) expose the child to new learning experiences, build vocabularies, and make learning a fun family event.

Initial Steps to Reading:

Learn the sounds of letters (vowels first); the names of the letters of the alphabet; recognize that sounds make up words; recognize upper and lower case letters; learn to blend the letters; recognize simple words; and recognize blends, digraphs, and diphthongs (not the terms). If the child is progressing well he should be able to: recognize basic sight words; recognize root words/base words; recognize some suffixes; be able to read aloud and indicate the end of a sentence by voice inflections, and be able to recognize new words in context.

2nd and 3rd Grades

By this level the child should be increasing his sight vocabulary, comprehension skills, and solidifying his understanding of phonics. Children should be able to: independently read for enjoyment; follow written instructions; understand, read and write contractions and compound words; understand and count syllables in at least two syllable words; understand and relate story sequence; recognize homonyms, synonyms and antonyms; use basic phonics skills consistently; recognize common suffixes and prefixes; and consistently expand their vocabulary.

4th – 6th Grades

Although still limited by maturity level and lack of knowledge, a child at this grade level should be able to read most written material. Some children might need remedial attention while most will be reading for information and pleasure. Advanced reading skills should include: reading with increasing skill and expression; following more difficult written instructions; listening to adult reading which improves both reading and listening skills; using reading skills to locate information and for practical reading such as newspapers, advertisements, etc.; understanding prefixes and suffixes on a more difficult level by studying Latin and Greek derivatives; learning dictionary skills; identifying an author's point of view; comparing authors and their works; becoming familiar with renowned authors and their works; reading and studying a variety of forms of prose and poetry; analyzing reading material for theme, appeal, technique, and effectiveness; and reading for literary value.

7th and 8th Grades

General literature: There are many excellent literature texts available. Students should be reading from classic and contemporary novels.

Grammar and Composition

Kindergarten – 1st Grade

Students should learn to: speak in complete sentences; follow oral directions; tell stories; say name, address, and telephone number; recognize rhymes; listen to others reading; relate simple stories, verses and rhymes orally; write simple sentences ending with periods, and capitalize first letters of sentences and proper names.

2nd – 3rd Grades

Students should learn to: follow oral and written directions; use the suffixes: -s, -ed, -ing and some prefixes; use apostrophes; alphabetize; recognize syllables; use a dictionary; write simple stories, notes, and reports; punctuate sentences using periods, question marks, commas, and exclamation points; capitalize proper nouns and words at the beginning of sentences; understand what a complete sentence is; and identify the following parts of speech: nouns, verbs, adjectives and simple conjunctions.

4th Grade

Students should learn to: participate in discussion; write simple stories, poems, letters, reports, etc; apply punctuation rules for: periods, commas, exclamation points, question marks, periods after abbreviations, initials and commas in a series, dates, greetings and closings of letters; identify possessive words; properly use apostrophes; group related sentences to form a paragraph; write a letter and address an envelope; use capitalization rules; identify: nouns, verbs (state of being and action), pronouns, adjectives, conjunctions; and recognize and diagram indirect objects and prepositional phrases.

5th Grade

Students should learn to: give oral reports; use all punctuation correctly including quotation marks; underline titles; write reports (2-5 pages), letters, prose, poetry, creative stories; proofread and edit their own work; identify nouns, verbs, adjectives, adverbs, pronouns; identify subjects, predicates and direct objects; recognize subject-predicate agreement; use adjectives and adverbs in writing; apply correct usage of verbs; identify prepositions, conjunctions and interjections; recognize agreement between pronouns and antecedents; learn irregular plurals; diagram subjects and verbs, direct objects, adjectives and adverbs, prepositions and conjunctions; and recognize and diagram indirect objects and prepositional phrases.

6th – 8th Grades

Student should learn to: give oral reports and participate in group discussions; use plural possessives and contractions; recognize and write compound sentences; write outlines and topic sentences; compose poetry, short research papers, book reports, dialogue; write with unity and coherence; proofread and edit their own work; develop total understanding of use of dictionary; understand appositives and direct address (“you”); master helping and linking verbs; write compositions; identify simple verbs (can be taught as early as 4th grade); use predicate adjective and predicate nominative; diagram all the parts of speech; define and learn examples of similes and metaphors; use a thesaurus; and take notes from printed and oral material.

Mathematics

Kindergarten

Begin by working with the student on: relating quantities (same/different, larger/smaller, shorter/taller, long/ longer/ longest); classifying (by color, shape, size, common characteristics); relating characteristics (matching items one for one, recognizing like amounts, duplicating a given pattern); recognizing basic shapes (square, circle, rectangle, triangle); recognizing and ordering numerals 0-10; counting and printing numerals 0-10, understanding concepts of smaller/larger and more/less involving values from 0 to 10 with aid of pictures; and naming coins (penny, nickel, dime, etc.)

1st Grade

Students should learn to: count, recognize and write numerals 0-100; memorize addition and subtraction of numbers from 0-10; understand place values (ones, tens and hundreds); recognize “greater than” and “less than” concepts, apply simple problem solving; identify fractional shapes and parts of a whole for $\frac{1}{2}$,

$\frac{1}{4}$, and $\frac{1}{3}$; measure: 1 cup, $\frac{1}{2}$ cup, foot, inch, yard; and add and subtract two digit numbers without carrying and borrowing.

2nd Grade

Student should: review addition and subtraction facts to $10 + 10$; learn carrying and borrowing in math (regrouping); accomplish counting, identifying and writing numerals up to 100; learn to use “greater than” and “less than” symbols; begin learning the concept of multiplication; learn to count by twos, and fives to 100; review place value of hundreds, tens and ones; identify parts and the numerals for $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$ in fractional shapes and fractional parts of a whole; understand money concepts up to \$1.00; tell time (hour, half hour and quarter hour); apply measurement (linear, liquid, and weight); interpret simple bar graphs; and solve one-step word problems with either addition or subtraction.

3rd Grade

Student should learn to: multiply up to 9×9 (mastery may not come until grade 4); divide (introduced pictorially or with hands on objects); identify place value to thousands and ten thousands; read and write up to five digit numbers; recognize even and odd numbers; add and subtract three digit numbers where regrouping is required; divide with one digit divisor; recall multiplication and division facts up to 9×9 ; multiply one digit times two digits with carrying; identify fractions: $\frac{1}{2}$, $\frac{1}{3}$, and $\frac{1}{4}$ of different shapes and amounts; understand a.m. and p.m. and tell time to the nearest five minutes; identify days and months; count, add and subtract money; use \$ and decimal point; measure using linear, liquid, and weight measurements; use the metric system; do one-step problem solving using addition, subtraction, multiplication or division; do simple estimates; make up simple word problems.

4th Grade

Student should learn to: do any addition and subtraction with whole numbers; read and identify any numeral up to seven digits and beyond; do two-digit times three-digit multiplication; round off numbers; learn estimation; divide with two-digit divisors; show remainders in division; add and subtract fractions with like denominators; understand fractions as ratios; reduce fractions; master time (be able to read and write to the nearest minute); count money and make change; master more difficult measurement concepts regarding length and mass; do all liquid measurement; identify all shapes and construct graphs; add and subtract mixed numbers ($2 \frac{2}{3} + 5 \frac{1}{6}$); solve more complicated word problems; use data to construct word problems; determine missing data for problem solving; find averages.

5th Grade

Student should learn to: do any addition, subtraction, multiplication, and division problems with whole numbers; add, subtract and multiply any decimals; divide whole numbers by decimals; use ratios; master more difficult measurements; determine prime factors; read and write up to nine digit numbers; use decimals other than in relationship to money; read and write decimals to the thousandths; determine the area of squares and rectangles; introduce the concept of volume with cubes; round off whole numbers and decimals; estimate; identify the following terms: congruence, symmetry, diameter, radius, angle, parallel, perpendicular, and intersecting lines; construct and interpret graphs; compute the area of a triangle; use math to solve real life problems; and use a protractor.

6th Grade

Student should learn to: read and write all decimals; change percents to decimals; understand and apply percentage; introduce integers; read and write all 12 digit numerals; do any computation using fractions and decimals; convert fractions to decimals and decimals to fractions; determine circumference and area of circles; use a protractor to measure and draw angles; interpret graphs; line circle and bar; convert units of measure in the system; quarts to pints, yards to feet, etc.; formulate and apply problem solving strategy; deal with exponential notation; define, explain and use probability; analyze and evaluate statistics.

7th and 8th Grade

Student should study general math or pre-algebra with an emphasis on problem-solving using all math concepts.

Social Studies: History, Geography, Government**Kindergarten – 2nd Grade**

Focus for the student at this level should be on the neighborhood and town, or rural area and town most frequented. Children should become familiar with surrounding streets and roads and how to get to and from familiar places. Children should be aware of the types of stores in the area and the public services, such as police stations, fire departments, hospitals, libraries, etc. Second grade is a good time to begin map skills (a homemade map of a familiar area is helpful). Children should learn directions (north, south, east, west) around their home and understand those directions on a map. Introduce the timeline concepts using the child's actual birth as the beginning and add events that have happened since the child's birth.

3rd Grade

Students should; study Native Americans including types of shelter, dress, etc.; learn more map skills including roads, towns, lakes, rivers, etc.; study national holidays; begin study of prominent historical figures like Washington, Lincoln, Kennedy, Martin Luther King, Jr., Wright Brothers, etc.; start a timeline and include these people; study different kinds of occupations and interview people working in these fields.

4th Grade

This is the year to study Indiana history. Include materials from first settlement to the present. Students can practice map skills by using a map of Indiana, locating major towns, highways, waterways and surrounding states. They should study famous Indiana people from the past and present. Field trips to the State House and other important historical spots can add much to the course. Include a study of Indiana government.

5th Grade

United States history should be taught this year. It can be taught from a textbook or through unit studies. Helpful ideas include making extensive maps and constructing a timeline. Many read literary works that relate to different periods of time in our country's history. This is a time to practice writing good reports.

6th Grade

Students usually study world history this year. Extensive use of maps can be very helpful. Continue the timeline from previous years. Students should write reports and simple research papers.

7th Grade

During seventh grade world geography is taught but from the cultural, physical and political aspect.

8th Grade

United States history is taught again this year.

Science

A general science program is taught throughout elementary and middle school years. Science textbooks for each grade level are published by most curriculum companies. The use of a text can insure consistent instruction in this subject. Most texts suggest enrichment reading ideas for experiments and activities. These help the parent motivate the student and allow more first-hand experience for the child than textbook reading. Parents need to take advantage of the child's writing education by requiring reports appropriate to the grade level. Learning the scientific process is also important. Many parents make use of unit studies for science in the elementary grades. This can be an effective way to study science. By involving all of your children, it provides a family activity at the same time.

Indianapolis Innovation Academy
Attachment 7

Pupil Performance Standards

Exit Standards

In the classroom, our Academy is ready and waiting to give all students the knowledge and skills needed for success in college, careers, and life. We believe that a combination of excellent teaching, strong standards, and active student and family participation combine into a potent recipe for success.

Since we are committed to providing our students with a rigorous education, **Indianapolis Innovation Academy (IIA)** is dedicated to Indiana's commitment to teaching rigor and relevance using Common Core as a foundation for success.

These standards lay out what students should know and be able to do in kindergarten through twelfth grade. The new standards will help parents, teachers and community members understand what students should learn each year. IIA is committed to the belief that all students in grades K-8 will have available curriculum in math, ELA, health education, social studies, technology, arts, world language, and science that address exit standards aligned with the Indiana benchmarks.

Also, because so many states have adopted the Common Core State Standards, we will be able to compare our students' achievements to those of students around the country. Adopting the Common Core-like State Standards will have a major impact on the quality of education we provide our students.

Attachment 8
Indianapolis Innovation Academy

2018-2019 School Year Calendar
(Projected)

2017

August 12:	Teachers return
August 20	Students first day of school
September 3	Memorial Day
September 28	Full Day PD: No students
October 1-12	NWEA Testing
October 26	Full Day PD: No students
November 22-23	Thanksgiving Break (No Students or Staff)
November 26	Students & Staff return to school
December 10-20	NWEA Testing
December 23	Winter Break begins

2018

January 2	Students & Staff return to school
January 15	Martin Luther King Holiday (No School)
January 26	Full Day PD: No students
February 19 to March 4	ISTEP Testing
March 1-5	Spring Break (No Students or Staff)
April 9-20	NWEA Testing
April 20	Full Day PD: No students
May 25	Final Day of School

181 Student Days
190 Teacher Work Days
School Begins at 8:00 AM
School Dismissal at 3:00 PM
Breakfast Begins at 7:15 AM
After School Programs & Extracurricular Activities 3:15 PM - 4:30 PM Monday-Thursday

Attachment 8
Indianapolis Innovation Academy

Typical Student Day:

7:15 AM	Breakfast (optional)
7:50 AM	Students arrive to school
8:00 AM	Prepare for classes
8:15 AM	Pledge of Allegiance & prep work
8:30 AM	Review of Goals & Expectations for the day
9:00 AM	Technology time
10:45 AM	Whole group instruction: ELA
11:00 AM	Lunch & Recess
11:40 AM	Mathematics
1:00 PM	Whole group instruction
1:10 PM	Social Studies
2:00 PM	Elective: Art, Physical Education or Music
2:50 PM	Announcements & Review of the Day
3:00 PM	Bell rings

Typical Teacher Day:

7:15 AM	Teacher's arrive: check emails, messages and potentially RTI meetings
7:40 AM	Review of the Day: Check goals and objectives for the students
7:50 AM	Greet students and families
8:15 AM	Pledge of Allegiance, announcements, Bell Work
8:30 AM	Literacy lesson begins or other core content subject
9:00 AM	Rotation schedule begins: work with groups based on learning outcomes
9:35 AM	Begin working with another group of children
10:10 AM	Technology time
10:45 AM	Bring closure to Literacy Block or other core content subject area
11:00 AM	Lunch Break
11:40 AM	Mathematics lesson
12:00 PM	Mathematics rotation #1 begins
12:20 PM	Mathematics rotation #2 begins
12:40 PM	Technology and small group instruction
1:00 PM	Math block
1:10 PM	Social Studies
2:00 PM	Elective: Art, Physical Education or Music, Planning period.
2:50 PM	Review of what was taught with students and prepare for end-of-day
3:00 PM	Take students to the door or buses
4:00 PM	Prep time & prepare lessons etc.....staff meeting/RTI

Attachment 8
Indianapolis Innovation Academy

Attendance and Participation

IIA will open in accordance with Indiana Code and in compliance with state requirements regarding required holidays and commemorative exercises. The calendar will exceed the minimum number of instructional days and clock hours required by the Indiana Department of Education:

Grades	7:40- 8:36	8:40- 9:32	9:36- 10:28	10:32- 11:24	11:28 - 11:58	12:02- 12:32	12:58 - 1:50	1:54- 2:46	2:50- 3:20
6th	English Language Arts	Technology	Mathematics	Social Studies	Lunch	Reading block	Science	Character Ed/PBL	Advisory/ Tutorial/ CMP
7th	Mathematics	English Language Arts	Social Studies	Science	Reading Block	Lunch	Technology	Character Ed/PBL	Advisory/ Tutorial/ CMP
8th	Science	Social Studies	English Language Arts	Technology	Reading block	Lunch	Mathematics	Character Ed/PBL	Advisory/ Tutorial/ CMP

Application and Enrollment Requirements

Application Process

- The application period shall be a minimum of two weeks in duration, with evening and/or weekend times available.
- The Academy shall accept applications all year. If openings occur during the academic year, students shall be enrolled. If openings do not exist, applicants shall be placed on the official waiting list. The waiting list shall cease to exist at the beginning of the next application period.
- In the event there are openings in the class for which students have applied, students shall be admitted according to the official waiting list. The position on the waiting list shall be determined by the random selection drawing. If there is no waiting list, students shall be admitted on a first-come, first-served basis.
- The Academy may neither close the application period nor hold a random selection drawing for unauthorized grades prior to receipt of approval from the Charter Schools Office.

Legal Notice

- The Academy shall provide legal notice of the application and enrollment process in a local newspaper of general circulation. A copy of the legal notice must be forwarded to the Charter Schools Office.
- At a minimum, the legal notice must include:
 - A. The process and/or location(s) for requesting and submitting applications.
 - B. The beginning date and the ending date of the application period.
 - C. The date, time, and place the random selection drawing(s) will be held, if needed.
- The legal notice of the application period shall be designed to inform individuals that are most likely to be interested in attending the Academy.
- The Academy, being an equal opportunity educational institution, shall be committed to good-faith affirmative action efforts to seek out, create and serve a diverse student body.

Application and Enrollment Requirements

Re-enrolling Students

- The Academy shall notify parents or guardians of all enrolled students of the deadline for notifying the Academy that they wish to re-enroll their child.
- If the Academy Board has a sibling preference policy, the re-enrollment notice must also request that the parent or guardian indicate whether a sibling(s) seeks to enroll for the upcoming academic year.
- An enrolled student who does not re-enroll by the specified date can only apply to the Academy during the application period for new students.
- An applicant on the waiting list at the time a new application period begins must reapply as a new student.
- After collecting the parent or guardian responses, the Academy must determine the following:
 - A. The number of students who have re-enrolled per grade or grouping level.
 - B. The number of siblings seeking admission for the upcoming academic year per grade.
 - C. If space is unavailable, the Academy must develop a waiting list for siblings of re-enrolled students.
 - D. The number of spaces remaining, per grade, after enrollment of current students and siblings.

Application and Enrollment Requirements

Random Selection Drawing

A random selection drawing is required if the number of applications exceeds the number of available spaces.

Prior to the application period, the Academy shall:

- Establish written procedures for conducting a random selection drawing.
- Establish the maximum number of spaces available per grade or grouping level.
- Establish the date, time, place and person to conduct the random selection drawing.
- Notify the Charter Schools Office of both the application period and the date of the random selection drawing, if needed. The Charter Schools Office may have a representative on-site to monitor the random selection drawing process.

The Academy shall use a credible, neutral “third party” such as a CPA firm, government official, ISD official or civic leader to conduct the random selection drawing. Further, the Academy shall:

- Conduct the random selection drawing at a public meeting where parents, community members and the public may observe the process.
- Use numbers, letters, or another system that guarantees fairness and does not give an advantage to any applicant.

The Academy shall notify applicants not chosen in the random selection drawing that they were not selected and that their name has been placed on the Academy’s official waiting list for openings that may occur during the academic year. Students shall appear on the official waiting list in the order they were selected in the random selection drawing.

Indianapolis Innovation Academy Student Discipline Policy

Class 1 Offenses- Minor Problem Behavior	
Insubordination: Defiance/Disrespect/Non-Compliance	Refusing to follow directions in brief or low-intensity; failure to respond to adult i.e. talking back, rude to adult, etc.
Disruption	Any form of protest or demonstration that disrupts the normal educational process; low-intensity, but inappropriate.
Truancy and Tardiness	Truancy is declared when a student is absent/late from school or any portion thereof without school authorization and parental consent. Repeated tardiness is considered truancy.
Technology Violation	Any cell phones, electronic pagers, and any other electronic device that is seen or heard (i.e. iPods, CD players, MP3 players, etc).
Property Misuse	Student engages in low-intensity misuse of property.
Physical Contact/Physical Aggression	Student engages in non-serious, but inappropriate physical contact.
Dress Code Violation	Student does not adhere to the specified dress code.
Inappropriate Language	Student engages in low-intensity instance of inappropriate language.
Other Disruptive Materials/Behavior	Any minor violation of a school rule not listed above or any act that disrupts or interferes with the educational process.
Class 2 Offenses- Major Problem Behavior	
Disruption	Engaging in behavior that causes interruption in class or during an activity i.e. loud talking, yelling, screaming, noises, horse-playing, sustained out-of-seat, etc.
Abusive Language/Inappropriate Language	Student delivers verbal message that includes profanity, disrespect, or name calling or use of words in an inappropriate way.
Skip Class/Truancy	Truancy is declared when a Student is absent from school or any portion thereof without school authorization and parental consent. Repeated violations of tardiness are considered as truancy.
Defiance/Disrespect/ Insubordination/ Non-Compliance	Student engages in refusal to follow direction, talks back and/or delivers socially rude interactions.

Inappropriate Display of Affection/Sexual Harassment	Any behavior or any conduct of a sexual nature deemed inappropriate whether involuntary or voluntary.
Harassment/ Bullying/Cyber bullying	Non-sexual Harassment: Conduct that is directed at a specific person (verbal or gestural) that causes substantial emotional distress. Words or actions that may threaten to do injury to another person or that intimidates another person through fear for his/her safety. No actual physical contact is necessary. Harassment may be in many forms i.e. personal, through others, Facebook, text message, etc.
Lying/Cheating/Verbal Abuse	Name calling, racial or ethnic slurs or derogatory statements that disrupt the school program. Delivering a message that is true or untrue, i.e. starting rumors.
Other Behavior/ Conduct	Any major violation of a school rule not listed above or any act that disrupts or interferes with the educational process.
Class 3 Offenses – Major Problem Behavior	
Bomb Threat/False Alarms	Activating a fire alarm system and/or reporting a fire or bomb when none exist.
Use/Possession of Weapons	Student in possession of knives, guns (real or look alike), or other objects readily capable of causing bodily harm i.e. brass knuckles, stun gun, baseball bat, etc.
Gang Affiliation Display or Gang Like Behavior	Student uses gestures, dress, and/or speech to display affiliation with a gang. Inviting, contacting or giving permission (direct or non-direct) to non-IIA individuals to participate in intimidating or threatening behavior/conduct (physical/non-physical) on school grounds or any school activity.
Property Damage/Vandalism	Destruction of or defacing property belonging to, rented by or on loan to the school system, or property of persons employed by the school or students in attendance at the school.
Fighting/Physical Aggression	A violent attack and/or an unlawful attempt or threat to do harm to a faculty, staff member, or another Student.
Forgery/Theft/Plagiarism	Student is in possession of, having passed on, or being responsible for removing someone else's property or has signed a person's name without permission.
Arson	The willful and malicious burning, or attempt to burn any part of any property belonging to, or under contract to the school, or property of persons employed by the school or on school property.
Possession/Use of Tobacco	Student is in possession of or using tobacco.

Possession/Use of Combustibles/ Dangerous Objects	Student is in possession of or uses dangerous objects that includes explosives, firecrackers, clubs, mace, gasoline, matches, lighters, lighter fluid, pepper spray, and other irritant sprays etc.
Use/Possession of Drugs/Distribution of Illegal Substance or Material(s)	The use, possession, sale or distribution of any illegal substance or imitations.
Criminal Sexual Conduct	Any conduct that does harm or threatens a person and is sexual in nature such as sexual harassment, and/or invading a person's personal boundaries or body.
Interference with or Intimidation of School Personnel	Non-sexual Harassment: Conduct that is directed at a specific person that causes substantial emotional distress in such person and serves no legitimate purpose. Intimidation: such as verbal abuse, phone calls or letters.
Use/Possession of Alcoholic Beverages	Student is in possession of or is using alcohol.
Other Illegal Conduct	Any other illegal conduct not mentioned above i.e. burglary, theft, robbery, larceny, breaking and entering, extortion, criminal sexual conduct, etc.

VIOLATIONS:

Violations of the "Code of Conduct" may result in disciplinary action, suspension, and/or expulsion. Suspensions will range from one to ten days depending on the offense. A parent/legal guardian must attend a scheduled conference before the Student can be readmitted to school. School officials have no obligation to speak with any person other than a parent and/or legal guardian.

Due process – All Students will be disciplined in a just and reasonable manner. Each Student will be given his/her due process at all times.

NOTE: The staff, on a case-to-case basis, may utilize other forms of discipline. No staff member will use physical force during the discipline process, unless it is completely necessary to maintain the safety of IIA Students and/or staff.

USING CAMERA PHONE/VIDEO DEVICES

The use of camera phones/video devices is strictly prohibited on school property or during school sponsored events. A Student caught improperly using any telecommunication device to take or transmit photographic images faces suspension, loss of privileges, and may be recommended for expulsion. Taking or transmitting digital images during testing is also prohibited. If a Student is caught transmitting digital images during testing, they will automatically fail the exam and will face suspension.

USING CELL PHONES

Cell phone use is prohibited during the school day. Cell phones can be used after school only. If a cell phone is visible to any member of staff, the phone will be confiscated and held for a 24 hour period. If a Student refuses to surrender his or her cell phone or any other electronic device, they may receive an out of school suspension.

SEARCH AND SEIZURE

Search of a Student and his/her possessions, including vehicles, may be conducted at any time he or she is under the jurisdiction of the board of directors. If there is a reasonable suspicion that the Student is in violation of the law and/or the IIA code of conduct, a search may be conducted to protect the health and safety of others. All searches may be conducted with or without a Student's consent.

CARE OF SCHOOL PROPERTY

The school board of Indianapolis Innovation Academy has provided some of the best equipment and facilities found anywhere. IIA Students can best show their appreciation and pride by taking care of the building, equipment and grounds so they can pass them on to future Students in good condition. Any Student who defaces, damages, or destroys school property will be required to repair or replace the damaged item and will also face further disciplinary action. In cases of unavoidable accidents, Students are liable for all damages they may do to school property. There is a computer use policy enclosed that specifically addresses the care and use of technology equipment. A parent and Student signature acknowledging the computer use policy is required.



August 24th, 2017

To the Indiana Charter School Board,

Operation Hope is a social service agency that is passionate about helping and serving others in our community through the means of counseling, care to the homeless and unfortunate, community events, and family therapy. We pride ourselves on being the helping hand people need, bettering lives every day.

Through our experience, we have learned that one of the greatest ways we can help those in our community, is by surrounding our organization around like-minded agencies who are going in the same direction we are going in. We understand that positive change can never happen alone, and the more people and organizations we synchronize with, the greater opportunities we will have to fully express who we are as an agency and community establishment.

We are thoroughly impressed with Indianapolis Innovation Academy as they represent the same values and virtues we do. While there are other charter schools in this city, very little specialize in a certain area of life that most children are in dire need of exposure to, and that is in the field and lifestyle of agriculture. Agriculture is not just farming, but it is a way (culture) of life that offers discipline, development, and standards to whoever engages in it.

Indianapolis Innovation Academy will super succeed expectations as they are not just satisfied with educating young minds with information, but they are consumed with implementing life changing principles that will produce not just intelligent children, but all around great wholesome citizens. To be successful in agriculture, people cannot just have mental acumen, but also perseverance and grit. Agriculture encompasses cultivation, production, patience, harvesting, and a hard work ethic just to name a few. These are also characteristics any human needs to be successful at any task in life. Indianapolis Innovation Academy is preparing tomorrows leaders while bringing care to the present needs of children in-which Operation Hope is all about. We are excited to partner with this academy and change lives in our community.

Sincerely,

Pam Franklin

Operation Hope Director



3702 N. Emerson Ave.
Indianapolis, IN 46218
(317)549-6965 Phone
(317)549-8979 Fax

August 18th, 2017

To the Indiana Charter School Board,

It is with great pleasure to announce our partnership with Indianapolis Innovation Academy. We both agree that changing lives is one of the most important passions any organization should have. We believe that the values this academy believes in are congruent with what we do as a company.

Just as Indy Friendly Travels services those who have unfortunate physical ailments by bringing the convenience of stress free transportation back and forth from their appointments, Indianapolis Innovation Academy services the lives of young children, by bringing the convenience of high quality individuals and teachers to children who are in need of something innovative, fresh, and relevant through the principles of agriculture.

Indianapolis Innovation Academy not only wants to educate children, but this academy desires to instill character, ethics, and quality into today's youth, bringing balance and structure along the way. We will continue to show our approval and support for Indiana Innovation Academy by establishing a long-lasting partnership in our community for years to come.

Sincerely,

A handwritten signature in black ink that reads 'Steven L. Thompson'. The signature is fluid and cursive, with the first name 'Steven' being the most prominent.

Steven L. Thompson,

President, Indy Friendly Travels, Inc.
and the Indy Friendly Staff

Indianapolis Innovation Academy

Parents and Community

The IIA governing board intends to involve all stakeholders in the community including business, nonprofits, government, parents and students, churches, health industry, and local governmental entities to collaborate and partner with the Academy in making this enterprise successful for the full-benefit of reaching and teaching children interested in STEM-Agricultural fields. Below is a plan that the IIA governing board expects to implement upon securing a charter contract with the Indiana Charter School Board (ICSB).

BEST PRACTICES BY CATEGORY

- Create a welcoming school climate.
- Provide families information related to child development and creating supportive learning environments.
- Establish effective school-to-home and home-to-school communication
- Strengthen families' knowledge and skills to support and extend their children's learning at home and in the community.
- Engage families in school planning, leadership and meaningful volunteer opportunities.
- Connect students and families to community resources that strengthen and support students' learning and well-being

CREATE A WELCOMING SCHOOL CLIMATE.

- Provide a personal greeting and welcome packet for all parents visiting the school, including a community services directory, important school contact information, school calendar and coupons to local businesses.
- Have teachers make personal contacts with families through email, phone calls or home visits.
- Hold an open house, prior to school opening, at which families can meet their children's teachers, tour the school building and meet other parents.
- Provide child care to enable families to attend school-sponsored, family-involvement events.
- Offer translators to welcome and assist families during school activities.

CREATE A WELCOMING SCHOOL CLIMATE

- Provide workshops and materials for parents on typical development and appropriate parent and school expectations for various age groups.
- Print suggestions for parents on home conditions that support learning at each grade level.
- Partner with local agencies to provide regular parenting workshops on nutrition, family recreation or communication.
- Have school personnel make home visits at transition points such as preschool, elementary, and middle school to help families and students understand what to expect.

ESTABLISH EFFECTIVE SCHOOL-TO-HOME AND HOME-TO-SCHOOL COMMUNICATION.

- Provide printed information for parents on homework policies and on monitoring and supporting student work at home.
- Send home folders of student work weekly or monthly for parent review and comment.

- Develop electronic grade booklets so families can frequently monitor their children's progress.
- Clearly communicate school policies to all families in their home language.
- Establish formal mechanisms for families to communicate to administrators and teachers as needed (e.g., direct phone numbers, email addresses, weekly hours for families to call or meet).
- Create a families "suggestion or comment" box (electronic and onsite) for families to anonymously provide their questions, concerns and recommendations.

STRENGTHEN FAMILIES' KNOWLEDGE AND SKILLS TO SUPPORT AND EXTEND THEIR CHILDREN'S LEARNING AT HOME AND IN THE COMMUNITY.

- Provide training and materials for parents on how to improve children's study skills or learning in various academic subjects.
- Make regular homework assignments that require students to discuss with their families what they are learning in class.
- Provide a directory of community resources and activities that link to student learning skills and talents, including summer programs for students.
- Offer workshops to inform families of the high expectations and standards children are expected to meet in each grade level. Provide ways for families to support the expectations and learning at home.
- Engage families in opportunities to work with their children in setting their annual academic, college and career goals.

ENGAGE FAMILIES IN SCHOOL PLANNING, LEADERSHIP AND MEANINGFUL VOLUNTEER OPPORTUNITIES.

- Create roles for parents on all decision-making and advisory committees, properly training them for the areas in which they will serve (e.g., curriculum, budget or school safety).
- Provide equal representation for parents on school governing bodies.
- Conduct a survey of parents to identify volunteer interests, talents and availability, matching these resources to school programs and staff-support needs.
- Create volunteer recognition activities such as events, certificates and thank-you cards.
- Establish a parent telephone tree to provide school information and encourage interaction among parents.
- Structure a network that links every family with a designated parent representative

CONNECT STUDENTS AND FAMILIES TO COMMUNITY RESOURCES THAT STRENGTHEN AND SUPPORT STUDENTS' LEARNING AND WELL-BEING.

- Through school-community partnerships, facilitate families' access to community-based programs (e.g., healthcare and human services) to ensure that families have resources to be involved in their children's education.
- Establish school-business partnerships to provide students mentoring, internships and onsite, experiential learning opportunities.
- Connect students and families to service-learning projects in the community.
- Invite community partners to share resources at annual open houses or parent-teacher conferences.



ARTICLES OF INCORPORATION

State Form 4159 (R16 / 5-14)

Approved by State Board of Accounts, 2014

CONNIE LAWSON
SECRETARY OF STATE
BUSINESS SERVICES DIVISION
302 W. Washington Street, E018
Indianapolis, IN 46204
Telephone: (317) 232-6576

- INSTRUCTIONS:
1. Use 8 1/2" x 11" white paper for attachments.
 2. Present original and one copy to address in upper right corner of this form.
 3. Please TYPE or PRINT in INK.
 4. Please visit our office at www.sos.in.gov.
 5. Make check or money order payable to Secretary of State.

Indiana Code 23-1-21-2

FILING FEE: \$90.00

ARTICLES OF INCORPORATION

The undersigned, desiring to form a Corporation (hereinafter referred to as "Corporation") pursuant to the provisions of:

Indiana Business Corporation Law

Indiana Professional Corporation Act 1983, Indiana Code 23-1.5-1-1, et seq. (Must include a Certificate of Registration.)

As amended, executes the following Articles of Incorporation:

ARTICLE I - NAME AND PRINCIPAL OFFICE

Name of Corporation (The name must include the word Corporation, Incorporated, Limited, Company or an abbreviation thereof.)

Indianapolis Innovation Academy

Address of Principal Office (number and street)

9425 E. 30th Street

City

Indpls

State

In

ZIP code

46229

ARTICLE II - REGISTERED OFFICE AND AGENT

Registered Agent: The name and street address of the Corporation's Registered Agent and Registered Office for service of process are:

Name of Registered Agent (Cannot be the corporation itself.)

John Thompson

Address of Registered Office (number and street) (PO Box not accepted)

9425 E. 30th Street

City

Indpls

State

IN

ZIP code

46229

Required:
 By checking the box, the Signator(s) represents that the registered agent named in the application has consented to the appointment of registered agent.

ARTICLE III - AUTHORIZED SHARES

Number of shares the Corporation is authorized to issue: 0
If there is more than one class of shares, shares with rights and preferences, list such information as "Exhibit A."

ARTICLE IV - INCORPORATORS (INCORPORATORS MAY NEVER BE AMENDED)

NAME

NUMBER AND STREET OR BUILDING

CITY

STATE

ZIP CODE

John Thompson

10404 Stormhaven Way

Indpls

In

46256

Steven L. Thompson

10404 Stormhaven Way

Indpls

In

46256

In Witness Whereof, the undersigned being all the incorporators of said Corporation sign these Articles of Incorporation and verify, subject to penalties of perjury, that the statements contained herein are true,

this 23 day of August, 2017.

Signature of incorporator

John Thompson

Printed name

John Thompson

Signature of incorporator

Steven L. Thompson

Printed name

Steven L. Thompson

Signature of incorporator

Printed name

This instrument was prepared by: (Name)

John Thompson

Address (number and street, city, state, and ZIP code)

10404 Stormhaven Way

1

INDIANAPOLIS INNOVATION ACADEMY

PURPOSE AND DISSOLUTION CLAUSES

PURPOSE:

The organization is organized exclusively for charitable, religious, educational, or scientific purposes under section 501(c)(3) of the Internal Revenue Code, or corresponding section of any

DISSOLUTION:

Upon dissolution of this organization, assets shall be distributed for one or more exempt purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code, or corresponding section of any future federal tax code, or shall be distributed to the federal government, or to state or local government, for a public purpose.

Indianapolis Innovation Academy

Vision for Growth

IAA will offer a K-8 education to the students and families of Indianapolis, Indiana. Each classroom will contain a maximum of 25 students. The five -year enrollment of students is projected in the graph below:

5-Year Growth Targets

School Year	K	1	2	3	4	5	6	7	8	Total
2018-2019	50	50	25	25	25	25				200
2019-2020	50	50	25	25	25	25	25			225
2020-2021	50	50	50	25	25	25	25	25		275
2021-2022	50	50	50	50	25	25	25	25	25	325
2022-2023	50	50	50	50	25	25	25	25	25	325

As the IAA Board of Directors implements the projected growth plan, the school's management team will monitor milestones and metrics on a quarterly basis to determine the school's progress in meeting the key benchmarks.

Code of Ethics for Members of a Board of Directors

Purpose

- I will remember that my first and greatest concern must be the educational welfare of all students attending this Academy. I will put children first as I make my decisions.

Compliance

- I will obey the laws of the state of Michigan and the United States
- I recognize that the board must comply with the Public Meetings Law and has authority to make decisions only at official board meetings. I will refuse to participate in irregular meetings, which are not official.

Policy

- I understand that the board sets policy, but as a board member, I do not manage the Academy's day-to-day operations. I delegate authority for the Academy's administration to the management company.
- I will expect, in board meetings, to spend more time on educational issues than on business details
- I will work cooperatively to establish effective board policies

Behavior

- I will insist that all board and Academy business is ethical and honest
- I will not use my position for personal gain or the benefit of family members or close business associates
- I understand that the board makes decisions as an entity and I will support the majority vote
- I recognize that as an individual board member, I have no authority to speak or act on behalf of the board as a whole
- I will show respect to other board members who may have ideas or opinions different from my own
- I will recognize the integrity of my predecessor and associates and the merit of their work
- I will be open, fair, and honest – without any hidden agendas
- I will make decisions only after reviewing all facts and listening to discussion
- I understand that there is a chain of command and I will refer problems or complaints to the proper administrative office
- I will respect the professionals that the board has hired and give staff and the management company due consideration. I will respect the professionalism of the management company representative or chief executive. I will present criticisms of operations in a positive, constructive way to promote the mission and goals of the school, and will make such criticisms private so that the school's leadership presents a cohesive front
- I recognize that I will, at times, have sensitive information that I will hold in confidence and not divulge except as required by law and will not discuss such matters outside the board room
- I respect the right of the public and the school community to be informed about the board's decisions and school operations, and will provide a mechanism for the public to attend and be heard at board meetings

Adapted from the Iowa School Boards Association, Oregon School Boards Association, Missouri School Boards Association, and Indiana School Boards Association

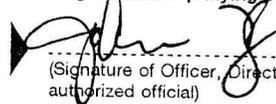
Part XI User Fee Information

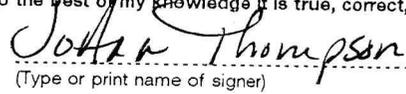
You must include a user fee payment with this application. It will not be processed without your paid user fee. If your average annual gross receipts have exceeded or will exceed \$10,000 annually over a 4-year period, you must submit payment of \$850. If your gross receipts have not exceeded or will not exceed \$10,000 annually over a 4-year period, the required user fee payment is \$400. See instructions for Part XI, for a definition of **gross receipts** over a 4-year period. Your check or money order must be made payable to the United States Treasury. User fees are subject to change. Check our website at www.irs.gov and type "User Fee" in the keyword box, or call Customer Account Services at 1-877-829-5500 for current information.

- 1 Have your annual gross receipts averaged or are they expected to average not more than \$10,000? Yes No
 If "Yes," check the box on line 2 and enclose a user fee payment of \$400 (Subject to change—see above).
 If "No," check the box on line 3 and enclose a user fee payment of \$850 (Subject to change—see above).
- 2 Check the box if you have enclosed the reduced user fee payment of \$400 (Subject to change).
- 3 Check the box if you have enclosed the user fee payment of \$850 (Subject to change).

I declare under the penalties of perjury that I am authorized to sign this application on behalf of the above organization and that I have examined this application, including the accompanying schedules and attachments, and to the best of my knowledge it is true, correct, and complete.

Please Sign Here


(Signature of Officer, Director, Trustee, or other authorized official)


(Type or print name of signer)


(Date)

(Type or print title or authority of signer)

Reminder: Send the completed Form 1023 Checklist with your filled-in-application.

Indianapolis Innovation Academy

Conflict of Interest

Board members shall not perform their official duties from any conflict of interest. To this end, no Board member shall use his/her position as a Board member to benefit either him/herself or any other individual or agency, apart from the total interest of the Academy.

When a member of the Board suspects the possibility of a personal interest conflict, he/she should disclose his/her interest (such disclosure shall become a matter of record in the minutes of the Board) and thereafter abstain from any participation in both the discussion of the matter and the vote thereon.

If a Board member's financial interest pertains to a proposed contract with the Academy, the following requirements must be met:

- The Board member shall disclose the financial interest in the contract to the Board with such disclosure made a part of the official Board minutes;
- Any contract in which there is a conflict of interest must be approved by a vote of not less than two-thirds ($\frac{2}{3}$) of the full Board;
- A member of the Board is presumed to have a conflict of interest if the member or his/her family member has a financial interest or a competing financial interest, in the contract or other financial transaction or is an employee of the Academy.

Having a child in the Academy does not alone constitute a conflict of interest or financial interest in a contract or other financial transaction of the Academy.

“Family member” means a person's spouse or spouse's sibling or child; a person's sibling or sibling's spouse or child; a person's child or child's spouse; or a parent or parent's spouse, and includes these relationships as created by adoption or marriage.

The official minutes of the Board must disclose the name of each party involved in the contract, the nature of the financial interest, and the terms of the contract, including the duration; financial consideration between the parties; facilities or services of the Academy included in the contract; and the nature and degree of assignment of the Academy staff needed to fulfill the contract. Furthermore, the Board member with a conflict of interest in a contract may not participate in the discussion of nor vote on the contract.

Board members shall not accept any money, goods, or services from any person who does business or seeks to do business of any kind with the Academy.

**CORPORATE BYLAWS OF
Indianapolis Innovation Academy**

**ARTICLE I
Objectives and Purposes**

Section 1. OBJECTIVES AND PURPOSES. To operate a charter school pursuant to the provisions of I.C. 20-5.5-1.1, et seq.

Section 2. NONPROFIT STATUS.

- a. The Corporation is organized for religious, charitable, scientific and educational purposes as a nonprofit corporation. Its activities shall be conducted for the aforesaid purposes in such a manner that no part of its net earnings will inure to the benefit of any member, director, officer or individual, other than payments consistent with said purposes.
- b. No substantial part of the activities of the Corporation shall be carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene (including the publishing or distribution of statements), in any political campaign on behalf of or in opposition to any candidate for public office except as authorized under the Internal Revenue Code of 1986, or any later or other sections of the Internal Revenue Code which amend or supersede said sections (the "Code")
- c. The Corporation shall also have such other powers as are now or may hereafter be granted by the Indiana Nonprofit Corporation Act of 1971, as amended (hereinafter the "Indiana Nonprofit Corporation Act").

Section 3. DISSOLUTION. Upon dissolution or final liquidation of the Corporation, The Corporation will distribute any remaining funds it received from the department of education to the department no later than (30) days after dissolution or liquidation as required by Indiana Code 20-5.5-3-3.1.

**ARTICLE II
Offices**

Section 1. PRINCIPAL OFFICES. The principal office of the Corporation shall be 9425 E. 30th Street, in the Indianapolis, County of Marion, in the State of Indiana.

Section 2. REGISTERED AGENT. The initial registered agent shall be JoAnn Thompson. The Corporation shall, at all times, appoint a resident of

Indiana to be resident agent of the Corporation and to serve at the registered office of the Corporation.

ARTICLE III

Membership

Section 1. MEMBERSHIP. The membership of the Corporation shall consist solely of the Indianapolis Innovation Academy, an Indiana nonprofit corporation (hereinafter “Member” or “Membership”) acting by and through its Board of Directors.

ARTICLE IV

Board of Directors

Section 1. GENERAL POWER AND DUTIES. The control and management of the affairs of the Corporation shall be vested in its Board of Directors.

Section 2. NUMBER AND TENURE. At no time may the Board of Director exceed fifteen (15) nor be less than three (3). Each Director shall be elected to Place position and hold office for a period of two (2) years and until their successor shall have been elected and qualified at annual meetings. The terms of the office shall be staggered such that the directors in Place 1, Place 3, Place 5, and Place 7 shall be elected to an initial three-year terms commencing in February of 2005. The directors in Place 2, Place 4, and Place 6 shall be elected to an initial two-tear term commencing in February of 2005. All initial appointments shall be followed by two year terms thereafter with the election for Place 1, Place 3, Place 5, and Place 7 occurring in even years and Place 2, Place 4, and Place 6 occurring in odd numbered years. The Board of Directors will have the right to increase or decrease within the limits prescribed by the articles of Incorporation the number of Directors by a vote of the majority of the Directors present at a properly called meeting of the Board of Directors.

Section 3. QUALIFICATIONS. At least three (3) board members, but no more than a majority shall also be members of the Board of Directors of the member. At least one (1) member of the Board of Directors shall be the parent of a student at the charter school operated by the board; at least two (2) members of the board shall be recognized area educators and at least one (1) member of the board shall be a respected businessman in the community wherein the charter school is operative. Director shall:

- a. Demonstrate a broad understanding of any commitment to the charter school movement.
- b. Demonstrate a willingness to serve within the established corporate structure of the Member and the ability to understand and be responsible for the essential functions of governance;

- c. Certify to the Member that no conflict of interests exists which would impair the board member's ability to serve on the Board of Directors;
- d. Be aware of the time commitment associated with board membership and be willing to fulfill those commitments with openness; and
- e. Recognize and maintain the confidential character of information discussed at meetings, except as required by Indiana's Open Door Law.

Section 4. **REMOVAL OF DIRECTORS.** Any Director may be removed by the Board of Directors by a vote of two-thirds (2/3) of the Directors, at a regular meeting of the Member or at a meeting called expressly for that purpose, whenever in its judgment the best interests of the Corporation will be served thereby.

Section 5. **RESIGNATIONS.** Any Director may resign at any time by giving a written notice to the Board of Directors. Unless otherwise specified in the notice of resignation, the acceptance of such resignation shall not be necessary to make it effective.

Section 6. **VACANCIES.** Any vacancy occurring in the Board of Directors by reason of an increased number of Directors, or by death, removal or resignation of any director shall be filled by the Board of Directors at any annual meeting of the Board of Directors or at a special meeting of the Board of Directors called for that purpose. Each Director so appointed to fill a vacancy shall hold office until a successor shall have been appointed and shall have qualified or until death, resignation or removal.

Section 7. **REGULAR MEETINGS.** A regular annual meeting of the Board of Directors will be held on a date designated by the Board of Directors between ___ and ___, for the transaction of such business as may properly come before the meeting, including, but not limited to, the election of Directors. Failure to hold the annual meeting at the designated time will not work any forfeiture or dissolution of the Corporation. The Board of Directors may provide by resolution the time and place, either within or without the state of Indiana, for the holding of additional regular meetings of the Board of Directors, without other notice than such resolution.

Section 8. **SPECIAL MEETINGS.** Special meetings of the Board of Directors may be held at any time on the call of the president, minimum or the three (3) Directors, or at the request of the member. Special meetings of the Board of Directors may be held at such place, either within or without the state, shall be specified or fixed in the call for such meeting or notice thereof.

Section 9. **NOTICE OF MEETINGS.** Notice of such meetings shall be delivered by a qualified courier service, transmitted by facsimile, mailed, or provided

by such other written communication reasonably designed to provide prompt notice. Such communication shall be made by or at the discretion of the secretary and shall be sent to the president, the member and to each director, addressed to their residence or usual place of business, at least three (3) days before the day on which such meeting is to be held.

Notice may be waived in writing by the president, the member, acting through its president, or any director, either before or after the meeting. Any meeting of the Board of Directors shall be a legal meeting without any notice thereof having been given, if a representative of the member, and president and all directors shall be present thereat. Neither the business to be transacted at, nor the purpose of, any regular or special meeting of the Board of Directors need be specified in the notice or waiver of notice of such meeting.

- Section 10. **QUORUM.** A majority of the total number of directors serving shall constitute a quorum for the transaction of business at any meeting of the Board of Directors.
- Section 11. **MANNER OF ACTING.** The act of a majority of the directors present at a meeting at which a quorum is present shall be the act of the Board of Directors, except as otherwise provided by these bylaws, the articles of Incorporation or as otherwise provided by law.
- Section 12. **ATTENDANCE BY TELEPHONE.** Any or all of the Board of Directors may participate in a meeting of the Board by means of a conference telephone or similar communications equipment by which all persons participating in the meeting can communicate with each other. Participation in this manner constitutes presence in person at the meeting.
- Section 13. **ACTION BY WRITTEN CONSENT.** Any action which is required to be taken, or which may be taken, at a meeting of directors may be taken without a meeting if a consent in writing setting forth the action to be taken shall be signed by all of the directors then in office. Such consent shall have the same force and effect as a unanimous vote of all of the directors. Such writings shall be filed with the minutes of the proceedings of the Board of Directors or of any committee taking such action. Action taken pursuant to this section is effective when the last director signs the consent unless the consent contains a prior or subsequent effective date.
- Section 14. **CONFLICT OF INTEREST.** Each individual serving on the Board of Directors will be required to prepare and submit a Conflict of Interest Disclosure Statement on an annual basis.

ARTICLE V Officers

- Section 1. **OFFICERS.** The officers of this corporation shall consist of a President, Vice President, Secretary and Treasurer, which shall be elected by the Board of Directors. The officers elected by the Board of Directors at its annual meeting shall hold office until the next annual meeting of the Board of Directors or until their respective successors are elected and qualified.
- Section 2. **PRESIDENT.** The president will be the chief executive office of the Corporation and will reside at all meetings of the Board of Directors. Under the Board's direction, the President will have general supervision over the affairs of the Corporation and over the officers. The President will sign contracts on behalf of the corporation and shall perform all such other duties as are incident to this office.
- Section 3. **THE VICE PRESIDENT.** The Vice President shall assist the President in the discharge of the duties of the President as the President may direct, and shall perform such other duties as from time to time may be assigned by the President of the Board of Directors. In the absence of the President or in the event of the President's inability or refusal to act, the Vice President shall perform the duties of the President, and when so acting shall have all the powers of and be subject to all of the restrictions upon the President.
- Section 4. **THE SECRETARY.** The Secretary shall keep full and complete minutes of all of the meetings of the Board of Directors and shall attend the meetings of the Board of Directors and shall act as clerk thereof and record all of the acts and votes and the minutes of proceeding in a book to be kept for that purpose; and shall provide the Members with copies of the minutes of all meetings of the Board of Directors and copies of all actions taken by written consent of the Board of Directors. The secretary shall give, or cause to be given, notice of all meetings of the Board of Directors, unless notice thereof be waived, and shall perform such other duties as may be from time to time assigned. The secretary shall have custody of the corporate seal and shall affix the same to all papers and documents whenever the seal shall be required to be affixed and shall have custody of and properly keep all of the record books of the Corporation.
- Section 5. **THE TREASURER.** The Treasurer shall render to the President, Vice President, the Board of Directors, and the Member, whenever they may require it, an accounting an accounting of the financial condition of the Corporation. The Treasurer of the Board shall be a voting member of the Finance Committee.
- Section 6. **ADDITIONAL OFFICERS.** The Board of Directors may elect or authorize the appointment of additional officers as the business of the Corporation may require, including, without limitation, Vice Presidents, Assistant Secretary, and Assistant Treasurers, each of whom shall hold

office for such period, have such authority and perform such duties as may be provided in these Bylaws or as the Board from time to time may direct.

Section 7. **RESIGNATION.** Any officer may resign at any time by giving written notice to the Board of Directors or to the President or Secretary of the Corporation. Any such resignation shall take effect at the time specified therein, and unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective.

Section 8. **REMOVAL.** Any of the officers designated in Section 1 of Article V with the exception of the President may be removed by the Board of Directors by a vote of a majority of the total number of Directors on the full Board, whenever in its judgment the best interests of the Corporation will be served thereby.

ARTICLE VI **Committees**

Section 1. **STANDING AND SPECIAL COMMITTEES.** The President shall, with the approval of the Board of Directors, appoint such standing or special committees of such size as the President or Board of Directors may deem necessary to properly carry on the activities and affect the purposes of the Corporation. Such committees shall perform as the President or the Board of the Directors may direct.

ARTICLE VII **Corporate Governance**

Section 1. **Order of Business.** Meetings of the Board of Directors shall be conducted in accordance with Roberts' Rules of Order, except insofar as the Articles of Incorporation, Bylaws or any rule adopted by the Board of Directors may otherwise provide. The order of business at meetings of the Board of Directors, insofar as practicable, will be:

- Item 1. Proof of due notice of meeting.
- Item 2. Call of roll.
- Item 3. Reading and approval of prior minutes and disposal of any unapproved minutes.
- Item 4. Reports of officers and committees.
- Item 5. Unfinished business.
- Item 6. New Business.
- Item 7. Election of directors
- Item 8. Adjournment

In general, the regulation and management of the affairs of the corporation, its Board of Directors and its officers will be governed by the Indiana Nonprofit Corporation Act of 1991, as amended, and the Articles of Incorporation of the Corporation, as amended.

ARTICLE VIII
Indemnification

- Section 1. (a) The Corporation shall indemnify any Director, officer, committee member, employee or agent, as well as the member (included herein as “person”) who was or is a party, or is threatened to be made a party, to any threatened, pending or completed action, suit or proceeding, whether civil, criminal, administrative or investigative (including the imposition of a tax under Section 4958(a)(2) of the code, but excluding an action by or in the right of the Corporation) by reason of the fact that the person is or was a Director, Officer, Committee Member, employee, agent or member of the Corporation, or is or was serving at the request of the Corporation as a Director, officer, committee member, employee or agent of another corporation, partnership, joint venture, trust other enterprise, against expenses (including reasonable attorney’s fees), judgments, fines, and amounts paid in settlement actually and reasonably incurred by the person in connection with such action, suit or proceeding, provided the Corporation shall not be obliged to provide indemnification which would constitute excess benefit within the meaning of Section 4958 of the code. The indemnification shall apply only if the person acted in good faith and in a manner the person reasonably believed to be in, or not opposed to, the best interests of the Corporation, and, with respect to any criminal action or proceedings, had no reasonable cause to believe his or her conduct was unlawful. Termination of any action, suit or proceeding by judgment, order, settlement, conviction, or upon a plea of *nolo contendere* or its equivalent, shall not, of itself, create a presumption that the person did not act in good faith and in a manner the person reasonably believed to be in, or not opposed to, the best interests of the Corporation or, with respect to any criminal actions or proceeding, that the person has no reasonable cause to believe his or her conduct was unlawful.
- (b) The Corporation shall indemnify any person who was or is a party or is threatened to be made a party, to any threatened, pending or completed action or suit by or in the right of the Corporation to procure a judgment in its favor by reason of the fact that the person is or was a Director, Officer, committee member, employee, agent or member of the Corporation, or is or was serving at the request of the Corporation as a Director, Officer, committee member, employee or agent of another corporation, partnership, joint venture, trust or other enterprise, against expenses (including reasonable attorneys’ fees). Judgments, fines and amounts paid in settlement actually and reasonably incurred by the person in connection with the defense or settlement of such action or suit, if the person acted in good faith and in a manner the person reasonably believed to be in, or not opposed to, the best interests of the Corporation, provided that no indemnification shall be made in respect of any claim, issue or matter as to which the person shall have been adjusted to be liable for negligence or misconduct in the performance of his or her duty to

the Corporation, unless, and only to the extent that the court in which such action or suit was brought shall determine upon application that, despite the adjudication of liability, but in view of all the circumstances of the case, such person is fairly and reasonably entitled to indemnify for such expense as the court shall deem proper.

- Section 2. To the extent that a person who may be indemnified has been successful, on the merits or otherwise, in the defense of any action, suit or proceeding referred to in Section 1 of this Article, or in the defense of any claim, issue or matter therein, the person shall be indemnified against expenses, including attorneys' fees, actually and reasonably incurred by him or her in connection with such action.
- Section 3. Any other indemnification (unless ordered by a court) shall be made by the Corporation only as authorized in the specific case, upon a determination that indemnification of the Director, Officer, committee member, employee, agent or member is proper in the circumstances because the person acted in good faith and in a manner the person reasonably believed to be in, or not opposed to, the best interests of the Corporation. Such determination shall be made (1) by the Directors of the Corporation by a majority vote of a quorum consisting of Directors who were not parties to such action, suit or proceeding, or (2) if such a quorum is not obtainable, or even if obtainable, if a quorum of disinterested Directors so directs, by independent legal counsel in a written opinion or (3) by a Member of the Corporation.
- Section 4. Expenses incurred by a Director, officer, committee member, employee, agent or Member in defending such an action, suit or proceeding may be paid by the Corporation in advance of the final disposition of such action, suit or proceeding as authorized by the Board in the specific case upon receipt of any undertaking by or on behalf of such Director, officer, committee member, employee, agent or Member to repay such amount unless it shall ultimately be determined that the person is entitled to be indemnified by the Corporation.
- Section 5. Indemnification under this Article shall not be deemed exclusive of any other rights to which those seeking indemnification may be entitled under any agreement, vote of the Member or other provision, both as to action in the person's official capacity and as to action in another capacity while holding such office, and shall unless otherwise provided when authorized, continue as to a person who has ceased to be a Director, officer, committee member, employee or agent and shall inure to the benefit of the heirs, executors and administrators of such person.
- Section 6. The Corporation may purchase and maintain insurance on behalf of any person or entity referred to in the preceding Sections of this Article against any liability asserted against and incurred by the person in any such capacity, or arising out of the person's status as such, whether or not the Corporation would have the power to indemnify the person against such liability under the provisions of this Article.

ARTICLE IX
Miscellaneous Provisions

- Section 1. **CORPORATE SEAL.** The corporate seal of the Corporation shall be circular in the form bearing the name of the Corporation and state of incorporation in the marginal circle and the words “Corporate Seal” in the inner circle. Said seal may be used by causing it or a facsimile or equivalent thereof to be impressed or affixed or reproduced.
- Section 2. **DEPOSITORIES.** Subject to the provisions of Article IV, Section 1 of these Bylaws, all funds of the Corporation not otherwise employed shall be deposited from time to time to the credit of the Corporation in such banks, trust companies or other depositories as the Board of Directors or its duly authorized agent may designate.
- Section 3. **CHECKS, DRAFTS, ETC.** All checks, drafts or other orders for the payment of money issued in the name of the Corporation shall be signed by such officer or officers or person or persons, whether or not officers of the Corporation, in such manner as shall from time to time be determined by resolution of the Board of Directors.
- Section 4. **DEEDS, MORTGAGES, BONDS, CONTRACTS AND OTHER INSTRUMENTS.** All deeds, mortgages, bonds and other contracts or instruments of the Corporation shall be signed by the President and by the Secretary, or by such other individuals as the Board of Directors may designate.
- Section 5. **BONDS.** The Board of Directors may require an officer, agent, or employee to furnish bond for the faithful discharge of his/her duty and for the protection of the Corporation, in such sum and with such surety or sureties as the Board of Directors may deem advisable.
- Section 6. **FISCAL YEAR.** The fiscal year of the Corporation shall begin on the first day of July and end on the last day of June of each year.
- Section 7. **WAIVER OF NOTICE.** Whenever any notice whatever is required to be given by law, the Articles of Incorporation or these Bylaws, a waiver thereof, in writing signed by the person or persons entitled to such notice, whether before, at or after the time stated therein, shall be deemed the equivalent to the giving of such notice.
- Section 8. **GIFTS** The Board of Directors may accept on behalf of the Corporation any contribution, gift, bequest or devise for the general purpose or for any special purpose of the Corporation.
- Section 9. **AMENDMENTS TO BYLAWS AND/OR ARTICLES OF INCORPORATION.** The Bylaws and/or the Articles of Incorporation may

be amended by an affirmative vote of two-thirds (2/3) of the Board of Directors.

The seal adopted by the Corporation is affixed hereto and made a part hereof.

Indianapolis Innovation Academy

By: _____

ATTEST:

Exhibit E

Statement of Assurances

The charter school agrees to comply with all of the following provisions: (*Read and check*)

1. A resolution or motion has been adopted by the charter school applicant's governing body that authorizes the submission of this application, including all understanding and assurances contained herein, directing and authorizing the applicant's designated representative to act in connection with the application and to provide such additional information as required.
2. Recipients operate (or will operate if not yet open) a charter school in compliance with all federal and state laws, including Indiana Charter Schools Law as described in all relevant sections of IC § 20-24.
3. Recipients will, for the life of the charter, participate in all data reporting and evaluation activities as required by the ICSB and the Indiana Department of Education. See in particular IC § 20-20-8-3 and relevant sections of IC § 20-24.
4. Recipients will comply with all relevant federal laws including, but not limited to, the *Age Discrimination in Employment Act* of 1975, Title VI of the *Civil Rights Act* of 1964, Title IX of the *Education Amendments of 1972*, section 504 of the *Rehabilitation Act* of 1973, Part B of the *Individuals with Disabilities Education Act*, and section 427 of the *General Education Provision Act*.
5. Recipients will comply with all provisions of the Non regulatory Guidance—Public Charter Schools Program of the U.S. Department of Education, which includes the use of a lottery for enrollment if the charter school is oversubscribed, as well as with applicable Indiana law. See also relevant sections of IC § 20-24.
6. Recipients shall ensure that a student's records, and, if applicable, a student's individualized education program as defined at 20 U.S.C. § 1401(14) of the *Individuals with Disabilities Education Act*, will follow the student, in accordance with applicable federal and state law.
7. Recipients will comply with all provisions of the *Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act of 2015 ("ESSA")*, including but not limited to, provisions on school prayer, the Boy Scouts of America Equal Access Act, the Armed Forces Recruiter Access to Students and Student Recruiting Information, the Unsafe School Choice Option, the Family Educational Rights and Privacy Act ("FERPA") and assessments.
8. Recipients will operate with the organizer serving in the capacity of fiscal agent for the charter school and in compliance with generally accepted accounting principles.
9. Recipients will at all times maintain all necessary and appropriate insurance coverage.
10. Recipients will indemnify and hold harmless the ICSB, the State of Indiana, all school corporations providing funds to the charter school (if applicable), and their officers, directors, agents and employees.

and any successors and assigns from any and all liability, cause of action, or other injury or damage in any way relating to the charter school or its operation.

11. Recipients understand that the ICSB may revoke the charter if the ICSB deems that the recipient is not fulfilling the academic goals, fiscal management, or legal and operational responsibilities outlined in the charter.

Signature from Authorized Representative of the Charter School Applicant

I, the undersigned, am an authorized representative of the charter school applicant and do hereby certify that the information submitted in this application is accurate and true to the best of my knowledge and belief. In addition, I do hereby certify to the assurances contained above.

PRINT NAME & TITLE

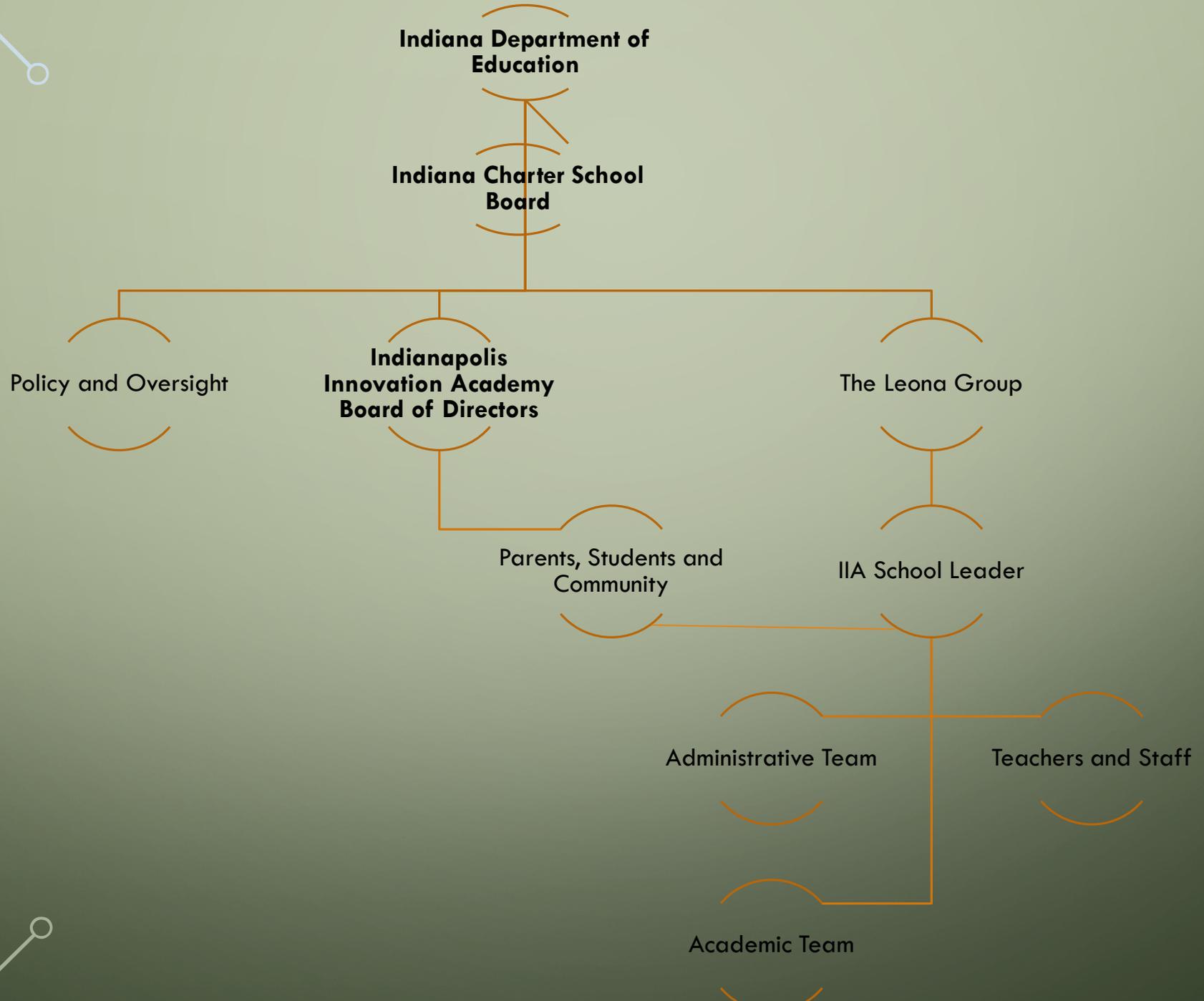
John Thompson, Board Member

DATE

SIGN NAME

John J

8-30-2017



Indianapolis Innovation Academy

Capacity

Currently, the Academy has not yet identified a school leader for Fall 2018 opening. However, JoAnn Thompson and identified IIA board members, along with Javier Garibay, Leona Group representative, will work in partnership to get the Academy off the ground. Mr. Garibay has been in education for 31 years; 9 years in higher education and the remaining years split between traditional public school and charter school (18 years) experience. Mr. Garibay has been a teacher, school leader, superintendent, and now, VP for Growth and Development for the Leona Group. No person on the charter school organizing team will be monetarily compensated.

IIA Timelines

Position	Responsibilities	Timeline
School Leader	<ul style="list-style-type: none">● Instructional Leader	<ul style="list-style-type: none">● Interviews from November 2017-December 30, 2017● Decision to be made by January 15, 2018
Educational Service Provider	Back-office support: <ul style="list-style-type: none">● Academic Support● Human Resources● Quality Initiatives● Compliance● Budget & Finance● Special Projects● Technology● Grants● Marketing & Communication● Special Education	<ul style="list-style-type: none">● April 1, 2018
Teachers and Staff	<ul style="list-style-type: none">● Classroom teachers● Paraprofessionals● Custodians● Office Manager● Security● Kitchen support● Interventionist	<ul style="list-style-type: none">● May 20, 2018

Indianapolis Innovation Academy

Start-up and Operations

The IIA Board of Directors recognizes the right of students, staff, and the community to a safe, and orderly school and work environment. The IIA governing board is fully committed to maximizing school safety and creating a peaceful, caring, and safe environment that is free from physical and psychological harm. The Academy has high expectations for student conduct, characterized by accountable and responsible behavior, violence and bully-prevention programs and respect for others. The Academy will develop a plan of action with its administrative and instructional team that addresses how to maximize opportunities for teaching and learning. The same plan will address emergency procedures, security plans, visitor policies, general safety and emergency response training, through a continuous review and on-going evaluation and assessment of effectiveness.

Start-up Plan and Levels of Responsibility

School Leader	<ul style="list-style-type: none">● Curriculum, Assessment & Evaluation● Instructional Leadership● Goal & Mission Leader● Hire teachers and staff● Discipline● School Improvement Coordinator
Community Liaison	<ul style="list-style-type: none">● Parental Involvement;● Community networking● Marketing and Recruitment
Technology/IT	<ul style="list-style-type: none">● Software and hardware maintenance and ordering of new products for teachers and staff
Architect & Construction Manager	<ul style="list-style-type: none">● Facility development, permits, securing Certificate of Occupancy and
Management Company	Assistance with: <ul style="list-style-type: none">● Academic Support● Quality Initiatives● Budget & Finance● Marketing and Communication● Special Education and General Education● Compliance● Grant administration● Human Resources● Special Projects● Technology

Security Office	<ul style="list-style-type: none">● Safe and orderly environment
Custodial Support	<ul style="list-style-type: none">● Clean, safe and orderly environment
Teachers and Staff	<ul style="list-style-type: none">● Implementation of a rigorous and relevant curriculum.● Positive relationships with students, parents and staff.● Mission driven

Indianapolis Innovation Academy

There will be no transportation provided in the first two years of operation at the Academy. The board of directors will study the feasibility for transportation in 2020-2021 school year with a third party provider. The Academy will be in full compliance with the McKinney-Vento Homeless Assistance Act that provides federal money for homeless shelter programs that protects and improves the lives and safety of the homeless with special focus on families with children. Furthermore, the Academy will abide by the **Individuals with Disabilities Education Act (IDEA)** which is a four-part (A-D) piece of American legislation that ensures students with a disability are provided with Free Appropriate Public Education (FAPE) that is tailored to their individual needs. Finally, the Academy will ensure that Section 511 of the Rehabilitation Act is in place to help identify actions SEAs, LEAs and Vocational Rehabilitation Agencies need to take. Section 501 also serves to identify resources to assist with Section 511 of the Rehabilitation Act.

3. The Academy will provide and develop a safety and procedure protocol that has as its core:

- The protection of the health, safety, security and welfare of the school population;
- The prevention of, intervention in, response to and recovery from emergency and crisis situations;
- The establishment and maintenance of a climate of civility; and
- Supportive services for staff, students and their families.

The Emergency Plan will contain, among other things, protocols and procedures for quickly communicating to staff, students, parents, and emergency responders that a crisis situation exists; procedures for minimizing the risk of physical harm to students and staff in the event of exposure to a hazard(s); and protocols for responding to emergencies that require prompt and orderly actions, such as fires. The Academy will also conduct regular fire and security drills, such as non-fire evacuations, bomb threats, lockdown, and active shooter situations.



CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)
08/23/2017

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must have ADDITIONAL INSURED provisions or be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER Marsh USA Inc. 2325 E. Camelback Road Suite 600 Phoenix, AZ 85016 CN101360284-COH-Cyber-16-17	CONTACT NAME: PHONE (A/C, No, Ext): _____ FAX (A/C, No): _____ E-MAIL ADDRESS: _____	
	INSURER(S) AFFORDING COVERAGE	
INSURED Leona Master, L.L.C. (CORP) 7878 N 16th St., Suite 150 Phoenix, AZ 85020	INSURER A : LLoysds - AF Beazley Syndicate	
	INSURER B :	
	INSURER C :	
	INSURER D :	
	INSURER E :	
	INSURER F :	

COVERAGES **CERTIFICATE NUMBER:** LOS-002350788-01 **REVISION NUMBER:** 1

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
	COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS-MADE <input type="checkbox"/> OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: <input type="checkbox"/> POLICY <input type="checkbox"/> PRO-JECT <input type="checkbox"/> LOC OTHER: _____						EACH OCCURRENCE \$ DAMAGE TO RENTED PREMISES (Ea occurrence) \$ MED EXP (Any one person) \$ PERSONAL & ADV INJURY \$ GENERAL AGGREGATE \$ PRODUCTS - COMP/OP AGG \$ \$
	AUTOMOBILE LIABILITY <input type="checkbox"/> ANY AUTO <input type="checkbox"/> OWNED AUTOS ONLY <input type="checkbox"/> SCHEDULED AUTOS <input type="checkbox"/> HIRED AUTOS ONLY <input type="checkbox"/> NON-OWNED AUTOS ONLY						COMBINED SINGLE LIMIT (Ea accident) \$ BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$ \$
	UMBRELLA LIAB <input type="checkbox"/> OCCUR EXCESS LIAB <input type="checkbox"/> CLAIMS-MADE DED RETENTION \$						EACH OCCURRENCE \$ AGGREGATE \$ \$
	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below						PER STATUTE OTH-ER E.L. EACH ACCIDENT \$ E.L. DISEASE - EA EMPLOYEE \$ E.L. DISEASE - POLICY LIMIT \$
A	Network Security & Privacy Cyber			W1CCB7160101	09/30/2016	09/30/2017	Policy Aggregate 2,000,000 Retention 5,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)

CERTIFICATE HOLDER TO WHOM IT MAY CONCERN	CANCELLATION SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.
	AUTHORIZED REPRESENTATIVE of Marsh USA Inc. Daniel Ward <i>Daniel Ward</i>



CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)
08/22/2017

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

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PRODUCER Marsh USA Inc. 2325 E. Camelback Road Suite 600 Phoenix, AZ 85016 Attn: Phoenix.CertRequest@marsh.com / Fax: 212-948-4364 CN101360284-CONS-All-16-18	CONTACT NAME: _____	
	PHONE (A/C, No, Ext): _____	FAX (A/C, No): _____
E-MAIL ADDRESS: _____		
INSURER(S) AFFORDING COVERAGE		NAIC #
INSURER A : Philadelphia Indemnity Insurance Company		18058
INSURER B : Twin City Fire Insurance Company		29459
INSURER C :		
INSURER D :		
INSURER E :		
INSURER F :		

COVERAGES **CERTIFICATE NUMBER:** LOS-002350681-01 **REVISION NUMBER:**

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
A	<input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: <input checked="" type="checkbox"/> POLICY <input type="checkbox"/> PRO-JECT <input type="checkbox"/> LOC OTHER: _____			PHPK1677581	07/01/2017	07/01/2018	EACH OCCURRENCE \$ 1,000,000 DAMAGE TO RENTED PREMISES (Ea occurrence) \$ 300,000 MED EXP (Any one person) \$ 15,000 PERSONAL & ADV INJURY \$ 1,000,000 GENERAL AGGREGATE \$ 2,000,000 PRODUCTS - COMP/OP AGG \$ 2,000,000
A	<input checked="" type="checkbox"/> AUTOMOBILE LIABILITY <input checked="" type="checkbox"/> ANY AUTO <input type="checkbox"/> OWNED AUTOS ONLY <input type="checkbox"/> SCHEDULED AUTOS NON-OWNED AUTOS ONLY <input type="checkbox"/> HIRED AUTOS ONLY			PHPK1677581 APD Comp./Coll. Ded.: \$1,000/\$1,000	07/01/2017	07/01/2018	COMBINED SINGLE LIMIT (Ea accident) \$ 1,000,000 BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$
A	<input checked="" type="checkbox"/> UMBRELLA LIAB <input checked="" type="checkbox"/> OCCUR <input type="checkbox"/> EXCESS LIAB <input type="checkbox"/> CLAIMS-MADE DED <input checked="" type="checkbox"/> RETENTION \$ 10,000			PHUB591092	07/01/2017	07/01/2018	EACH OCCURRENCE \$ 1,000,000 AGGREGATE \$ 1,000,000
B	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below		Y/N N / A	72WEPH6721	09/29/2016	09/29/2017	<input checked="" type="checkbox"/> PER STATUTE <input type="checkbox"/> OTH-ER E.L. EACH ACCIDENT \$ 1,000,000 E.L. DISEASE - EA EMPLOYEE \$ 1,000,000 E.L. DISEASE - POLICY LIMIT \$ 1,000,000
A	Educators Legal Liability			PHPK1677604	07/01/2017	07/01/2018	Each Claim \$ 1,000,000 Aggregate \$ 1,000,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)
Evidence Of Insurance

CERTIFICATE HOLDER TO WHOM IT MAY CONCERN	CANCELLATION SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.
	AUTHORIZED REPRESENTATIVE of Marsh USA Inc. Daniel Ward <i>Daniel Ward</i>



ADDITIONAL REMARKS SCHEDULE

AGENCY Marsh USA Inc.		NAMED INSURED Leona Master, L.L.C. (AOS) 7878 N. 16th St., Ste. 150 Phoenix, AZ 85020	
POLICY NUMBER		EFFECTIVE DATE:	
CARRIER	NAIC CODE		

ADDITIONAL REMARKS

THIS ADDITIONAL REMARKS FORM IS A SCHEDULE TO ACORD FORM,
FORM NUMBER: 25 **FORM TITLE:** Certificate of Liability Insurance

Coverage: Crime
 Policy #PHPK1517685
 Policy Dates: 7/1/2016 to 7/1/2017
 Carrier Name: Philadelphia Indemnity Insurance Company
 Limits:
 \$500,000 Employee Dishonesty

Coverage : Abuse and Molestation
 Policy #PHPK1517685
 Policy Dates: 7/1/2016 - 7/1/2017
 Carrier Name: Philadelphia Indemnity Insurance Company
 Limits :
 \$1,000,000 Each Occurrence
 \$1,000,000 Aggregate

Coverage: Directors & Officers / Employment Practices Liability
 Policy #PHSD1160004
 Policy Dates: 7/1/2016 - 7/1/2017
 Carrier Name: Tokio Marine Specialty Insurance Company Limits:
 \$1,000,000 Each Claim
 \$2,000,000 Aggregate
 \$25,000 Retention



CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)
08/23/2017

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PRODUCER Marsh USA Inc. 2325 E. Camelback Road Suite 600 Phoenix, AZ 85016 CN101360284-CORP--17-18	CONTACT NAME: _____ PHONE (A/C, No, Ext): _____ FAX (A/C, No): _____ E-MAIL ADDRESS: _____													
	<table border="1"> <thead> <tr> <th>INSURER(S) AFFORDING COVERAGE</th> <th>NAIC #</th> </tr> </thead> <tbody> <tr> <td>INSURER A : The Insurance Company of the State of PA</td> <td>19429</td> </tr> <tr> <td>INSURER B :</td> <td></td> </tr> <tr> <td>INSURER C :</td> <td></td> </tr> <tr> <td>INSURER D :</td> <td></td> </tr> <tr> <td>INSURER E :</td> <td></td> </tr> <tr> <td>INSURER F :</td> <td></td> </tr> </tbody> </table>	INSURER(S) AFFORDING COVERAGE	NAIC #	INSURER A : The Insurance Company of the State of PA	19429	INSURER B :		INSURER C :		INSURER D :		INSURER E :		INSURER F :
INSURER(S) AFFORDING COVERAGE	NAIC #													
INSURER A : The Insurance Company of the State of PA	19429													
INSURER B :														
INSURER C :														
INSURER D :														
INSURER E :														
INSURER F :														
INSURED Leona Master, L.L.C. (CORP) 7878 N 16th St., Suite 150 Phoenix, AZ 85020														

COVERAGES **CERTIFICATE NUMBER:** LOS-002350789-01 **REVISION NUMBER:** 2

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
A	COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR <input checked="" type="checkbox"/> Foreign General Liability GEN'L AGGREGATE LIMIT APPLIES PER: <input type="checkbox"/> POLICY <input type="checkbox"/> PRO-JECT <input type="checkbox"/> LOC OTHER: _____			WS11009888	07/01/2017	07/01/2018	EACH OCCURRENCE \$ 1,000,000 DAMAGE TO RENTED PREMISES (Ea occurrence) \$ 1,000,000 MED EXP (Any one person) \$ 50,000 PERSONAL & ADV INJURY \$ 1,000,000 GENERAL AGGREGATE \$ 2,000,000 PRODUCTS - COMP/OP AGG \$ 2,000,000 \$
A	AUTOMOBILE LIABILITY <input type="checkbox"/> ANY AUTO <input type="checkbox"/> OWNED AUTOS ONLY <input checked="" type="checkbox"/> HIRED AUTOS ONLY <input type="checkbox"/> SCHEDULED AUTOS <input checked="" type="checkbox"/> NON-OWNED AUTOS ONLY			WS11009888 Foreign Business Auto - Contingent	07/01/2017	07/01/2018	COMBINED SINGLE LIMIT (Ea accident) \$ 1,000,000 BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$ \$
	UMBRELLA LIAB <input type="checkbox"/> OCCUR EXCESS LIAB <input type="checkbox"/> CLAIMS-MADE DED \$ RETENTION \$						EACH OCCURRENCE \$ AGGREGATE \$ \$
A	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below			WS11009888 Foreign Voluntary Comp	07/01/2017	07/01/2018	PER STATUTE OTH-ER E.L. EACH ACCIDENT \$ 1,000,000 E.L. DISEASE - EA EMPLOYEE \$ 1,000,000 E.L. DISEASE - POLICY LIMIT \$ 1,000,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)
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CERTIFICATE HOLDER TO WHOM IT MAY CONCERN	CANCELLATION SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.
	AUTHORIZED REPRESENTATIVE of Marsh USA Inc. Daniel Ward <i>Daniel Ward</i>

School Name: Indianapolis Innovation Academy

SCHOOL ENROLLMENT PROJECTIONS

Planned Number of Students																	
ACADEMIC YEAR	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL	% ELL	% SPED	% FRL
Year 1: 2018-2019	50	50	25	25	25	25								200			
Year 2: 2019-2020	50	50	25	25	25	25	25							225			
Year 3: 2020-2021	50	50	50	25	25	25	25	25						275			
Year 4: 2021-2022	50	50	50	50	25	25	25	25	25					325			
Year 5: 2022-2023	50	50	50	50	25	25	25	25	25					325			

Planned Number of Classes														
ACADEMIC YEAR	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Year 1: 2018-2019	2	2	1	1	1	1								8
Year 2: 2019-2020	2	2	1	1	1	1	1							9
Year 3: 2020-2021	2	2	2	1	1	1	1	1						11
Year 4: 2021-2022	2	2	2	2	1	1	1	2	2					15
Year 5: 2022-2023	2	2	2	2	1	1	1	2	2					15

Note: FDK students are treated as 1 for purposes of ADM.

	2017	2018
Foundation Grant	\$ 5,088	\$ 5,246
Complexity Grant	\$ 3,539	\$ 3,539

INDIANA CHARTER SCHOOL BOARD

5-Year Pro Forma Budget Submission Template

|General Instructions for New School Applicants

- Complete the School Enrollment Projection tab in **ORANGE**
 - Complete the Year 0 - Budget and Cash Flow tab in **PURPLE**
 - Complete **ALL FIVE** annual budget tabs in **BLUE**
 - Complete **ALL FIVE** staffing tabs in **GREEN**
 - Enter information into the **WHITE** cells
 - Do not enter information into the **GREY** cells
- **NOTE:** Applicants proposing to operate a network of schools should add a worksheet or attach consolidated network's 5-Year pro-forma budget, reflecting all components - including the region of the Indiana network.
- We encourage applicants to contact the Indiana Department of Education Office of School Finance for information on Indiana's funding formula and all grant and operating funds available. Visit <http://www.doe.in.gov> for more information.

a separate file reflecting the
ial back office/central office -

ance to learn more about
ov/idoefinance for more

School Name: Indianapolis Innovation Academy						
	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
REVENUE						
State Revenue						
Basic Grant		\$ 1,725,400	\$ 1,976,625	\$ 2,430,302	\$ 2,889,394	\$ 2,906,787
State Matching Funds for School Lunch Program		\$ -	\$ -	\$ -	\$ -	\$ -
Professional Development		\$ -	\$ -	\$ -	\$ -	\$ -
Technology Grants		\$ -	\$ -	\$ -	\$ -	\$ -
Remediation Program		\$ -	\$ -	\$ -	\$ -	\$ -
Gifted and Talented Program		\$ -	\$ -	\$ -	\$ -	\$ -
Textbook Reimbursement		\$ 36,000	\$ 4,500	\$ 14,000	\$ 28,000	\$ 10,000
Summer School		\$ -	\$ -	\$ -	\$ -	\$ -
Charter and Innovation Network School Grant Program		\$ 100,000	\$ 112,500	\$ -	\$ -	\$ -
Charter and Innovation Network School Advance Program		\$ -	\$ -	\$ -	\$ -	\$ -
Other State Revenue Special Education		\$ 40,000	\$ 45,000	\$ 55,000	\$ 65,000	\$ 65,000
Other State Revenue (please describe)		\$ -	\$ -	\$ -	\$ -	\$ -
Federal Revenue						
Public Charter School Program (PCSP) Grant	\$ -	\$ -	\$ -			
Facilities Assistance Program Grant		\$ -	\$ -			
Public Law 101-476 (IDEA)		\$ 30,000	\$ 33,750	\$ 41,250	\$ 48,750	\$ 48,750
Title I		\$ 120,000	\$ 135,000	\$ 165,000	\$ 195,000	\$ 195,000
Title II		\$ 15,000	\$ 16,875	\$ 20,625	\$ 24,375	\$ 24,375
Federal Lunch Program		\$ 100,000	\$ 112,500	\$ 137,500	\$ 162,500	\$ 162,500
Federal Breakfast Reimbursement		\$ 40,000	\$ 45,000	\$ 55,000	\$ 65,000	\$ 65,000
Other Revenue Federal sources (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Revenue Federal sources (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Revenue Federal sources (please describe)		\$ -	\$ -	\$ -	\$ -	\$ -
Other Revenues						
Committed Philanthropic Donations	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Before and After Care Fees		\$ -	\$ -	\$ -	\$ -	\$ -
Interest Income		\$ -	\$ -	\$ -	\$ -	\$ -
Other - Uniform sales and fundraisers	\$ -	\$ 10,000	\$ 11,250	\$ 13,750	\$ 16,250	\$ 16,250
Other - Encore program fees	\$ -	\$ 10,000	\$ 11,250	\$ 13,750	\$ 48,750	\$ 48,750
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Revenue	\$ -	\$ 2,226,400	\$ 2,504,250	\$ 2,946,177	\$ 3,543,019	\$ 3,542,412

EXPENDITURES						
Personnel Expenses						
Wages, Benefits and Payroll Taxes	\$ 36,575	\$ 891,523	\$ 1,378,740	\$ 1,680,341	\$ 2,049,344	\$ 2,189,235
Substitute Teachers		\$ 6,750	\$ 12,000	\$ 13,500	\$ 16,500	\$ 16,500
Professional Development	\$ -	\$ 15,000	\$ 15,000	\$ 15,000	\$ 15,000	\$ 15,000
Bonuses		\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Personnel Expenses	\$ 36,575	\$ 913,273	\$ 1,405,740	\$ 1,708,841	\$ 2,080,844	\$ 2,220,735
Instructional Supplies and Resources						
Textbooks	\$ -	\$ 72,000	\$ 9,000	\$ 18,000	\$ 18,000	\$ 5,000
Library, periodicals, etc	\$ -	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500
Technology	\$ -	\$ 15,000	\$ 16,000	\$ 28,000	\$ 56,000	\$ 20,000
Assessment materials	\$ -	\$ 8,000	\$ 11,250	\$ 13,750	\$ 16,250	\$ 16,250
Computers	\$ -	\$ 87,500	\$ 35,000	\$ 15,000	\$ 30,000	\$ -
Software	\$ -	\$ 8,000	\$ 12,000	\$ 13,000	\$ 14,000	\$ 15,000
Other classroom supplies	\$ -	\$ 50,000	\$ 16,250	\$ 23,750	\$ 26,250	\$ 16,250
Field trips, other unclassified items	\$ -	\$ 6,000	\$ 13,500	\$ 16,500	\$ 22,500	\$ 22,500
Co-curricular & Athletics	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Encore Program fees	\$ -	\$ 30,000	\$ 30,000	\$ 35,000	\$ 40,000	\$ 40,000
Student Uniforms	\$ -	\$ 10,000	\$ 11,250	\$ 13,750	\$ 16,250	\$ 16,250
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Instructional Supplies and Resources	\$ -	\$ 289,000	\$ 156,750	\$ 179,250	\$ 241,750	\$ 153,750
Support Supplies and Resources						
Administrative Computers	\$ 3,500	\$ 3,000	\$ -	\$ -	\$ 2,000	\$ -
Administrative Software	\$ -	\$ 1,500	\$ 2,000	\$ 2,000	\$ 2,500	\$ 2,500
Administration Dues, fees, misc expenses	\$ 500	\$ 2,000	\$ 2,500	\$ 2,500	\$ 4,000	\$ 4,000
Office supplies	\$ 2,000	\$ 15,000	\$ 15,000	\$ 20,000	\$ 22,000	\$ 22,000
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Support Supplies and Resources	\$ 6,000	\$ 21,500	\$ 19,500	\$ 24,500	\$ 30,500	\$ 28,500

Facilities							
Rent, mortgage, or other facility cost	\$ 15,000	\$ 180,000	\$ 186,000	\$ 192,000	\$ 198,000	\$ 204,000	
Furniture & Equipment	\$ 5,000	\$ 116,000	\$ 17,500	\$ 28,000	\$ 29,000	\$ -	
Gas/electric	\$ 1,750	\$ 21,000	\$ 24,000	\$ 24,000	\$ 24,000	\$ 25,200	
Water/Sewer	\$ 275	\$ 3,300	\$ 3,600	\$ 3,600	\$ 3,600	\$ 3,900	
Grounds Keeping	\$ 500	\$ 6,000	\$ 6,000	\$ 6,000	\$ 7,200	\$ 7,200	
Maintenance Services	\$ 1,000	\$ 24,000	\$ 24,000	\$ 24,000	\$ 24,000	\$ 24,000	
Custodial	\$ -	\$ 30,000	\$ 30,600	\$ 30,600	\$ 31,800	\$ 31,800	
Waste disposal	\$ 250	\$ 3,000	\$ 3,300	\$ 3,300	\$ 3,600	\$ 3,600	
Debt Service for Facilities (Interest Only)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Total Facilities	\$ 23,775	\$ 383,300	\$ 295,000	\$ 311,500	\$ 321,200	\$ 299,700	
Other							
Contingency	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Indiana Charter School Board Administrative Fee	\$ -	\$ 51,762	\$ 59,299	\$ 72,909	\$ 86,682	\$ 87,204	
CMO/EMO Fee	\$ -	\$ 222,640	\$ 250,425	\$ 294,618	\$ 354,302	\$ 354,241	
Common School Fund Loan Interest Costs	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Escrow account for dissillusionment / closure	\$ -	\$ -	\$ 10,000	\$ 10,000	\$ 10,000	\$ -	
Interest for Line of Credit/ Revolving Loan	\$ -	\$ 6,800	\$ -	\$ -	\$ -	\$ -	
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Total Other	\$ -	\$ 281,202	\$ 319,724	\$ 377,527	\$ 450,984	\$ 441,445	
Total Expenditures	\$ 84,350	\$ 2,140,275	\$ 2,485,824	\$ 2,939,955	\$ 3,510,360	\$ 3,524,976	
Carryover/Deficit	\$ (84,350)	\$ 86,126	\$ 18,426	\$ 6,221	\$ 32,659	\$ 17,435	
Cumulative Carryover/(Deficit)	\$ (84,350)	\$ 1,776	\$ 20,202	\$ 26,423	\$ 59,082	\$ 76,518	

Expected New School Annual Operating Budget and Cash Flow Projections -- YEAR 0 -- Pre-Opening Period

	Jun-17	Jul-17	Aug-17	Sep-17	Oct-17	Nov-17	Dec-17	TOTAL 2017	Jan-18	Feb-18	Mar-18	Apr-18	May-18	Jun-18
REVENUE														
Federal Revenue														
Public Charter School Program (PCSP) Grant (NOTE: this is a competitive grant. Funding is not guaranteed.)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Charter and Innovation Network School Grant Program	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Revenue Federal sources (please describe)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Revenue Federal sources (please describe)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Revenues														
Committed Philanthropic Donations	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-
EXPENDITURES														
Personnel Expenses														
Wages, Benefits and Payroll Taxes (TOTAL must match "Staffing Year 0")	-	-	-	-	-	-	-	-	-	-	-	8,867.00	8,867.00	18,841.00
Professional Development	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Personnel Expenses	-	-	-	-	-	-	-	-	-	-	-	8,867.00	8,867.00	18,841.00
Instructional Supplies and Resources														
Textbooks	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Library, periodicals, etc	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Technology	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Assessment materials	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Computers	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Software	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other classroom supplies	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Field trips, other unclassified items	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Co-curricular & Athletics	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Instructional Supplies and Resources	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Support Supplies and Resources														
Administrative Computers	-	-	-	-	-	-	-	-	-	-	-	3,500.00	-	-
Administrative Software	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Administration Dues, fees, misc expenses	-	-	-	-	-	-	-	-	-	-	-	500.00	-	-
Office supplies	-	-	-	-	-	-	-	-	-	-	-	2,000.00	-	-
Other (please describe)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Support Supplies and Resources	-	-	-	-	-	-	-	-	-	-	-	6,000.00	-	-

	Jun-17	Jul-17	Aug-17	Sep-17	Oct-17	Nov-17	Dec-17	TOTAL 2017	Jan-18	Feb-18	Mar-18	Apr-18	May-18	Jun-18
Board Expenses														
Charter Board Services, including Board Training, retreats	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Charter Board Supplies & Equipment	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Charter Board Dues, fees, etc	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Board Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Professional Purchased or Contracted Services														
Legal Services	-	-	-	-	-	-	-	-	-	-	-	-	-	4,000.00
Audit Services (compliant with SBOA requirements)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Payroll Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Accounting Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Printing/Newsletter/Annual Report Services	-	-	-	-	-	-	-	-	-	-	-	2,500.00	2,500.00	5,000.00
Consultants	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Internet Services	-	-	-	-	-	-	-	-	-	-	-	-	-	1,000.00
Telephone/Telecommunication Services	-	-	-	-	-	-	-	-	-	-	-	-	-	500.00
Total Insurance Costs (per ICSB requirements detailed in charter school application)	-	-	-	-	-	-	-	-	-	-	-	-	-	2,500.00
Travel	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Postage	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Education Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Student Information Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Food service	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Transportation	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Nursing Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Professional Purchased or Contracted Services	-	-	-	-	-	-	-	-	-	-	-	2,500.00	2,500.00	13,000.00
Facilities														
Rent, mortgage, or other facility cost	-	-	-	-	-	-	-	-	-	-	-	-	-	15,000.00
Furniture & Equipment	-	-	-	-	-	-	-	-	-	-	-	-	-	5,000.00
Gas/electric	-	-	-	-	-	-	-	-	-	-	-	-	-	1,750.00
Water/ Sewer	-	-	-	-	-	-	-	-	-	-	-	-	-	275.00
Grounds Keeping	-	-	-	-	-	-	-	-	-	-	-	-	-	500.00
Maintenance Services	-	-	-	-	-	-	-	-	-	-	-	-	-	1,000.00
Custodial	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Waste disposal	-	-	-	-	-	-	-	-	-	-	-	-	-	250.00
Debt Service for Facilities (Interest Only)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Facilities	-	-	-	-	-	-	-	-	-	-	-	-	-	23,775.00
Other														
Contingency	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Indiana Charter School Board Administrative Fee (0% in Year 0)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CMO/EMO Fee	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenditures	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 17,367	\$ 11,367	\$ 55,616

	Jun-17	Jul-17	Aug-17	Sep-17	Oct-17	Nov-17	Dec-17	TOTAL 2017	Jan-18	Feb-18	Mar-18	Apr-18	May-18	Jun-18
Net Income (Pre-Cash Flow Adjustments)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ (17,367)	\$ (11,367)	\$ (55,616)
CASH FLOW ADJUSTMENTS														
OPERATING ACTIVITIES														
Example - Add Back Depreciation	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Operating Activities	-	-	-	-	-	-	-	-	-	-	-	-	-	-
INVESTMENT ACTIVITIES														
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Investment Activities	-	-	-	-	-	-	-	-	-	-	-	-	-	-
FINANCING ACTIVITIES														
Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	-	-	-	-	-	-	17,500.00	11,500.00	56,000.00
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Financing Activities	-	-	-	-	-	-	-	-	-	-	-	17,500.00	11,500.00	56,000.00
Total Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	17,500.00	11,500.00	56,000.00
NET INCOME	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 133	\$ 133	\$ 384
Beginning Cash Balance	-	-	-	-	-	-	-	-	-	-	-	-	-	-
ENDING CASH BALANCE	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 133	\$ 133	\$ 384

TOTAL FIRST HALF 2018	
\$	(84,350)
	-
	-
	-
	-
	-
	-
	85,000.00
	-
	85,000.00
	85,000.00
\$	650.00
	-
\$	650.00

Expected New School Annual Operating Budget -- YEAR 1 -- Fiscal Year July 1-June 30

REVENUE	Amount	Notes
State Revenue		
Basic Grant	\$ 1,725,400	Foundation Grant, Complexity Grant, Full Day Kindergarten
State Matching Funds for School Lunch Program		
Professional Development		
Technology Grants		
Remediation Program		
Gifted and Talented Program		
Textbook Reimbursement	\$ 36,000	
Summer School		
Charter and Innovation Network School Grant Program	\$ 100,000	Under the FY16/17 appropriation, all charters in their first two years are automatically awarded \$500 / student for capital and transportation costs. Please review IC 20-24-13 for criteria for schools in subsequent years.
Charter and Innovation Network School Advance Program		Note: Please review IC 20-49-9 for information.
Other State Revenue Special Education	\$ 40,000	
Other State Revenue (please describe)		
Federal Revenue		
Public Charter School Program (PCSP) Grant		NOTE: This is a competitive grant for planning & implementation. Funding is not guaranteed. The funding for the PCSP grant is distributed through a reimbursement process. Contact Jeff Barber at the IDOE with questions.
Charter School Facilities Assistance Program Grant		
Public Law 101-476 (IDEA)	\$ 30,000	
Title I	\$ 120,000	
Title II	\$ 15,000	
Federal Lunch Program	\$ 100,000	80% Reimbursement
Federal Breakfast Reimbursement	\$ 40,000	80% Reimbursement
Other Revenue Federal sources (please describe)		
Other Revenue Federal sources (please describe)		
Other Revenue Federal sources (please describe)		
Other Revenues		
Committed Philanthropic Donations		
Before and After Care Fees		
Interest Income		
Other - Uniform sales and fundraisers	\$ 10,000	Uniform sales and fundraisers
Other - Encore program fees	\$ 10,000	\$50 per student
Other (please describe)		
Other (please describe)		
Total Revenue	\$ 2,226,400	
EXPENDITURES		
Personnel Expenses		
Wages, Benefits and Payroll Taxes	\$ 891,523	Use staffing workbook
Substitute Teachers	\$ 6,750	9 teachers, 5 days off, \$150 per day, contracted service
Professional Development	\$ 15,000	
Bonuses		
Other (please describe)		
Total Personnel Expenses	\$ 913,273	

Instructional Supplies and Resources		
Textbooks	\$ 72,000	\$90 per book, 4 subjects, 200 students
Library, periodicals, etc	\$ 2,500	
Technology	\$ 15,000	10 classrooms
Assessment materials	\$ 8,000	\$40 per pupil
Computers	\$ 87,500	25 computers per classroom
Software	\$ 8,000	licenses
Other classroom supplies	\$ 50,000	\$250 per student for the first year
Field trips, other unclassified items	\$ 6,000	Transportation and entrance fees, 1 trip per classroom
Co-curricular & Athletics		
Encore Program fees	\$ 30,000	Encore Programs
Student Uniforms	\$ 10,000	Uniforms, 2 per students, \$25 per uniform
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Instructional Supplies and Resources	\$ 289,000	
Support Supplies and Resources		
Administrative Computers	\$ 3,000	Computers and 1 printer
Administrative Software	\$ 1,500	licenses
Administration Dues, fees, misc expenses	\$ 2,000	
Office supplies	\$ 15,000	
Other (please describe)		
Total Support Supplies and Resources	\$ 21,500	
Board Expenses		
Charter Board Services, including Board Training, retreats	\$ 2,500	
Charter Board Supplies & Equipment	\$ 1,000	
Charter Board Dues, fees, etc	\$ -	
Other (please describe)		
Total Board Expenses	\$ 3,500	
Professional Purchased or Contracted Services		
Legal Services	\$ 5,000	
Audit Services (compliant with SBOA requirements)	\$ -	These invoices will begin year 2
Payroll Services		
Accounting Services		
Printing/Newsletter/Annual Report Services	\$ 15,000	Marketing
Consultants		
Internet Services	\$ 12,000	
Telephone/Telecommunication Services	\$ 6,000	
Total Insurance Costs (per ICSB requirements detailed in charter school application)	\$ 26,000	Averages of similar charter schools used
Travel	\$ 2,500	
Postage	\$ 2,000	
Special Education Services	\$ 40,000	Contracted speech, OT and social work
Student Information Services		
Food service	\$ 140,000	Contracted Service
Transportation		
Nursing Services		
Other (please describe)		
Total Professional Purchased or Contracted Services	\$ 248,500	

Facilities		
Rent, mortgage, or other facility cost	\$ 180,000	Rent at \$15,000/ month
Furniture & Equipment	\$ 116,000	\$500 per student, \$1000 per employee
Gas/electric	\$ 21,000	1,750 per month
Water/ Sewer	\$ 3,300	\$275 per month
Grounds Keeping	\$ 6,000	\$500 per month
Maintenance Services	\$ 24,000	Equipment maintenance
Custodial	\$ 30,000	\$2,500 per month
Waste disposal	\$ 3,000	\$250 per month
Debt Service for Facilities (Interest Only)		
Other (please describe)		
Total Facilities	\$ 383,300	
Other		
Contingency		
Indiana Charter School Board Administrative Fee	\$ 51,762	Assume 3% of Basic Grant (Row 6)
CMO/EMO Fee	\$ 222,640	Be certain to reflect the full amount of any fee, including the management fee and any pass-through fees. If pass-through fees are reflected elsewhere in the budget, please clearly indicate this in the Budget Narrative.
Charter and Innovation Network School Advance Program Interest Costs		
Escrow account for disillusionment / closure		Schools are required to maintain an account in reserve to cover expenses for school closing. \$10,000 should be placed in reserve starting in year 2 with a balance of \$30,000 by year 4.
Interest for Line of Credit/ Revolving Loan	\$ 6,800	
Other (please describe)		
Total Other	\$ 281,202	
Total Expenditures	\$ 2,140,275	
Carryover/Deficit	\$ 86,126	

Cumulative Carryover/(Deficit) \$ 1,776

Expected New School Annual Operating Budget -- YEAR 2 -- Fiscal Year July 1-June 30		
REVENUE	Amount	Notes
State Revenue		
Basic Grant	\$ 1,976,625	Foundation Grant, Complexity Grant, Full Day Kindergarten
State Matching Funds for School Lunch Program		
Professional Development		
Technology Grants		
Remediation Program		
Gifted and Talented Program		
Textbook Reimbursement	\$ 4,500	
Summer School		
Charter and Innovation Network School Grant Program	\$ 112,500	Under the FY16/17 appropriation, all charters in their first two years are automatically awarded \$500 / student for capital and transportation costs. Please review IC 20-24-13 for criteria for schools in subsequent years.
Charter and Innovation Network School Advance Program		Note: Please review IC 20-49-9 for information.
Other State Revenue Special Education	\$ 45,000	Based on averages in surrounding area
Other State Revenue (please describe)		
Federal Revenue		
Public Charter School Program (PCSP) Grant		NOTE: This is a competitive grant for planning & implementation. Funding is not guaranteed.
Charter School Facilities Assistance Program Grant		
Public Law 101-476 (IDEA)	\$ 33,750	
Title I	\$ 135,000	
Title II	\$ 16,875	
Federal Lunch Program	\$ 112,500	80% Reimbursement
Federal Breakfast Reimbursement	\$ 45,000	80% Reimbursement
Other Revenue Federal sources (please describe)		
Other Revenue Federal sources (please describe)		
Other Revenue Federal sources (please describe)		
Other Revenues		
Committed Philanthropic Donations		
Before and After Care Fees		
Interest Income		
Other - Uniform sales and fundraisers	\$ 11,250	Uniform sales and fundraisers
Other - Encore program fees	\$ 11,250	\$50 per student
Other (please describe)		
Other (please describe)		
Total Revenue	\$ 2,504,250	
EXPENDITURES		
Personnel Expenses		
Wages, Benefits and Payroll Taxes	\$ 1,378,740	Use staffing workbook
Substitute Teachers	\$ 12,000	16 teachers, 5 days off, \$150 per day, contracted service
Professional Development	\$ 15,000	
Bonuses		
Other (please describe)		
Total Personnel Expenses	\$ 1,405,740	

Instructional Supplies and Resources		
Textbooks	\$ 9,000	\$90 per book, 4 subjects, 25 additional students
Library, periodicals, etc	\$ 2,500	
Technology	\$ 16,000	4 additional classrooms
Assessment materials	\$ 11,250	\$50 per pupil
Computers	\$ 35,000	4 additional classrooms
Software	\$ 12,000	licenses
Other classroom supplies	\$ 16,250	\$50 per student, \$250 per new student
Field trips, other unclassified items	\$ 13,500	Transportation and entrance fees, 2 trips per classroom
Co-curricular & Athletics		
Encore Program fees	\$ 30,000	Encore Programs
Student Uniforms	\$ 11,250	Uniforms, 2 per students, \$25 per uniform
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Instructional Supplies and Resources	\$ 156,750	
Support Supplies and Resources		
Administrative Computers		
Administrative Software	\$ 2,000	licenses
Administration Dues, fees, misc expenses	\$ 2,500	
Office supplies	\$ 15,000	
Other (please describe)		
Total Support Supplies and Resources	\$ 19,500	
Board Expenses		
Charter Board Services, including Board Training, retreats	\$ 2,500	
Charter Board Supplies & Equipment	\$ 1,000	
Charter Board Dues, fees, etc		
Other (please describe)		
Total Board Expenses	\$ 3,500	
Professional Purchased or Contracted Services		
Legal Services	\$ 5,000	
Audit Services (compliant with SBOA requirements)	\$ 12,000	
Payroll Services		
Accounting Services		
Printing/Newsletter/Annual Report Services	\$ 20,000	Marketing
Consultants		
Internet Services	\$ 12,240	
Telephone/Telecommunication Services	\$ 6,120	
Total Insurance Costs (per ICSB requirements detailed in charter school application)	\$ 28,000	Averages of similar charter schools used
Travel	\$ 2,500	
Postage	\$ 2,250	
Special Education Services	\$ 40,000	Contracted speech, OT
Student Information Services		
Food service	\$ 157,500	Contracted Service
Transportation		
Nursing Services		
Other (please describe)		
Total Professional Purchased or Contracted Services	\$ 285,610	

Facilities		
Rent, mortgage, or other facility cost	\$ 186,000	Rent at \$15,500/ month
Furniture & Equipment	\$ 17,500	25 additional students and 6 additional employees
Gas/electric	\$ 24,000	\$2,000 per month
Water/ Sewer	\$ 3,600	\$300 per month
Grounds Keeping	\$ 6,000	\$500 per month
Maintenance Services	\$ 24,000	Equipment maintenance
Custodial	\$ 30,600	\$2,500 per month
Waste disposal	\$ 3,300	\$275 per month
Debt Service for Facilities (Interest Only)		
Other (please describe)		
Total Facilities	\$ 295,000	
Other		
Contingency		
Indiana Charter School Board Administrative Fee	\$ 59,299	Assume 3% of Basic Grant (Row 6)
CMO/EMO Fee	\$ 250,425	Be certain to reflect the full amount of any fee, including the management fee and any pass-through fees. If pass-through fees are reflected elsewhere in the budget, please clearly indicate this in the Budget Narrative.
Charter and Innovation Network School Advance Program Interest Costs		
Escrow account for dissillusionment / closure	\$ 10,000	Schools are required to maintain an account in reserve to cover expenses for school closing. \$10,000 should be placed in reserve starting in year 2 with a balance of \$30,000 by year 4.
Other (please describe)		
Other (please describe)		
Total Other	\$ 319,724	
Total Expenditures	\$ 2,485,824	
Carryover/Deficit	\$ 18,426	

Cumulative Carryover/(Deficit) \$ 20,202

Expected New School Annual Operating Budget -- YEAR 3 -- Fiscal Year July 1-June 30		
REVENUE	Amount	Notes
State Revenue		
Basic Grant	\$ 2,430,302	Foundation Grant, Complexity Grant, Full Day Kindergarten
State Matching Funds for School Lunch Program		
Professional Development		
Technology Grants		
Remediation Program		
Gifted and Talented Program		
Textbook Reimbursement	\$ 14,000	
Summer School		
Charter and Innovation Network School Grant Program		Under the FY16/17 appropriation, all charters in their first two years are automatically awarded \$500 / student for capital and transportation costs. Please review IC 20-24-13 for criteria for schools in subsequent years.
Charter and Innovation Network School Advance Program		Note: Please review IC 20-49-9 for information.
Other State Revenue Special Education	\$ 55,000	Based on averages in surrounding area
Other State Revenue (please describe)		
Federal Revenue		
Public Law 101-476 (IDEA)	\$ 41,250	
Title I	\$ 165,000	
Title II	\$ 20,625	
Federal Lunch Program	\$ 137,500	80% Reimbursement
Federal Breakfast Reimbursement	\$ 55,000	80% Reimbursement
Other Revenue Federal sources (please describe)		
Other Revenue Federal sources (please describe)		
Other Revenue Federal sources (please describe)		
Other Revenues		
Committed Philanthropic Donations		
Before and After Care Fees		
Interest Income		
Other - Uniform sales and fundraisers	\$ 13,750	Uniform sales and fundraisers
Other - Encore program fees	\$ 13,750	\$50 per student
Other (please describe)		
Other (please describe)		
Total Revenue	\$ 2,946,177	
EXPENDITURES		
Personnel Expenses		
Wages, Benefits and Payroll Taxes	\$ 1,680,341	Use staffing workbook
Substitute Teachers	\$ 13,500	18 teachers, 5 days off, \$150 per day, contracted service
Professional Development	\$ 15,000	
Bonuses		
Other (please describe)		
Total Personnel Expenses	\$ 1,708,841	

Instructional Supplies and Resources		
Textbooks	\$ 18,000	\$90 per book, 4 subjects, 50 additional students
Library, periodicals, etc	\$ 2,500	
Technology	\$ 28,000	2 additional classrooms, plus additional technology throughout school
Assessment materials	\$ 13,750	\$50 per pupil
Computers	\$ 15,000	2 additional classrooms
Software	\$ 13,000	licenses
Other classroom supplies	\$ 23,750	\$50 per student, \$250 per new student
Field trips, other unclassified items	\$ 16,500	Transportation and entrance fees, 2 trips per classroom
Co-curricular & Athletics		
Other (please describe)	\$ 35,000	Encore Programs
Other (please describe)	\$ 13,750	Uniforms, 2 per students, \$25 per uniform
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Instructional Supplies and Resources	\$ 179,250	
Support Supplies and Resources		
Administrative Computers		
Administrative Software	\$ 2,000	licenses
Administration Dues, fees, misc expenses	\$ 2,500	
Office supplies	\$ 20,000	
Other (please describe)		
Total Support Supplies and Resources	\$ 24,500	
Board Expenses		
Charter Board Services, including Board Training, retreats	\$ 3,000	
Charter Board Supplies & Equipment	\$ 1,500	
Charter Board Dues, fees, etc		
Other (please describe)		
Total Board Expenses	\$ 4,500	
Professional Purchased or Contracted Services		
Legal Services	\$ 5,000	
Audit Services (compliant with SBOA requirements)	\$ 12,360	
Payroll Services		
Accounting Services		
Printing/Newsletter/Annual Report Services	\$ 20,000	Marketing
Consultants		
Internet Services	\$ 12,485	
Telephone/Telecommunication Services	\$ 6,242	
Total Insurance Costs (per ICSB requirements detailed in charter school application)	\$ 30,000	Averages of similar charter schools used
Travel	\$ 2,500	
Postage	\$ 2,750	
Special Education Services	\$ 50,000	Contracted speech, OT
Student Information Services		
Food service	\$ 192,500	Contracted Service
Transportation		
Nursing Services		
Other (please describe)		
Total Professional Purchased or Contracted Services	\$ 333,837	

Facilities		
Rent, mortgage, or other facility cost	\$ 192,000	Rent at \$16,000/ month
Furniture & Equipment	\$ 28,000	50 additional students and 3 additional employees
Gas/electric	\$ 24,000	\$2,000 per month
Water/ Sewer	\$ 3,600	\$300 per month
Grounds Keeping	\$ 6,000	\$500 per month
Maintenance Services	\$ 24,000	Equipment maintenance
Custodial	\$ 30,600	\$2,500 per month
Waste disposal	\$ 3,300	\$275 per month
Debt Service for Facilities (Interest Only)		
Other (please describe)		
Total Facilities	\$ 311,500	
Other		
Contingency		
Indiana Charter School Board Administrative Fee	\$ 72,909	Assume 3% of Basic Grant (Row 6)
CMO/EMO Fee	\$ 294,618	Be certain to reflect the full amount of any fee, including the management fee and any pass-through fees. If pass-through fees are reflected elsewhere in the budget, please clearly indicate this in the Budget Narrative.
Charter and Innovation Network School Advance Program Interest Costs		
Escrow account for dissillusionment / closure	\$ 10,000	Schools are required to maintain an account in reserve to cover expenses for school closing. \$10,000 should be placed in reserve starting in year 2 with a balance of \$30,000 by year 4.
Other (please describe)		
Other (please describe)		
Total Other	\$ 377,527	
Total Expenditures	\$ 2,939,955	
Carryover/Deficit	\$ 6,221	

Cumulative Carryover/(Deficit) \$ 26,423

Expected New School Annual Operating Budget -- YEAR 4 -- Fiscal Year July 1-June 30		
REVENUE	Amount	Notes
State Revenue		
Basic Grant	\$ 2,889,394	Foundation Grant, Complexity Grant, Full Day Kindergarten
State Matching Funds for School Lunch Program		
Professional Development		
Technology Grants		
Remediation Program		
Gifted and Talented Program		
Textbook Reimbursement	\$ 28,000	
Summer School		
Charter and Innovation Network School Grant Program		Under the FY16/17 appropriation, all charters in their first two years are automatically awarded \$500 / student for capital and transportation costs. Please review IC 20-24-13 for criteria for schools in subsequent years.
Charter and Innovation Network School Advance Program		Note: Please review IC 20-49-9 for information.
Other State Revenue Special Education	\$ 65,000	Based on averages in surrounding area
Other State Revenue (please describe)		
Federal Revenue		
Public Law 101-476 (IDEA)	\$ 48,750	
Title I	\$ 195,000	
Title II	\$ 24,375	
Federal Lunch Program	\$ 162,500	80% Reimbursement
Federal Breakfast Reimbursement	\$ 65,000	80% Reimbursement
Other Revenue Federal sources (please describe)		
Other Revenue Federal sources (please describe)		
Other Revenue Federal sources (please describe)		
Other Revenues		
Committed Philanthropic Donations		
Before and After Care Fees		
Interest Income		
Other - Uniform sales and fundraisers	\$ 16,250	Uniform sales and fundraisers
Other - Encore program fees	\$ 48,750	\$150 per pupil
Other (please describe)		
Other (please describe)		
Total Revenue	\$ 3,543,019	
EXPENDITURES		
Personnel Expenses		
Wages, Benefits and Payroll Taxes	\$ 2,049,344	Use staffing workbook
Substitute Teachers	\$ 16,500	22 teachers, 5 days off, \$150 per day, contracted service
Professional Development	\$ 15,000	
Bonuses		
Other (please describe)		
Total Personnel Expenses	\$ 2,080,844	

Instructional Supplies and Resources		
Textbooks	\$ 18,000	\$90 per book, 4 subjects, 50 additional students
Library, periodicals, etc	\$ 2,500	
Technology	\$ 56,000	4 additional classrooms, plus additional technology throughout school
Assessment materials	\$ 16,250	\$50 per pupil
Computers	\$ 30,000	4 additional classrooms
Software	\$ 14,000	licenses
Other classroom supplies	\$ 26,250	\$50 per student, \$250 per new student
Field trips, other unclassified items	\$ 22,500	Transportation and entrance fees, 2 trips per classroom
Co-curricular & Athletics		
Other (please describe)	\$ 40,000	Encore Programs
Other (please describe)	\$ 16,250	Uniforms, 2 per students, \$25 per uniform
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Instructional Supplies and Resources	\$ 241,750	
Support Supplies and Resources		
Administrative Computers	\$ 2,000	Additional computer and printer
Administrative Software	\$ 2,500	licenses
Administration Dues, fees, misc expenses	\$ 4,000	
Office supplies	\$ 22,000	
Other (please describe)		
Total Support Supplies and Resources	\$ 30,500	
Board Expenses		
Charter Board Services, including Board Training, retreats	\$ 3,000	
Charter Board Supplies & Equipment	\$ 2,000	
Charter Board Dues, fees, etc		
Other (please describe)		
Total Board Expenses	\$ 5,000	
Professional Purchased or Contracted Services		
Legal Services	\$ 5,000	
Audit Services (compliant with SBOA requirements)	\$ 12,731	
Payroll Services		
Accounting Services		
Printing/Newsletter/Annual Report Services	\$ 20,000	Marketing
Consultants		
Internet Services	\$ 12,735	
Telephone/Telecommunication Services	\$ 6,367	
Total Insurance Costs (per ICSB requirements detailed in charter school application)	\$ 30,000	Averages of similar charter schools used
Travel	\$ 2,500	
Postage	\$ 3,250	
Special Education Services	\$ 60,000	Contracted speech, OT
Student Information Services		
Food service	\$ 227,500	Contracted Service
Transportation		
Nursing Services		
Other (please describe)		
Total Professional Purchased or Contracted Services	\$ 380,082	

Facilities		
Rent, mortgage, or other facility cost	\$ 198,000	Rent at \$16,500/ month
Furniture & Equipment	\$ 29,000	50 additional students and 4 additional employees
Gas/electric	\$ 24,000	\$2,000 per month
Water/ Sewer	\$ 3,600	\$300 per month
Grounds Keeping	\$ 7,200	\$600 per month
Maintenance Services	\$ 24,000	Equipment maintenance
Custodial	\$ 31,800	\$2,650 per month
Waste disposal	\$ 3,600	\$300 per month
Debt Service for Facilities (Interest Only)		
Other (please describe)		
Total Facilities	\$ 321,200	
Other		
Contingency		
Indiana Charter School Board Administrative Fee	\$ 86,682	Assume 3% of Basic Grant (Row 6)
CMO/EMO Fee	\$ 354,302	Be certain to reflect the full amount of any fee, including the management fee and any pass-through fees. If pass-through fees are reflected elsewhere in the budget, please clearly indicate this in the Budget Narrative.
Charter and Innovation Network School Advance Program Interest Costs		
Escrow account for dissillusionment / closure	\$ 10,000	Schools are required to maintain an account in reserve to cover expenses for school closing. \$10,000 should be placed in reserve starting in year 2 with a balance of \$30,000 by year 4.
Other (please describe)		
Other (please describe)		
Total Other	\$ 450,984	
Total Expenditures	\$ 3,510,360	
Carryover/Deficit	\$ 32,659	

Cumulative Carryover/(Deficit) \$ 59,082

Expected New School Annual Operating Budget -- YEAR 5 -- Fiscal Year July 1-June 30		
REVENUE	Amount	Notes
State Revenue		
Basic Grant	\$ 2,906,787	Foundation Grant, Complexity Grant, Full Day Kindergarten
State Matching Funds for School Lunch Program		
Professional Development		
Technology Grants		
Remediation Program		
Gifted and Talented Program		
Textbook Reimbursement	\$ 10,000	
Summer School		
Charter and Innovation Network School Grant Program		Under the FY16/17 appropriation, all charters in their first two years are automatically awarded \$500 / student for capital and transportation costs. Please review IC 20-24-13 for criteria for schools in subsequent years.
Charter and Innovation Network School Advance Program		Note: Please review IC 20-49-9 for information.
Other State Revenue Special Education	\$ 65,000	Based on averages in surrounding area
Other State Revenue (please describe)		
Federal Revenue		
Public Law 101-476 (IDEA)	\$ 48,750	
Title I	\$ 195,000	
Title II	\$ 24,375	
Federal Lunch Program	\$ 162,500	80% Reimbursement
Federal Breakfast Reimbursement	\$ 65,000	80% Reimbursement
Other Revenue Federal sources (please describe)		
Other Revenue Federal sources (please describe)		
Other Revenue Federal sources (please describe)		
Other Revenues		
Committed Philanthropic Donations		
Before and After Care Fees		
Interest Income		
Other - Uniform sales and fundraisers	\$ 16,250	Uniform sales and fundraisers
Other - Encore program fees	\$ 48,750	\$150 per pupil
Other (please describe)		
Other (please describe)		
Total Revenue	\$ 3,542,412	
EXPENDITURES		
Personnel Expenses		
Wages, Benefits and Payroll Taxes	\$ 2,189,235	Use staffing workbook
Substitute Teachers	\$ 16,500	22 teachers, 5 days off, \$150 per day, contracted service
Professional Development	\$ 15,000	
Bonuses		
Other (please describe)		
Total Personnel Expenses	\$ 2,220,735	

Instructional Supplies and Resources		
Textbooks	\$ 5,000	Replacement books
Library, periodicals, etc	\$ 2,500	
Technology	\$ 20,000	Additional technology throughout school
Assessment materials	\$ 16,250	\$50 per pupil
Computers		
Software	\$ 15,000	licenses
Other classroom supplies	\$ 16,250	\$50 per student
Field trips, other unclassified items	\$ 22,500	Transportation and entrance fees, 2 trips per classroom
Co-curricular & Athletics		
Other (please describe)	\$ 40,000	Encore Programs
Other (please describe)	\$ 16,250	Uniforms, 2 per students, \$25 per uniform
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Instructional Supplies and Resources	\$ 153,750	
Support Supplies and Resources		
Administrative Computers		
Administrative Software	\$ 2,500	licenses
Administration Dues, fees, misc expenses	\$ 4,000	
Office supplies	\$ 22,000	
Other (please describe)		
Total Support Supplies and Resources	\$ 28,500	
Board Expenses		
Charter Board Services, including Board Training, retreats	\$ 3,000	
Charter Board Supplies & Equipment	\$ 2,000	
Charter Board Dues, fees, etc		
Other (please describe)		
Total Board Expenses	\$ 5,000	
Professional Purchased or Contracted Services		
Legal Services	\$ 5,000	
Audit Services (compliant with SBOA requirements)	\$ 13,113	
Payroll Services		
Accounting Services		
Printing/Newsletter/Annual Report Services	\$ 15,000	Marketing
Consultants		
Internet Services	\$ 12,990	
Telephone/Telecommunication Services	\$ 6,494	
Total Insurance Costs (per ICSB requirements detailed in charter school application)	\$ 30,000	Averages of similar charter schools used
Travel	\$ 2,500	
Postage	\$ 3,250	
Special Education Services	\$ 60,000	Contracted speech, OT
Student Information Services		
Food service	\$ 227,500	Contracted Service
Transportation		
Nursing Services		
Other (please describe)		
Total Professional Purchased or Contracted Services	\$ 375,847	

Facilities		
Rent, mortgage, or other facility cost	\$ 204,000	Rent at \$17,000/ month
Furniture & Equipment		
Gas/electric	\$ 25,200	\$2,100 per month
Water/ Sewer	\$ 3,900	\$325 per month
Grounds Keeping	\$ 7,200	\$600 per month
Maintenance Services	\$ 24,000	Equipment maintenance
Custodial	\$ 31,800	\$2,650 per month
Waste disposal	\$ 3,600	\$300 per month
Debt Service for Facilities (Interest Only)		
Other (please describe)		
Total Facilities	\$ 299,700	
Other		
Contingency		
Indiana Charter School Board Administrative Fee	\$ 87,204	Assume 3% of Basic Grant (Row 6)
CMO/EMO Fee	\$ 354,241	Be certain to reflect the full amount of any fee, including the management fee and any pass-through fees. If pass-through fees are reflected elsewhere in the budget, please clearly indicate this in the Budget Narrative.
Charter and Innovation Network School Advance Program Interest Costs		
Escrow account for dissillusionment / closure		Schools are required to maintain an account in reserve to cover expenses for school closing. \$10,000 should be placed in reserve starting in year 2 with a balance of \$30,000 by year 4.
Other (please describe)		
Other (please describe)		
Total Other	\$ 441,445	
Total Expenditures	\$ 3,524,976	
Carryover/Deficit	\$ 17,435	

Cumulative Carryover/(Deficit) \$ 76,517

Indianapolis Innovation Academy

Budget Narrative

The financial plan developed and presented for Indianapolis Innovation Academy is based on a conservative estimate of revenues with a balancing presentation of expenditures to ensure that the academy operates safely and provides a quality educational program, but maintains fiscal balance. Basic grant revenues for each year were calculated at per the pupil amounts of \$5,088 Foundation Grant and \$3,539 Complexity Grant. This combined \$8,627 per pupil was multiplied by the projected (planned) enrollments for each of the first five years of operation to determine the estimated total Basic Grant allocations for each year.

Minimum grant revenues, based on the EMO's experience with similarly sized schools, were calculated and included in the areas of Title I, Food Services, and Special Education. Combining the estimated Basic Grant allocation, the estimated grant revenues, and a small estimated revenue from student purchased lunches, results in the total Revenue Estimate for Year 1 of \$2,226,400. This amount basically increases over the five year period in relation to the estimated student population growth with a 1% increase in Foundation Grant per year.

Expenditures are maintained at a level to provide a safe, academically successful program while ensuring that the school is fiscal sustainable. By far, the largest expenditure is for personnel, some \$913,273 or 41% of expended funds in the first year. This includes the salary and benefit costs for:

- 1 School Leader
- 1 Office Manager
- 1 Dean of Students
- 9 Grade Level Teachers
- 4 Additional Teachers (Special Education, Art, PE)
- 1 Coach (Instructional Coach)
- 4 Classroom Paraprofessionals
- 1 Custodians

The remainder of the first year expenditures fall out as:

- \$289,000 (13 percent) Instructional Supplies and Resources
- \$21,500 (1 percent) Support Supplies and Resources
- \$3,500 (<1 percent) Board Expenses
- \$248,500 (11 percent) Professional Purchased or Contracted Services including Professional Development; some Special Education services, legal, audit and insurance costs; technology and telephone costs; and food services.
- \$383,300 (17 percent) Facilities including rent, cleaning, maintenance and furniture.
- \$281,202 (13 percent) Other Expenditures including Charter Board Fees, ESP Fees (10 percent); bus rental, repair and operation costs; and marketing costs)

The budgets for years 2 through 5 are similar, with adjustments made to accommodate the needs of a growing population of students, both in numbers and in grade levels spanned.

Year 0 is budgeted for a limited amount. Some \$10,000 is budgeted for limited marketing and personnel costs near the end of the fiscal year. The assumption is that the Academy board will be working on a voluntary basis to plan and develop operations to be ready for the first year of operations. They will also be involved in "word of mouth" advertising. The board members will be assisted through consulting and advisory services from their ESP. It is assumed that the \$85,000 revenue for Year 0 will come in the form of a loan with expenditures targeted for formal marketing and some staff near the end of the year. The ESP will assist the board in identifying viable and allowable lending sources, and will assist in completing applications and paperwork to secure the funds.

The overall philosophy regarding budget and finance is to provide adequate funds to insure that the school is operated in a safe and secure manner and to insure that the school's educational mission is being supported and attained. Attention must be paid to the bottom line to insure that the academy's expenditures do not exceed the resources available to the school. Deficit spending will not be allowed to occur. If enrollment projections are not met or revenues are short, projected expenditures will need to be reduced to compensate for the revenue shortfall. Those reductions may include any or all of the following: reduction in levels of staffing, salary adjustments, rental adjustments, reduction in purchase of supplies and materials, or reductions in other areas. Every effort will be made to ensure that expenditures balance with revenues.

The school leader, and ESP's budget manager and grants director, will collaborate to develop an annual budget to be presented to the board each spring which will support operations in the following school year. That budget will reflect on-going expenses to maintain the program and will address any new or revised initiatives of the academy. The academy board will ensure that the projected revenues for any given year are adequate to cover projected expenditures for the year.

Once the budget has been developed and implemented, a first review and adjustment will take place shortly after the fall student count. If there are major enrollment discrepancies in either direction, expenditure adjustments will be made as quickly as possible. A revised budget will be adopted to reflect the fiscal reality of the school as well as the programmatic needs. A second budget revision will be made near the end of the fiscal year.

Every effort will be made to put the academy's resources to use to support the educational mission of the school. That means primary focuses will center on the provision of trained instructional staff, adequate professional development to allow the staff to maintain its currency and to develop its own knowledge base, quality materials and supplies so that students have the resources they need to learn, and adequate instruction time to allow learning to take place.

Resources will also be devoted to housing the students in a safe environment which meets the needs of the student population. Other cost areas will be addressed as required.

In short, the focus is on the academic development of the students in a culturally and socio-economically relevant environment. Efforts will be made to obtain additional funding through competitive grants and sponsor donations. These opportunities will be explored at the school level as well as with the grants department at the ESP. The availability of such funds will allow the academy to expand its offerings, to provide additional opportunities and experiences to students, and to enhance the overall learning environment. However, competitive grants and philanthropic donations cannot be counted on to sustain the basic operations required for the school. For that reason, the five year budgets developed for the academy allow the natural growth in student population to occur as grade levels are added and to support the basic program for the school. Additional opportunities will be forthcoming for the students as grant monies and philanthropic donations become actualities.

Overall, the school leader, ESP, and the board will work closely together to ensure fiscal viability of the academy, while focusing resources on providing a safe and secure environment for students, rich with opportunities for academic success.

The Leona Group, LLC provides the following report regarding litigation and arbitration matters:

1. The Company and several Company Affiliates provide administrative and operational services to more than sixty (60) nonprofit public charter schools located in four (4) states (the "Schools") and in the ordinary course of those service activities these Company Affiliates have been named as parties in certain employment related regulatory and litigation matters, often as co-defendants with the involved Schools ("Employment Matters"). In the case involving Employment Matters, the Company Affiliates and the applicable Schools are (i) covered by employer liability insurance policies with limits substantially in excess of any asserted or alleged damages and (ii) represented by insurer appointed legal counsel.

2. The Company as a consequence of the administrative and operational services provided in the area of employer of record and payroll and benefits administration, has previously been named as a party in certain National Labor Relations Act ("NLRA") union organization and contract negotiation proceedings as a joint employer with the School involved ("Union Matters"). All past Union Matters have been resolved in the ordinary course and there are no pending Union Matters at this time.

3. The Company was previously involved in the matter of S.S. as next friend of minor L.M.; D.S. as next friend of minor S.D.; M.J. as next friend of minor M.S.; D.C. as next friend of L.B.; T.F. as next friend of minors D.F., I.D., and F.C.; and L.H. as next friend of minor C.M.; on behalf of themselves and all others similarly situated, Plaintiffs vs. State of Michigan; State Board of Education; Michigan Department of Education; Michael P. Flanagan, Superintendent of Public Instruction in his official capacity; Joyce Parker, Emergency Manager of Highland Park in her official capacity; and Highland Park School District; Highland Park Public School Academy System and The Leona Group, L.L.C., Defendants, Wayne County Circuit Court, Case No. 12-009231-CZ ("Wayne County Case"). In the Wayne County Case, the Plaintiffs, represented by the American Civil Liberties Union, alleged that the State of Michigan and the Highland Park School District had historically failed to provide the students of the Highland Park community with an adequate education, particularly in the area of reading as required by the Michigan constitution and several applicable Michigan statutes. The Highland Park Public School Academy System ("HPPSAS"), a customer charter school of the Company operates school locations that were previously under the direction and control of the Highland Park School District, which was taken over by the State of Michigan due to very significant financial problems. HPPSAS and the Company were added to the Wayne County Case as they were perceived by the Plaintiffs as the operators who could implement any court ordered injunctive remedies. The Michigan Supreme Court elected not to hear the appeal of the Plaintiffs in the Wayne County Case related to the disposition in favor of the Defendants issued by the Michigan Court of Appeals. As a consequence the Wayne County Case was fully concluded without liability to any of the Defendants, including the Company.

4. A Company Affiliate was involved in the matter of Placido Maldonado, individually and as statutory beneficiary of Samuel Valdavia, deceased vs. The State of Arizona; The Arizona Board of Education; etal, Superior Court of The State Of Arizona, County of Maricopa, Case No. CV2010-011572 ("Maldonado Case"), in which the plaintiff incorrectly named the Company rather than the involved customer School, as a defendant. The Maldonado Case is generally founded in claims for (i) wrongful death, (ii) negligence, (iii) negligence per se and (iv) intentional infliction of emotional distress on behalf of the Plaintiff (the "Maldonado Claims"). The Maldonado Claims were also targeted toward (a) the State of Arizona, (b) the Arizona State Board of Education, (c) the Arizona State Board for Charter Schools, (d) Tempe Union High School District and (e) Tamara Hofmann. The Company was completely dismissed from the Maldonado Case without any liability.

5. The Company is presently involved in the matter of American Quality Schools Corporation, Plaintiff v. The Leona Group, Ben Clement, Individually and in his capacity as a Business Consultant to The School Board of the East Chicago Urban Enterprise Academy and The School Board of the East Chicago Urban Enterprise Academy, Defendants, United States District Court, Northern District Of Indiana, Hammond Division, Case No. 2:16-CV-00479-RL-JEM ("American Quality Schools Case"). American Quality Schools Case alleges (i) intentional interference with a business relationship, (ii) conspiracy, and (iii) breach of fiduciary duty. The damages sought were in the amount of \$875K (five years times \$175K). Motions to dismiss are pending with the Court and the Defendants anticipate the case will be dismissed without liability to any of the Defendants, including the Company.

SAFE Academy	
a) Year opened;	2012
b) City/location and school contact information;	Corey Smith, 725 W. Washington Blvd., Fort Wayne, IN 46802 (260.579.6939)
c) Contact information for the authorizer;	Tim Ziebarth, Grace College (574.372.5100)
d) Number of students and grade levels served;	2-12
e) The following student demographic and socioeconomic data: free/reduced-price lunch status, race/ethnicity, Special Education, and ELL;	Free/Reduced Lunch: 60 (83.3%) Race/Ethnicity: - Caucasian: 20 (27.8%) - Black: 41 (56.9%) - Asian: 2 (2.8%) - Multiracial: 9 (12.5%) Special Education: 20 (27.8%) ELL: 1 (1.4%) (from 2016-2017)
f) The year in which the contract with the ESP commenced and/or ended (if applicable);	2012 - present
g) State assessment results for the past five years by grade level in English/Language Arts and Mathematics; and	TLG does not provide Academic Support for this academy
h) Growth and/or value-added results for the past five years by grade level in English/Language Arts and Mathematics. Please indicate what instrument (e.g., NWEA, state growth model) was used to determine the growth and/or value-added results.	TLG does not provide Academic Support for this academy
i) For High Schools Only:	
i. 4-year graduation rates;	***suppressed by IDOE
ii. College and career readiness indicators, such as: the number and percent of graduating students taking and passing Advanced Placement or International Baccalaureate exams; and	0%-no AP classes are currently being offered and have not been offered in the last 3 years
iii. The number and percent of graduating students who have enrolled in post-secondary institutions. If the school has not historically collected such data, please briefly explain this.	No data is available. Graduation requirements include the completion of one college application.

Academy for Business and Technology Middle/High School	
a) Year opened;	1997
b) City/location and school contact information;	Carmen Willingham, 19625 Wood St., Melvindale, MI 48122 (313.382.3422)
c) Contact information for the authorizer;	Dr. Malverne Winborne, Eastern Michigan University, (734.487.2086)
d) Number of students and grade levels served;	6-12
e) The following student demographic and socioeconomic data: free/reduced-price lunch status, race/ethnicity, Special Education, and ELL;	Free/Reduced Lunch: 266 Race/Ethnicity: - Caucasian: 9 - Black: 267 - Hispanic: 12 - Other: Special Education: 59 ELL: 21 (from 2016-2017)
f) The year in which the contract with the ESP commenced and/or ended (if applicable);	1997 - present
g) State assessment results for the past five years by grade level in English/Language Arts and Mathematics; and	
M-STEP (2015-2017)	https://drive.google.com/open?id=0B7_dMq3Kf1zQbWw0WmZ5UldLbGM
MEAP (2010-2013)	https://drive.google.com/open?id=0B7_dMq3Kf1zQXzhncFFYczlFanc
h) Growth and/or value-added results for the past five years by grade level in English/Language Arts and Mathematics. Please indicate what instrument (e.g., NWEA, state growth model) was used to determine the growth and/or value-added results.	
NWEA (academy transitioned to the MAP assessment in 2016-17)	https://drive.google.com/file/d/0B7_dMq3Kf1zQc21yR0ZGNGNTTAA/view?usp=sharing
Benchmark Growth Summary (2013-16)	https://drive.google.com/open?id=0B7_dMq3Kf1zQX0hINzllRWJ1ZIE
Michigan School Accountability Scorecard	https://drive.google.com/open?id=0B7_dMq3Kf1zQYVpZNVJzZmF0Q2s
i) For High Schools Only:	
i. 4-year graduation rates;	https://drive.google.com/file/d/0B7_dMq3Kf1zQeHdCX0FxQIF6XzQ/view?usp=sharing
ii. College and career readiness indicators, such as: the number and percent of graduating students taking and passing Advanced	0%-no AP classes are currently being offered and have not been offered in the last 3 years
iii. The number and percent of graduating students who have enrolled in post-secondary institutions. If the school has not	https://drive.google.com/file/d/0B7_dMq3Kf1zQTjF0ZnJrMGUydc/view?usp=sharing

Academy for Business and Technology Elementary	
a) Year opened;	2003
b) City/location and school contact information;	Dr. Paul Merritt, 5277 Calhoun St., Dearborn, MI 48126 (313.581.2223)
c) Contact information for the authorizer;	Dr. Malverne Winborne, Eastern Michigan University, (734.487.2086)
d) Number of students and grade levels served;	K-5
e) The following student demographic and socioeconomic data: free/reduced-price lunch status, race/ethnicity, Special Education, and ELL;	Free/Reduced Lunch: 258 Race/Ethnicity: - Caucasian: 15 - Black: 252 - Hispanic: 48 - Other: 0 Special Education: 41 ELL: 54 (from 2016-2017)
f) The year in which the contract with the ESP commenced and/or ended (if applicable);	2003 - present
g) State assessment results for the past five years by grade level in English/Language Arts and Mathematics; and	
M-STEP (2015-2017)	https://drive.google.com/open?id=0B7_dMg3Kf1zQOEzWV11ZVFfWjg
MEAP (2010-2013)	https://drive.google.com/open?id=0B7_dMg3Kf1zQXzhncFFYczlFanc
h) Growth and/or value-added results for the past five years by grade level in English/Language Arts and Mathematics. Please indicate what instrument (e.g.,	
NWEA (academy transitioned to the MAP assessment in 2016-17)	https://drive.google.com/open?id=0B7_dMg3Kf1zQUnViUGd2V2s2cXM
Benchmark Growth Summary (2013-16)	https://drive.google.com/open?id=0B7_dMg3Kf1zQX0hInzIIRWJ1ZIE
Michigan School Accountability Scorecard	https://drive.google.com/open?id=0B7_dMg3Kf1zQOEzWV11ZVFfWjg

Cesar Chavez Academy Lower Elementary	
a) Year opened;	1996
b) City/location and school contact information;	Gabriela Jaime, 8126 W. Vernor Hwy., Detroit, MI 48209 (313.843.9440)
c) Contact information for the authorizer;	David Lewis, Saginaw Valley State University (989.964.4623)
d) Number of students and grade levels served;	K-2
e) The following student demographic and socioeconomic data: free/reduced-price lunch status, race/ethnicity, Special Education, and ELL;	Free/Reduced Lunch: 460 Race/Ethnicity: - Caucasian: 24 - Black: 16 - Hispanic: 422 - Asian: 1 Special Education: 53 ELL: 396 (from 2016-2017)
f) The year in which the contract with the ESP commenced and/or ended (if applicable);	1996 - present
g) State assessment results for the past five years by grade level in English/Language Arts and Mathematics; and	Grade configuration is not assessed at the state level
h) Growth and/or value-added results for the past five years by grade level in English/Language Arts and Mathematics. Please indicate what instrument (e.g., NWEA, state growth model) was used to determine the growth and/or value-added results.	https://drive.google.com/file/d/0B7_dMq3Kf1zQMmpiUld2S056ekU/view?usp=sharing
NWEA (academy transitioned to the MAP assessment in 2016-17)	https://drive.google.com/file/d/0B7_dMq3Kf1zQMmpiUld2S056ekU/view?usp=sharing
Benchmark Growth Summary (2013-16)	https://drive.google.com/open?id=0B7_dMq3Kf1zQX0hINzIIRWJ1ZIE
Michigan School Accountability Scorecard	Scorecards not provided for K-2 buildings

Cesar Chavez Academy Upper Elementary	
a) Year opened;	2010
b) City/location and school contact information;	Thomas Goodley, 4100 Martin St., Detroit, MI 48210 (313.361.1083)
c) Contact information for the authorizer;	David Lewis, Saginaw Valley State University (989.964.4623)
d) Number of students and grade levels served;	3-5
e) The following student demographic and socioeconomic data: free/reduced-price lunch status, race/ethnicity, Special Education, and ELL;	Free/Reduced Lunch: 406 Race/Ethnicity: - Caucasian: 17 - Black: 9 - Hispanic: 412 - American Indian: 1 Special Education: 72 ELL: 335 (from 2016-2017)
f) The year in which the contract with the ESP commenced and/or ended (if applicable);	2010 - present
g) State assessment results for the past five years by grade level in English/Language Arts and Mathematics; and	
M-STEP (2015-2017)	https://drive.google.com/open?id=0B7_dMq3Kf1zQUdZLX0RmFSTFK
MEAP (2010-2013)	https://drive.google.com/file/d/0B7_dMq3Kf1zQY0hpbldISiZiUUE/view?usp=sharing
h) Growth and/or value-added results for the past five years by grade level in English/Language Arts and Mathematics. Please	
NWEA (academy transitioned to the MAP assessment in 2016-17)	https://drive.google.com/file/d/0B7_dMq3Kf1zQZnQ1YV9PNk5mTXc/view?usp=sharing
Benchmark Growth Summary (2013-16)	https://drive.google.com/open?id=0B7_dMq3Kf1zQX0hINzIIRWJ1ZIE
Michigan School Accountability Scorecard	https://drive.google.com/open?id=0B7_dMq3Kf1zQRmFzcEx6ckFNnIk

Cesar Chavez Academy East	
a) Year opened;	2013
b) City/location and school contact information;	Adasina Philyaw, 4130 Maxwell, Detroit, MI 48214 (313.924.0317)
c) Contact information for the authorizer;	David Lewis, Saginaw Valley State University (989.964.4623)
d) Number of students and grade levels served;	K-6
e) The following student demographic and socioeconomic data: free/reduced-price lunch status, race/ethnicity, Special Education, and ELL;	Free/Reduced Lunch: 93 Race/Ethnicity: - Caucasian: 0 - Black: 95 - Hispanic: 1 Special Education: 20 ELL: 0 (from 2016-2017)
f) The year in which the contract with the ESP commenced and/or ended (if applicable);	2013 - present
g) State assessment results for the past five years by grade level in English/Language Arts and Mathematics; and M-STEP (2015-17) (no historical MEAP scores for this academy)	https://drive.google.com/open?id=0B7_dMq3Kf1zQTFJaMU9DTnI5SVU
h) Growth and/or value-added results for the past five years by grade level in English/Language Arts and Mathematics. Please indicate what NWEA (academy transitioned to the MAP assessment in 2016-17)	https://drive.google.com/open?id=0B7_dMq3Kf1zQYlp2YTdHd1hKU1k
Benchmark Growth Summary (2013-16)	https://drive.google.com/open?id=0B7_dMq3Kf1zQX0hINzIIRWJ1ZIE
Michigan School Accountability Scorecard	https://drive.google.com/open?id=0B7_dMq3Kf1zQOER1T0tyczNJYTg

Cesar Chavez Academy Middle School	
a) Year opened;	1998
b) City/location and school contact information;	April Hines-Jenkins, 6782 Goldsmith St., Detroit, MI 48209 (313.842.0006)
c) Contact information for the authorizer;	David Lewis, Saginaw Valley State University (989.964.4623)
d) Number of students and grade levels served;	6-8
e) The following student demographic and socioeconomic data: free/reduced-price lunch status, race/ethnicity, Special Education, and ELL;	Free/Reduced Lunch: 523 Race/Ethnicity: - Caucasian: 30 - Black: 10 - Hispanic: 541 - American Indian: 1 - Other: 2 Special Education: 72 ELL: 405 (from 2016-2017)
f) The year in which the contract with the ESP commenced and/or ended (if applicable);	1998 - present
g) State assessment results for the past five years by grade level in English/Language Arts and Mathematics; and	
M-STEP (2015-2017)	https://drive.google.com/open?id=0B7_dMq3Kf1zQa05GWi12TXJ2ZzA
MEAP (2010-2013)	https://drive.google.com/open?id=0B7_dMq3Kf1zQY0hpblIdISiUUE
h) Growth and/or value-added results for the past five years by grade level in English/Language Arts and Mathematics. Please indicate what	
NWEA (academy transitioned to the MAP assessment in 2016-17)	https://drive.google.com/open?id=0B7_dMq3Kf1zQZUFQRTZt3RramM
Benchmark Growth Summary (2013-16)	https://drive.google.com/open?id=0B7_dMq3Kf1zQX0hINzIIRWJ1ZIE
Michigan School Accountability Scorecard	https://drive.google.com/open?id=0B7_dMq3Kf1zQZUZfUIDTmFDeGc

Cesar Chavez Academy High School	
a) Year opened;	2002
b) City/location and school contact information;	Juan Martinez, 1761 Waterman, Detroit, MI 48209 (313.551.0611)
c) Contact information for the authorizer;	David Lewis, Saginaw Valley State University (989.964.4623)
d) Number of students and grade levels served;	9-12
e) The following student demographic and socioeconomic data: free/reduced-price lunch status, race/ethnicity, Special Education, and ELL;	Free/Reduced Lunch: 624 Race/Ethnicity: - Caucasian: 22 - Black: 39 - Hispanic: 624 - Other: 4 Special Education: 65 ELL: 405 (from 2016-2017)
f) The year in which the contract with the ESP commenced and/or ended (if applicable);	2002 - present
g) State assessment results for the past five years by grade level in English/Language Arts and Mathematics; and	
M-STEP (2015-2017)	
MEAP (2010-2013)	https://drive.google.com/open?id=0B7_dMq3Kf1zQY0hpblDlSIZiUUE
h) Growth and/or value-added results for the past five years by grade level in English/Language Arts and Mathematics.	
NWEA (academy transitioned to the MAP assessment in 2016-17)	https://drive.google.com/open?id=0B7_dMq3Kf1zQOWhtUnNWYVBJNEE
Benchmark Growth Summary (2013-16)	https://drive.google.com/open?id=0B7_dMq3Kf1zQX0hINzIIRWJ1ZIE
Michigan School Accountability Scorecard	https://drive.google.com/open?id=0B7_dMq3Kf1zQZHBxMjKxU0VRNEE
i) For High Schools Only:	
i. 4-year graduation rates;	https://drive.google.com/file/d/0B7_dMq3Kf1zQaUIQQ1U2V3Q4MEU/view?usp=sharing
ii. College and career readiness indicators, such as: the number and percent of graduating students taking and passing Advanced Placement or International Baccalaureate exams; and	see Folder II For 2016-17: 161 AP Exams were taken, 34 achieved passing scores (21%)
iii. The number and percent of graduating students who have enrolled in post-secondary institutions. If the school has not historically collected such data, please briefly explain this.	see Folder III

Detroit Public Safety Academy	
a) Year opened;	2013
b) City/location and school contact information;	Isaiah Pettway, 1250 Rosa Parks Blvd., Detroit, MI 48216 (313.965.6916)
c) Contact information for the authorizer;	Dr. Malverne Winborne, Eastern Michigan University, (734.487.2086)
d) Number of students and grade levels served;	6-12
e) The following student demographic and socioeconomic data: free/reduced-price lunch status, race/ethnicity, Special Education, and ELL;	Free/Reduced Lunch: 193 Race/Ethnicity: - Caucasian: 0 - Black: 315 - Hispanic: 0 - Other: 4 Special Education: 47 ELL: 0 (from 2016-2017)
f) The year in which the contract with the ESP commenced and/or ended (if applicable);	2013 - present
g) State assessment results for the past five years by grade level in English/Language Arts and Mathematics; and	
M-STEP (2015-17) (no historical MEAP scores for this academy)	https://drive.google.com/open?id=0B7_dMq3Kf1zQbiBaWC10N20xbnc
h) Growth and/or value-added results for the past five years by grade level in English/Language Arts and Mathematics. Please	
NWEA (academy transitioned to the MAP assessment in 2016-17)	https://drive.google.com/open?id=0B7_dMq3Kf1zQOHVqbEJnUFI5biA
Benchmark Growth Summary (2013-16)	https://drive.google.com/open?id=0B7_dMq3Kf1zQX0hiNzIIRWJ1ZIE
Michigan School Accountability Scorecard	https://drive.google.com/open?id=0B7_dMq3Kf1zQaiFiQ2VITHIWNik
i) For High Schools Only:	
i. 4-year graduation rates;	https://drive.google.com/file/d/0B7_dMq3Kf1zQUIJSZFV5aWIOeEU/view?usp=sharing
ii. College and career readiness indicators, such as: the number and percent of graduating students taking and passing Advanced Placement or International Baccalaureate exams: and	0%-no AP classes are currently being offered and have not been offered in the last 3 years
iii. The number and percent of graduating students who have enrolled in post-secondary institutions. If the school has not historically collected such data, please briefly explain this.	https://drive.google.com/open?id=0B7_dMq3Kf1zQOFkwNDNVVXhvVk0

Francis Reh Academy	
a) Year opened;	1998
b) City/location and school contact information;	Kate Scheid Weber, 2201 Owen, Saginaw, MI 48601 (989.753.2349)
c) Contact information for the authorizer;	K.C. Holder, Northern Michigan University (906.227.2018)
d) Number of students and grade levels served;	PreK-8
e) The following student demographic and socioeconomic data: free/reduced-price lunch status, race/ethnicity, Special Education, and ELL;	Free/Reduced Lunch: 345 Race/Ethnicity: - Caucasian: 8 - Black: 356 - Hispanic: 15 - Multi: 30 - Unclassified: 3 Special Education: 54 ELL: 1 (from 2016-2017)
f) The year in which the contract with the ESP commenced and/or ended (if applicable);	1998 - present
g) State assessment results for the past five years by grade level in English/Language Arts and Mathematics; and	
M-STEP (2015-2017)	https://drive.google.com/open?id=0B7_dMq3Kf1zQVnBhQW1QZ0N2WGM
MEAP (2010-2013)	https://drive.google.com/open?id=0B7_dMq3Kf1zQeHdIOTZrRTNCUms
h) Growth and/or value-added results for the past five years by grade level in English/Language Arts and Mathematics. Please indicate	
NWEA (2016-17)	https://drive.google.com/open?id=0B7_dMq3Kf1zQQi1QQkdnYjh1Tmc
Benchmark Growth Summary (2013-16)	https://drive.google.com/open?id=0B7_dMq3Kf1zQX0hINzIIrWJ1ZIE
Michigan School Accountability Scorecard	https://drive.google.com/open?id=0B7_dMq3Kf1zQVnBhQW1QZ0N2WGM

George Crockett Academy	
a) Year opened;	1998
b) City/location and school contact information;	Monique Woodland-Phillips, 4851 14th St., Detroit, MI 48208 (313.896.6078)
c) Contact information for the authorizer;	K.C. Holder, Northern Michigan University (906.227.2018)
d) Number of students and grade levels served;	PreK-8
e) The following student demographic and socioeconomic data: free/reduced-price lunch status, race/ethnicity, Special Education, and ELL;	Free/Reduced Lunch: 415 Race/Ethnicity: - Caucasian: 0 - Black: 385 - Hispanic: 0 - Unclassified: 34 Special Education: 73 ELL: 0 (from 2016-2017)
f) The year in which the contract with the ESP commenced and/or ended (if applicable);	1998-present
g) State assessment results for the past five years by grade level in English/Language Arts and Mathematics; and	
M-STEP (2015-2017)	https://drive.google.com/open?id=0B7_dMq3Kf1zQXNcBTISYnlsdGs
MEAP (2010-2013)	https://drive.google.com/open?id=0B7_dMq3Kf1zQMTF4Z0k4b3pwcFE
h) Growth and/or value-added results for the past five years by grade level in English/Language Arts and Mathematics. Please indicate	
NWEA (2016-17)	https://drive.google.com/open?id=0B7_dMq3Kf1zQMTF4Z0k4b3pwcFE
Benchmark Growth Summary (2013-16)	https://drive.google.com/open?id=0B7_dMq3Kf1zQX0hINzIIrWJ1ZIE
Michigan School Accountability Scorecard	https://drive.google.com/open?id=0B7_dMq3Kf1zQXNcBTISYnlsdGs

Highland Park Renaissance Academy	
a) Year opened;	2012
b) City/location and school contact information;	Rachel Brooks, 45 E. Buena Vista, Highland Park, MI 48203 (313.957.3005)
c) Contact information for the authorizer;	Kevin Smith, School District of the City of Highland Park (231.286.0726)
d) Number of students and grade levels served;	PreK-8
e) The following student demographic and socioeconomic data: free/reduced-price lunch status, race/ethnicity, Special Education, and ELL;	Free/Reduced Lunch: 181 Race/Ethnicity: - Caucasian: 6 - Black: 220 - Hispanic: 0 - Unclassified: 168 Special Education: 67 ELL: 0 (from 2016-2017)
f) The year in which the contract with the ESP commenced and/or ended (if applicable);	2012-present
g) State assessment results for the past five years by grade level in English/Language Arts and Mathematics; and	
M-STEP (2015-2017)	https://drive.google.com/open?id=0B7_dMq3Kf1zQZUpWQ184eEhsYVk
MEAP (2010-2013)	https://drive.google.com/open?id=0B7_dMq3Kf1zQMFRyMW9GZ0s3cEk
h) Growth and/or value-added results for the past five years by grade level in English/Language Arts and Mathematics. Please indicate what	
SCANTRON	https://drive.google.com/open?id=0B7_dMq3Kf1zQZHhc0xKNnpTdm8
Benchmark Growth Summary (2013-16)	https://drive.google.com/open?id=0B7_dMq3Kf1zQX0hNzIIRWJ1ZIE
Michigan School Accountability Scorecard	https://drive.google.com/open?id=0B7_dMq3Kf1zQWII3M2o1cmZNR0k

Hope of Detroit Academy Elementary	
a) Year opened;	1999
b) City/location and school contact information;	Ali Abdel, 4443 N. Campbell, Detroit, MI 48210 (313.897.8720)
c) Contact information for the authorizer;	Dr. Ronald Rizzo, Ferris State University (231.591.5802)
d) Number of students and grade levels served;	K-4
e) The following student demographic and socioeconomic data: free/reduced-price lunch status, race/ethnicity, Special Education, and ELL;	Free/Reduced Lunch: 453 Race/Ethnicity: - Caucasian: 8 - Black: 39 - Hispanic: 398 - Multiracial: 6 - Unclassified: 3 Special Education: 73 ELL: 339 (from 2016-2017)
f) The year in which the contract with the ESP commenced and/or ended (if applicable);	1999-present
g) State assessment results for the past five years by grade level in English/Language Arts and Mathematics; and	
M-STEP (2015-2017)	https://drive.google.com/open?id=0B7_dMq3Kf1zQYWdLShH4QUNrbkU
MEAP (2010-2013)	https://drive.google.com/open?id=0B7_dMq3Kf1zQT3U3VjBYRjdsWVU
h) Growth and/or value-added results for the past five years by grade level in English/Language Arts and Mathematics. Please	
NWEA (2016-17)	https://drive.google.com/open?id=0B7_dMq3Kf1zQZUJ5NFq0cJNGQjQ
Benchmark Growth Summary (2013-16)	https://drive.google.com/open?id=0B7_dMq3Kf1zQX0hInZiIRWJ1ZIE
Michigan School Accountability Scorecard	https://drive.google.com/open?id=0B7_dMq3Kf1zQZVIIUDVEcVFDUG8

Hope of Detroit Academy Middle/High	
a) Year opened;	2016
b) City/location and school contact information;	Ali Abdel, 4444 35th St., Detroit, MI 48210 (313.788.1122)
c) Contact information for the authorizer;	Dr. Ronald Rizzo, Ferris State University (231.591.5802)
d) Number of students and grade levels served;	5-11
e) The following student demographic and socioeconomic data: free/reduced-price lunch status, race/ethnicity, Special Education, and ELL;	Free/Reduced Lunch: 317 Race/Ethnicity: - Caucasian: 3 - Black: 30 - Hispanic: 278 - Multiracial: 6 Special Education: 38 ELL: 184 (from 2016-2017)
f) The year in which the contract with the ESP commenced and/or ended (if applicable);	2016-present
g) State assessment results for the past five years by grade level in English/Language Arts and Mathematics; and	
M-STEP (2017)	https://drive.google.com/open?id=0B7_dMq3Kf1zQYWdLShh4QUrbkU
MEAP (2010-2013)	https://drive.google.com/open?id=0B7_dMq3Kf1zQT3U3VjBYRjdsWVVU
h) Growth and/or value-added results for the past five years by grade level in English/Language Arts and Mathematics. Please indicate what	
NWEA (2016-17)	https://drive.google.com/open?id=0B7_dMq3Kf1zQS1h1VGdYdEYxU1U
Benchmark Growth Summary (2013-16)	https://drive.google.com/open?id=0B7_dMq3Kf1zQX0hInZlIRWJ1ZIE
Michigan School Accountability Scorecard	https://drive.google.com/open?id=0B7_dMq3Kf1zQZVIUDVcVFDUG8
i) For High Schools Only:	
i. 4-year graduation rates;	N/A: High school has not been in operation long enough to have a graduating class (and does not currently offer grade 12).
ii. College and career readiness indicators, such as: the number and percent of graduating students taking and passing Advanced Placement or International Baccalaureate exams; and	0%-no AP classes are currently being offered because last school year they expanded from a K-8 district to a K-10. 2017-18 they will add grade 11 and the following year they will add grade 12.
iii. The number and percent of graduating students who have enrolled in post-secondary institutions. If the school has not historically collected such data, please briefly explain this.	N/A: High school has not been in operation long enough to have a graduating class (and does not currently offer grade 12).

Joy Preparatory Academy	
a) Year opened;	1999
b) City/location and school contact information;	Jessica Rice, 15055 Dexter Ave., Detroit, MI 48238 (313.340.0023)
c) Contact information for the authorizer;	Dr. Ronald Rizzo, Ferris State University (231.591.5802)
d) Number of students and grade levels served;	PreK-8
e) The following student demographic and socioeconomic data: free/reduced-price lunch status, race/ethnicity, Special Education, and ELL;	Free/Reduced Lunch: 325 Race/Ethnicity: - Caucasian: 0 - Black: 353 - Hispanic: 0 Special Education: 36 ELL: 0 (from 2016-2017)
f) The year in which the contract with the ESP commenced and/or ended (if applicable);	1999-present
g) State assessment results for the past five years by grade level in English/Language Arts and Mathematics; and	
M-STEP (2015-2017)	https://drive.google.com/open?id=0B7_dMq3Kf1zQNktfQUhsVDZUVDg
MEAP (2010-2013)	https://drive.google.com/open?id=0B7_dMq3Kf1zQanNiQ2FHZUpXeVU
h) Growth and/or value-added results for the past five years by grade level in English/Language Arts and Mathematics. Please indicate what	
NWEA (2016-17)	https://drive.google.com/open?id=0B7_dMq3Kf1zQM2JaR3I2ZHpiT1E
Benchmark Growth Summary (2013-16)	https://drive.google.com/open?id=0B7_dMq3Kf1zQX0hINzllRWJ1ZlE
Michigan School Accountability Scorecard	https://drive.google.com/open?id=0B7_dMq3Kf1zQbGliZiBPNE9ESDA

Northridge Academy	
a) Year opened;	1999
b) City/location and school contact information;	Latricia Brown, 4100 W. Coldwater Rd., Flint, MI 48504 (810.785.8811)
c) Contact information for the authorizer;	Dr. Ronald Rizzo, Ferris State University (231.591.5802)
d) Number of students and grade levels served;	PreK-8
e) The following student demographic and socioeconomic data: free/reduced-price lunch status, race/ethnicity, Special Education, and ELL;	Free/Reduced Lunch: 265 Race/Ethnicity: - Caucasian: 3 - Black: 265 - Hispanic: 0 - American Indian: 1 Special Education: 39 ELL: 0 (from 2016-2017)
f) The year in which the contract with the ESP commenced and/or ended (if applicable);	1999-present
g) State assessment results for the past five years by grade level in English/Language Arts and Mathematics; and	
M-STEP (2015-2017)	https://drive.google.com/open?id=0B7_dMq3Kf1zQZ0F0LVZ0VTFvNVk
MEAP (2010-2013)	https://drive.google.com/open?id=0B7_dMq3Kf1zQTnF4VWczUkxmdmc
h) Growth and/or value-added results for the past five years by grade level in English/Language Arts and Mathematics. Please indicate what	
NWEA (2016-17)	https://drive.google.com/open?id=0B7_dMq3Kf1zQLWFQNiNDNnNxWU0
Benchmark Growth Summary (2013-16)	https://drive.google.com/open?id=0B7_dMq3Kf1zQX0hINzllRWJ1ZIE
Michigan School Accountability Scorecard	https://drive.google.com/open?id=0B7_dMq3Kf1zQc0NMb19VYkd3SW8

Mildred C. Wells Academy	
a) Year opened;	2005
b) City/location and school contact information;	Esther Dowdell, 281 S. Fair Ave., Benton Harbor, 49022 (269.926.2885)
c) Contact information for the authorizer;	Michael Parrish, Bay Mills Community College (906.248.3354)
d) Number of students and grade levels served;	K-7
e) The following student demographic and socioeconomic data: free/reduced-price lunch status, race/ethnicity, Special Education, and ELL;	Free/Reduced Lunch: 174 Race/Ethnicity: - Caucasian: 2 - Black: 168 - Hispanic: 0 - Multiracial: 4 Special Education: 21 ELL: 0 (from 2016-2017)
f) The year in which the contract with the ESP commenced and/or ended (if applicable);	2005 - present
g) State assessment results for the past five years by grade level in English/Language Arts and Mathematics; and	
M-STEP (2015-2017)	https://drive.google.com/open?id=0B7_dMq3Kf1zQWU1sQ0Q5Rlc3WjQ
MEAP (2010-2013)	https://drive.google.com/open?id=0B7_dMq3Kf1zQMWNHcFEwWmllVmc
h) Growth and/or value-added results for the past five years by grade level in English/Language Arts and Mathematics. Please indicate	
NWEA (2016-17)	https://drive.google.com/open?id=0B7_dMq3Kf1zQOEd4eHoxMDlsdEE
Benchmark Growth Summary (2013-16)	https://drive.google.com/open?id=0B7_dMq3Kf1zQX0hInzIIRWJ1ZIE
Michigan School Accountability Scorecard	https://drive.google.com/open?id=0B7_dMq3Kf1zQbERsQi1WlWJXRjA

Saginaw Preparatory Academy	
a) Year opened;	2004
b) City/location and school contact information;	Molly Rundell, 5173 Lodge St., Saginaw, MI 48601 (989.752.9600)
c) Contact information for the authorizer;	David Lewis, Saginaw Valley State University (989.964.4623)
d) Number of students and grade levels served;	pre-K - 8
e) The following student demographic and socioeconomic data: free/reduced-price lunch status, race/ethnicity, Special Education, and ELL;	Free/Reduced Lunch: 265 Race/Ethnicity: - Caucasian: 1 - Black: 82 - Hispanic: 4 - Unclassified: 273 Special Education: 59 ELL: 2 (from 2016-2017)
f) The year in which the contract with the ESP commenced and/or ended (if applicable);	2004 - present
g) State assessment results for the past five years by grade level in English/Language Arts and Mathematics; and	
M-STEP (2015-2017)	https://drive.google.com/open?id=0B7_dMq3Kf1zQdkpYY3VPZ19FZ3c
MEAP (2010-2013)	https://drive.google.com/open?id=0B7_dMq3Kf1zQenJ3Q01LbXF2ZGs
h) Growth and/or value-added results for the past five years by grade level in English/Language Arts and Mathematics. Please indicate	
NWEA (2016-17)	https://drive.google.com/open?id=0B7_dMq3Kf1zQX2V4LTdTMS01TXM
Benchmark Growth Summary (2013-16)	https://drive.google.com/open?id=0B7_dMq3Kf1zQX0hINzllRWJ1ZIE
Michigan School Accountability Scorecard	https://drive.google.com/open?id=0B7_dMq3Kf1zQLW5XQncwaU1MLTA

East Chicago Urban Enterprise Academy	
a) Year opened;	2005
b) City/location and school contact information;	Veronica Eskew, 1402 East Chicago Ave., East Chicago, IN 46312 (219.392.3650)
c) Contact information for the authorizer;	Robert Marra, Ball State University (765.285.1336)
d) Number of students and grade levels served;	K-8
e) The following student demographic and socioeconomic data: free/reduced-price lunch status, race/ethnicity, Special Education, and ELL;	Free/Reduced Lunch: 65 Race/Ethnicity: - Caucasian: 3 - Black: 167 - Hispanic: 218 - Multiracial: 21 Special Education: 34 ELL: 68 (from 2016-2017)
f) The year in which the contract with the ESP commenced and/or ended (if applicable);	2015
g) State assessment results for the past five years by grade level in English/Language Arts and Mathematics; and	https://drive.google.com/drive/folders/0B7_dMq3Kf1zQZFFOcEE2dEpQTTQ?usp=sharing
h) Growth and/or value-added results for the past five years by grade level in English/Language Arts and Mathematics. Please indicate what instrument (e.g., NWEA, state growth model) was used to determine the growth and/or value-added results.	https://drive.google.com/file/d/0B7_dMq3Kf1zQYXdISXhZd0RucFU/view?usp=sharing

School Name	American Charter Schools Foundation dba West Phoenix High School		
a) Year opened;	1997		
b) City/location and school contact information;	3835 W Thomas Rd, Phoenix, AZ 85019	(602) 269-1110	
c) Contact information for the authorizer;	Theodore Frederick - 602-943-4456		
d) Number of students and grade levels served;	9-12	449	
e) The following student demographic and socioeconomic data: free/reduced-price lunch status, race/ethnicity, Special Education, and ELL;	NCLB - 96%	SPED - 28	ELL - 45
f) The year in which the contract with the ESP commenced and/or ended (if applicable);	2016		
g) State assessment results for the past five years by grade level in English/Language Arts and Mathematics; and	See attached data spreadsheet		
h) Growth and/or value-added results for the past five years by grade level in English/Language Arts and Mathematics. Please indicate what instrument (e.g., NWEA, state growth model) was used to determine the growth and/or value-added results.	See attached data spreadsheet		
i) For High Schools Only:			
i. 4-year graduation rates;	This is an alternative school: 38		
ii. College and career readiness indicators, such as: the number and percent of graduating students taking and passing Advanced Placement or International Baccalaureate exams; and	NA		
iii. The number and percent of graduating students who have enrolled in post-secondary institutions. If the school has not historically collected such data, please briefly explain this.	NA		

School Name	Kaizen Education Foundation dba Advance U		
a) Year opened;	2013		
b) City/location and school contact information;	449 E Southern Ave, Phoenix, AZ 85040	(602) 243-8531	
c) Contact information for the authorizer;	Theodore Frederick - 602-943-4456		
d) Number of students and grade levels served;	K-3	39	
e) The following student demographic and socioeconomic data: free/reduced-price lunch status, race/ethnicity, Special Education, and ELL:	NCLB- 84%	SPED- 3 students	ELL - 5 Students
f) The year in which the contract with the ESP commenced and/or ended (if applicable):	2013		
g) State assessment results for the past five years by grade level in English/Language Arts and Mathematics; and	See attached data spreadsheet		
h) Growth and/or value-added results for the past five years by grade level in English/Language Arts and Mathematics. Please indicate what instrument (e.g., NWEA, state growth model) was used to determine the growth and/or value-added results.	See attached data spreadsheet		

School Name	Kaizen Education Foundation dba Colegio Petite Arizona		
a) Year opened;	2016		
b) City/location and school contact information;	850 N Morley Ave, Nogales, AZ 85621	(520) 222-9213	
c) Contact information for the authorizer;	Theodore Frederick - 602-943-4456		
d) Number of students and grade levels served;	K-4	130	
e) The following student demographic and socioeconomic data: free/reduced-price lunch status, race/ethnicity, Special Education, and ELL;		SPED- 1	ELL- 40
f) The year in which the contract with the ESP commenced and/or ended (if applicable);	2016		
g) State assessment results for the past five years by grade level in English/Language Arts and Mathematics; and	See attached data spreadsheet		
h) Growth and/or value-added results for the past five years by grade level in English/Language Arts and Mathematics. Please indicate what instrument (e.g., NWEA, state growth model) was used to determine the growth and/or value-added results.	See attached data spreadsheet		

School Name	Kaizen Education Foundation dba Discover U Elementary			
a) Year opened;	2013			
b) City/location and school contact information;	13226 N 113th Ave, Youngtown, AZ 85363	(623) 974-4827		
c) Contact information for the authorizer;	Theodore Frederick - 602-943-4456			
d) Number of students and grade levels served;	K-6	158		
e) The following student demographic and socioeconomic data: free/reduced-price lunch status, race/ethnicity, Special Education, and ELL;	NCLB - 56%	SPED- 22	ELL - 6	
f) The year in which the contract with the ESP commenced and/or ended (if applicable);	2013			
g) State assessment results for the past five years by grade level in English/Language Arts and Mathematics; and	See attached data spreadsheet			
h) Growth and/or value-added results for the past five years by grade level in English/Language Arts and Mathematics. Please indicate what instrument (e.g., NWEA, state growth model) was used to determine the growth and/or value-added results.	See attached data spreadsheet			

School Name	Kaizen Education Foundation dba El Dorado High School			
a) Year opened;	1997			
b) City/location and school contact information;	2200 N Arizona Ave # 17, Chandler, AZ 85225	(480) 726-9536		
c) Contact information for the authorizer;	Theodore Frederick - 602-943-4456			
d) Number of students and grade levels served;	9-12	144		
e) The following student demographic and socioeconomic data: free/reduced-price lunch status, race/ethnicity, Special Education, and ELL;	NCLB - 84%	SPED - 16	ELL -8	
f) The year in which the contract with the ESP commenced and/or ended (if applicable);	2012			
g) State assessment results for the past five years by grade level in English/Language Arts and Mathematics; and	See attached data spreadsheet			
h) Growth and/or value-added results for the past five years by grade level in English/Language Arts and Mathematics. Please indicate what instrument (e.g., NWEA, state growth model) was used to determine the growth and/or value-added results.	See attached data spreadsheet			
i) For High Schools Only:				
i. 4-year graduation rates;	This is an alternative school: 26			
ii. College and career readiness indicators, such as: the number and percent of graduating students taking and passing Advanced Placement or International Baccalaureate exams; and	NA			
iii. The number and percent of graduating students who have enrolled in post-secondary institutions. If the school has not historically collected such data, please briefly explain this.	NA			

School Name	Kaizen Education Foundation dba El Dorado High School - School is Glenview College Preparatory High School					
a) Year opened;	2013					
b) City/location and school contact information;	3802 W Maryland Ave, Phoenix, AZ 85019	(602) 841-1221				
c) Contact information for the authorizer;	Theodore Frederick - 602-943-4456					
d) Number of students and grade levels served;	9-12	326				
e) The following student demographic and socioeconomic data: free/reduced-price lunch status, race/ethnicity, Special Education, and ELL;	NCLB - 84%	SPED - 21	ELL - 16			
f) The year in which the contract with the ESP commenced and/or ended (if applicable);	2012					
g) State assessment results for the past five years by grade level in English/Language Arts and Mathematics; and	See attached data spreadsheet					
h) Growth and/or value-added results for the past five years by grade level in English/Language Arts and Mathematics. Please indicate what instrument (e.g., NWEA, state growth model) was used to determine the growth and/or value-added results.	See attached data spreadsheet					
i) For High Schools Only:						
i. 4-year graduation rates;	This is a traditional school: 26					
ii. College and career readiness indicators, such as: the number and percent of graduating students taking and passing Advanced Placement or International Baccalaureate exams; and	NA					
iii. The number and percent of graduating students who have enrolled in post-secondary institutions. If the school has not historically collected such data, please briefly explain this.	NA					

School Name	Kaizen Education Foundation dba Gilbert Arts Academy			
a) Year opened;	2009			
b) City/location and school contact information;	862 E Elliot Rd, Gilbert, AZ 85234	(480) 325-6100		
c) Contact information for the authorizer;	Theodore Frederick - 602-943-4456			
d) Number of students and grade levels served;	K-6	135		
e) The following student demographic and socioeconomic data: free/reduced-price lunch status, race/ethnicity, Special Education, and ELL;	NCLB - 59%	SPED - 23	ELL - 2	
f) The year in which the contract with the ESP commenced and/or ended (if applicable);	2016			
g) State assessment results for the past five years by grade level in English/Language Arts and Mathematics; and	See attached data spreadsheet			
h) Growth and/or value-added results for the past five years by grade level in English/Language Arts and Mathematics. Please indicate what instrument (e.g., NWEA, state growth model) was used to determine the growth and/or value-added results.	See attached data spreadsheet			

School Name	Kaizen Education Foundation dba Havasu Preparatory Academy		
a) Year opened;	2011		
b) City/location and school contact information;	3155 Maricopa Ave, Lake Havasu City, AZ 86406	(928) 854-4011	
c) Contact information for the authorizer;	Theodore Frederick - 602-943-4456		
d) Number of students and grade levels served;	K-8	254	
e) The following student demographic and socioeconomic data: free/reduced-price lunch status, race/ethnicity, Special Education, and ELL;	NCLB - 52%	SPED - 22	ELL - 5
f) The year in which the contract with the ESP commenced and/or ended (if applicable);	2011		
g) State assessment results for the past five years by grade level in English/Language Arts and Mathematics; and	See attached data spreadsheet		
h) Growth and/or value-added results for the past five years by grade level in English/Language Arts and Mathematics. Please indicate what instrument (e.g., NWEA, state growth model) was used to determine the growth and/or value-added results.	See attached data spreadsheet		

School Name	Kaizen Education Foundation dba Liberty Arts Academy		
a) Year opened;	2009		
b) City/location and school contact information;	3015 S Power Rd, Mesa, AZ 85212	(480) 830-3444	
c) Contact information for the authorizer;	Theodore Frederick - 602-943-4456		
d) Number of students and grade levels served;	K-8	186	
e) The following student demographic and socioeconomic data: free/reduced-price lunch status, race/ethnicity, Special Education, and ELL;	NCLB - 70%	SPED - 33	ELL- 4
f) The year in which the contract with the ESP commenced and/or ended (if applicable);	2016		
g) State assessment results for the past five years by grade level in English/Language Arts and Mathematics; and	See attached data spreadsheet		
h) Growth and/or value-added results for the past five years by grade level in English/Language Arts and Mathematics. Please indicate what instrument (e.g., NWEA, state growth model) was used to determine the growth and/or value-added results.	See attached data spreadsheet		

School Name	Kaizen Education Foundation dba Mission Heights Preparatory High School		
a) Year opened;	2011		
b) City/location and school contact information;	1376 E Cottonwood Ln, Casa Grande, AZ 85122	(520) 836-9383	
c) Contact information for the authorizer;	Theodore Frederick - 602-943-4456		
d) Number of students and grade levels served;	9-12	327	
e) The following student demographic and socioeconomic data: free/reduced-price lunch status, race/ethnicity, Special Education, and ELL;	NCLB - 39%	SPED - 15	ELL - 3
f) The year in which the contract with the ESP commenced and/or ended (if applicable);	2011		
g) State assessment results for the past five years by grade level in English/Language Arts and Mathematics; and	See attached data spreadsheet		
h) Growth and/or value-added results for the past five years by grade level in English/Language Arts and Mathematics. Please indicate what instrument (e.g., NWEA, state growth model) was used to determine the growth and/or value-added results.	See attached data spreadsheet		
i) For High Schools Only:			
i. 4-year graduation rates;	This is a traditional school: 72		
ii. College and career readiness indicators, such as: the number and percent of graduating students taking and passing Advanced Placement or International Baccalaureate exams; and	NA		
iii. The number and percent of graduating students who have enrolled in post-secondary institutions. If the school has not historically collected such data, please briefly explain this.	NA		

School Name	Kaizen Education Foundation dba Maya High School		
a) Year opened;	1998		
b) City/location and school contact information;	3660 W Glendale Ave, Phoenix, AZ 85051	(602) 242-3442	
c) Contact information for the authorizer;	Theodore Frederick - 602-943-4456		
d) Number of students and grade levels served;	9-12	471	
e) The following student demographic and socioeconomic data: free/reduced-price lunch status, race/ethnicity, Special Education, and ELL;	NCLB - 86%	SPED - 26	ELL- 38
f) The year in which the contract with the ESP commenced and/or ended (if applicable);	2016		
g) State assessment results for the past five years by grade level in English/Language Arts and Mathematics; and	See attached data spreadsheet		
h) Growth and/or value-added results for the past five years by grade level in English/Language Arts and Mathematics. Please indicate what instrument (e.g., NWEA, state growth model) was used to determine the growth and/or value-added results.	See attached data spreadsheet		
i) For High Schools Only:			
i. 4-year graduation rates;	This is an alternative school: 22		
ii. College and career readiness indicators, such as: the number and percent of graduating students taking and passing Advanced Placement or International Baccalaureate exams; and	NA		
iii. The number and percent of graduating students who have enrolled in post-secondary institutions. If the school has not historically collected such data, please briefly explain this.	NA		

School Name	Kaizen Education Foundation dba Tempe Accelerated High School		
a) Year opened;	1998		
b) City/location and school contact information;	217 E Olympic Dr, Phoenix, AZ 85042	(602) 243-8496	
c) Contact information for the authorizer;	Theodore Frederick - 602-943-4456		
d) Number of students and grade levels served;	9-12	79	
e) The following student demographic and socioeconomic data: free/reduced-price lunch status, race/ethnicity, Special Education, and ELL;	NCLB -95%	SPED - 12	ELL - 3
f) The year in which the contract with the ESP commenced and/or ended (if applicable);	2016		
g) State assessment results for the past five years by grade level in English/Language Arts and Mathematics; and	See attached data spreadsheet		
h) Growth and/or value-added results for the past five years by grade level in English/Language Arts and Mathematics. Please indicate what instrument (e.g., NWEA, state growth model) was used to determine the growth and/or value-added results.	See attached data spreadsheet		
i) For High Schools Only:			
i. 4-year graduation rates;	This is an alternative school: 10 %		
ii. College and career readiness indicators, such as: the number and percent of graduating students taking and passing Advanced Placement or International Baccalaureate exams; and	NA		
iii. The number and percent of graduating students who have enrolled in post-secondary institutions. If the school has not historically collected such data, please briefly explain this.	NA		

School Name	Kaizen Education Foundation dba Summit High School			
a) Year opened;	1998			
b) City/location and school contact information;	728 E McDowell Rd, Phoenix, AZ 85006	(602) 258-8959		
c) Contact information for the authorizer;	Theodore Frederick - 602-943-4456			
d) Number of students and grade levels served;	9-12	352		
e) The following student demographic and socioeconomic data: free/reduced-price lunch status, race/ethnicity, Special Education, and ELL;	NCLB - 83%	SPED - 22	ELL - 55	
f) The year in which the contract with the ESP commenced and/or ended (if applicable);	2016			
g) State assessment results for the past five years by grade level in English/Language Arts and Mathematics; and	See attached data spreadsheet			
h) Growth and/or value-added results for the past five years by grade level in English/Language Arts and Mathematics. Please indicate what instrument (e.g., NWEA, state growth model) was used to determine the growth and/or value-added results.	See attached data spreadsheet			
i) For High Schools Only:				
i. 4-year graduation rates;	This is an alternative school: 34			
ii. College and career readiness indicators, such as: the number and percent of graduating students taking and passing Advanced Placement or International Baccalaureate exams; and	NA			
iii. The number and percent of graduating students who have enrolled in post-secondary institutions. If the school has not historically collected such data, please briefly explain this.	NA			

School Name	Kaizen Education Foundation dba Skyview High School		
a) Year opened;	1999		
b) City/location and school contact information;	4290 S Miller Rd, Buckeye, AZ 85326	(623) 386-6799	
c) Contact information for the authorizer;	Theodore Frederick - 602-943-4456		
d) Number of students and grade levels served;	9-12	182	
e) The following student demographic and socioeconomic data: free/reduced-price lunch status, race/ethnicity, Special Education, and ELL;	NCLB - 54%	SPED - 13	ELL - 7
f) The year in which the contract with the ESP commenced and/or ended (if applicable);	2016		
g) State assessment results for the past five years by grade level in English/Language Arts and Mathematics; and	See attached data spreadsheet		
h) Growth and/or value-added results for the past five years by grade level in English/Language Arts and Mathematics. Please indicate what instrument (e.g., NWEA, state growth model) was used to determine the growth and/or value-added results.	See attached data spreadsheet		
i) For High Schools Only:			
i. 4-year graduation rates;	This is an alternative school: 34		
ii. College and career readiness indicators, such as: the number and percent of graduating students taking and passing Advanced Placement or International Baccalaureate exams; and	NA		
iii. The number and percent of graduating students who have enrolled in post-secondary institutions. If the school has not historically collected such data, please briefly explain this.	NA		

School Name	Kaizen Education Foundation dba		
a) Year opened;	2008		
b) City/location and school contact information;	2033 E Southern Ave, Phoenix, AZ 85040	(602) 276-1943	
c) Contact information for the authorizer;	Theodore Frederick - 602-943-4456		
d) Number of students and grade levels served;	K-5	267	
e) The following student demographic and socioeconomic data: free/reduced-price lunch status, race/ethnicity, Special Education, and ELL;	NCLB - 98%	SPED - 22	ELL - 23
f) The year in which the contract with the ESP commenced and/or ended (if applicable);	2015		
g) State assessment results for the past five years by grade level in English/Language Arts and Mathematics; and	See attached data spreadsheet		
h) Growth and/or value-added results for the past five years by grade level in English/Language Arts and Mathematics. Please indicate what instrument (e.g., NWEA, state growth model) was used to determine the growth and/or value-added results.	See attached data spreadsheet		

School Name	Kaizen Education Foundation dba South Pointe Junior High School		
a) Year opened;	2007		
b) City/location and school contact information;	217 E Olympic Dr, Phoenix, AZ 85042	(602) 243-8496	
c) Contact information for the authorizer;	Theodore Frederick - 602-943-4456		
d) Number of students and grade levels served;	6-8	167	
e) The following student demographic and socioeconomic data: free/reduced-price lunch status, race/ethnicity, Special Education, and ELL;	NCLB - 89%	SPED - 21	ELL -9
f) The year in which the contract with the ESP commenced and/or ended (if applicable);	2011		
g) State assessment results for the past five years by grade level in English/Language Arts and Mathematics; and	See attached data spreadsheet		
h) Growth and/or value-added results for the past five years by grade level in English/Language Arts and Mathematics. Please indicate what instrument (e.g., NWEA, state growth model) was used to determine the growth and/or value-added results.	See attached data spreadsheet		

School Name	Kaizen Education Foundation dba Vista Grove Preparatory Academy Elementary School		
a) Year opened;	2008		
b) City/location and school contact information;	2929 E Mckellips Rd, Mesa, AZ 85213	(480) 924-1500	
c) Contact information for the authorizer;	Theodore Frederick - 602-943-4456		
d) Number of students and grade levels served;	K-6	271.5	
e) The following student demographic and socioeconomic data: free/reduced-price lunch status, race/ethnicity, Special Education, and ELL;	NCLB - 99%	SPED - 10	ELL - 32
f) The year in which the contract with the ESP commenced and/or ended (if applicable);	2016		
g) State assessment results for the past five years by grade level in English/Language Arts and Mathematics; and	See attached data spreadsheet		
h) Growth and/or value-added results for the past five years by grade level in English/Language Arts and Mathematics. Please indicate what instrument (e.g., NWEA, state growth model) was used to determine the growth and/or value-added results.	See attached data spreadsheet		

School Name	Kaizen Education Foundation dba Vista Grove Preparatory Academy Middle School		
a) Year opened;	2008		
b) City/location and school contact information;	2929 E Mckellips Rd, Mesa, AZ 85213	(480) 924-1500	
c) Contact information for the authorizer;	Theodore Frederick - 602-943-4456		
d) Number of students and grade levels served;	7-8	77	
e) The following student demographic and socioeconomic data: free/reduced-price lunch status, race/ethnicity, Special Education, and ELL;	NCLB - 95%	SPED - 26	ELL - 7
f) The year in which the contract with the ESP commenced and/or ended (if applicable);	2016		
g) State assessment results for the past five years by grade level in English/Language Arts and Mathematics; and	See attached data spreadsheet		
h) Growth and/or value-added results for the past five years by grade level in English/Language Arts and Mathematics. Please indicate what instrument (e.g., NWEA, state growth model) was used to determine the growth and/or value-added results.	See attached data spreadsheet		

School Name	American Charter Schools Foundation dba Apache Trail High School		
a) Year opened;	1998		
b) City/location and school contact information;	945 Apache Trail, Apache Junction, AZ 85220	(480) 288-0337	
c) Contact information for the authorizer;	Theodore Frederick - 602-943-4456		
d) Number of students and grade levels served;	9-12	162	
e) The following student demographic and socioeconomic data: free/reduced-price lunch status, race/ethnicity, Special Education, and ELL;	NCLB - 74%	SPED - 17	ELL - 1
f) The year in which the contract with the ESP commenced and/or ended (if applicable);	2016		
g) State assessment results for the past five years by grade level in English/Language Arts and Mathematics; and	See attached data spreadsheet		
h) Growth and/or value-added results for the past five years by grade level in English/Language Arts and Mathematics. Please indicate what instrument (e.g., NWEA, state growth model) was used to determine the growth and/or value-added results.	See attached data spreadsheet		
i) For High Schools Only:			
i. 4-year graduation rates;	This is an alternative school: 38		
ii. College and career readiness indicators, such as: the number and percent of graduating students taking and passing Advanced Placement or International Baccalaureate exams; and	NA		
iii. The number and percent of graduating students who have enrolled in post-secondary institutions. If the school has not historically collected such data, please briefly explain this.	NA		

School Name	American Charter Schools Foundation dba Alta Vista High School		
a) Year opened;	2004		
b) City/location and school contact information;	5040 S Campbell Ave, Tucson, AZ 85706	(520) 294-4922	
c) Contact information for the authorizer;	Theodore Frederick - 602-943-4456		
d) Number of students and grade levels served;	9-12	497	
e) The following student demographic and socioeconomic data: free/reduced-price lunch status, race/ethnicity, Special Education, and ELL;	NCLB - 84%	SPED - 43	ELL - 25
f) The year in which the contract with the ESP commenced and/or ended (if applicable);	2017		
g) State assessment results for the past five years by grade level in English/Language Arts and Mathematics; and	See attached data spreadsheet		
h) Growth and/or value-added results for the past five years by grade level in English/Language Arts and Mathematics. Please indicate what instrument (e.g., NWEA, state growth model) was used to determine the growth and/or value-added results.	See attached data spreadsheet		
i) For High Schools Only:			
i. 4-year graduation rates;	This is an alternative school: 82		
ii. College and career readiness indicators, such as: the number and percent of graduating students taking and passing Advanced Placement or International Baccalaureate exams; and	NA		
iii. The number and percent of graduating students who have enrolled in post-secondary institutions. If the school has not historically collected such data, please briefly explain this.	NA		

School Name	American Charter Schools Foundation dba Crestview College Preparatory High School		
a) Year opened;	1999		
b) City/location and school contact information;	2616 E Greenway Rd, Phoenix, AZ 85032	(602) 765-9555	
c) Contact information for the authorizer;	Theodore Frederick - 602-943-4456		
d) Number of students and grade levels served;	7-12	312	
e) The following student demographic and socioeconomic data: free/reduced-price lunch status, race/ethnicity, Special Education, and ELL;	NCLB - 74%	SPED- 20	ELL - 31
f) The year in which the contract with the ESP commenced and/or ended (if applicable);	2016		
g) State assessment results for the past five years by grade level in English/Language Arts and Mathematics; and	See attached data spreadsheet		
h) Growth and/or value-added results for the past five years by grade level in English/Language Arts and Mathematics. Please indicate what instrument (e.g., NWEA, state growth model) was used to determine the growth and/or value-added results.	See attached data spreadsheet		
i) For High Schools Only:			
i. 4-year graduation rates;	This is an alternative school: 31		
ii. College and career readiness indicators, such as: the number and percent of graduating students taking and passing Advanced Placement or International Baccalaureate exams; and	NA		
iii. The number and percent of graduating students who have enrolled in post-secondary institutions. If the school has not historically collected such data, please briefly explain this.	NA		

School Name	American Charter Schools Foundation dba Desert Hills High School		
a) Year opened;	1999		
b) City/location and school contact information;	1515 S Val Vista Dr, Gilbert, AZ 85296	(480) 813-1151	
c) Contact information for the authorizer;	Theodore Frederick - 602-943-4456		
d) Number of students and grade levels served;	9-12	209	
e) The following student demographic and socioeconomic data: free/reduced-price lunch status, race/ethnicity, Special Education, and ELL;	NCLB - 43%	SPED - 36	ELL - 2
f) The year in which the contract with the ESP commenced and/or ended (if applicable);	2016		
g) State assessment results for the past five years by grade level in English/Language Arts and Mathematics; and	See attached data spreadsheet		
h) Growth and/or value-added results for the past five years by grade level in English/Language Arts and Mathematics. Please indicate what instrument (e.g., NWEA, state growth model) was used to determine the growth and/or value-added results.	See attached data spreadsheet		
i) For High Schools Only:			
i. 4-year graduation rates;	This is an alternative school: 31		
ii. College and career readiness indicators, such as: the number and percent of graduating students taking and passing Advanced Placement or International Baccalaureate exams; and	NA		
iii. The number and percent of graduating students who have enrolled in post-secondary institutions. If the school has not historically collected such data, please briefly explain this.	NA		

School Name	American Charter Schools Foundation dba Estrella High School		
a) Year opened;	1999		
b) City/location and school contact information;	510 N Central Ave, Avondale, AZ 85323	(623) 932-6562	
c) Contact information for the authorizer;	Theodore Frederick - 602-943-4456		
d) Number of students and grade levels served;	9-12	280	
e) The following student demographic and socioeconomic data: free/reduced-price lunch status, race/ethnicity, Special Education, and ELL;	NCLB - 64%	SPED - 12	ELL - 7
f) The year in which the contract with the ESP commenced and/or ended (if applicable);	2016		
g) State assessment results for the past five years by grade level in English/Language Arts and Mathematics; and	See attached data spreadsheet		
h) Growth and/or value-added results for the past five years by grade level in English/Language Arts and Mathematics. Please indicate what instrument (e.g., NWEA, state growth model) was used to determine the growth and/or value-added results.	See attached data spreadsheet		
i) For High Schools Only:			
i. 4-year graduation rates;	This is an alternative school: 36		
ii. College and career readiness indicators, such as: the number and percent of graduating students taking and passing Advanced Placement or International Baccalaureate exams; and	NA		
iii. The number and percent of graduating students who have enrolled in post-secondary institutions. If the school has not historically collected such data, please briefly explain this.	NA		

School Name	American Charter Schools Foundation dba Peoria Accelerated High School		
a) Year opened;	1998		
b) City/location and school contact information;	8885 W Peoria Ave, Peoria, AZ 85345	(623) 979-0031	
c) Contact information for the authorizer;	Theodore Frederick - 602-943-4456		
d) Number of students and grade levels served;	9-12	556	
e) The following student demographic and socioeconomic data: free/reduced-price lunch status, race/ethnicity, Special Education, and ELL;	NCLB - 73%	SPED - 65	ELL - 6
f) The year in which the contract with the ESP commenced and/or ended (if applicable);	2016		
g) State assessment results for the past five years by grade level in English/Language Arts and Mathematics; and	See attached data spreadsheet		
h) Growth and/or value-added results for the past five years by grade level in English/Language Arts and Mathematics. Please indicate what instrument (e.g., NWEA, state growth model) was used to determine the growth and/or value-added results.	See attached data spreadsheet		
i) For High Schools Only:			
i. 4-year graduation rates;	This is an alternative school: 31		
ii. College and career readiness indicators, such as: the number and percent of graduating students taking and passing Advanced Placement or International Baccalaureate exams; and	NA		
iii. The number and percent of graduating students who have enrolled in post-secondary institutions. If the school has not historically collected such data, please briefly explain this.	NA		

School Name	American Charter Schools Foundation dba South Pointe High School		
a) Year opened;	2003		
b) City/location and school contact information;	8325 S Central Ave, Phoenix, AZ 85042	(602) 243-0600	
c) Contact information for the authorizer;	Theodore Frederick - 602-943-4456		
d) Number of students and grade levels served;	9-12	528	
e) The following student demographic and socioeconomic data: free/reduced-price lunch status, race/ethnicity, Special Education, and ELL;	NCLB - 90%	SPED - 43	ELL - 22
f) The year in which the contract with the ESP commenced and/or ended (if applicable);	2017		
g) State assessment results for the past five years by grade level in English/Language Arts and Mathematics; and	See attached data spreadsheet		
h) Growth and/or value-added results for the past five years by grade level in English/Language Arts and Mathematics. Please indicate what instrument (e.g., NWEA, state growth model) was used to determine the growth and/or value-added results.	See attached data spreadsheet		
i) For High Schools Only:			
i. 4-year graduation rates;	This is an alternative school: 47		
ii. College and career readiness indicators, such as: the number and percent of graduating students taking and passing Advanced Placement or International Baccalaureate exams; and	NA		
iii. The number and percent of graduating students who have enrolled in post-secondary institutions. If the school has not historically collected such data, please briefly explain this.	NA		

School Name	American Charter Schools Foundation dba South Ridge High School		
a) Year opened;	2006		
b) City/location and school contact information;	1122 S 67th Ave, Phoenix, AZ 85043	(623) 247-0106	
c) Contact information for the authorizer;	Theodore Frederick - 602-943-4456		
d) Number of students and grade levels served;	9-12	413	
e) The following student demographic and socioeconomic data: free/reduced-price lunch status, race/ethnicity, Special Education, and ELL;	NCLB - 70%	SPED - 19	ELL - 16
f) The year in which the contract with the ESP commenced and/or ended (if applicable);	2017		
g) State assessment results for the past five years by grade level in English/Language Arts and Mathematics; and	See attached data spreadsheet		
h) Growth and/or value-added results for the past five years by grade level in English/Language Arts and Mathematics. Please indicate what instrument (e.g., NWEA, state growth model) was used to determine the growth and/or value-added results.	See attached data spreadsheet		
i) For High Schools Only:			
i. 4-year graduation rates;	This is a traditional school: 93		
ii. College and career readiness indicators, such as: the number and percent of graduating students taking and passing Advanced Placement or International Baccalaureate exams; and	NA		
iii. The number and percent of graduating students who have enrolled in post-secondary institutions. If the school has not historically collected such data, please briefly explain this.	NA		

School Name	American Charter Schools Foundation dba Sun Valley High School		
a) Year opened;	1997		
b) City/location and school contact information;	1143 S Lindsay Rd, Mesa, AZ 85204	(480) 497-4800	
c) Contact information for the authorizer;	Theodore Frederick - 602-943-4456		
d) Number of students and grade levels served;	9-12	599	
e) The following student demographic and socioeconomic data: free/reduced-price lunch status, race/ethnicity, Special Education, and ELL;	NCLB - 78%	SPED - 50	ELL - 10
f) The year in which the contract with the ESP commenced and/or ended (if applicable);	2016		
g) State assessment results for the past five years by grade level in English/Language Arts and Mathematics; and	See attached data spreadsheet		
h) Growth and/or value-added results for the past five years by grade level in English/Language Arts and Mathematics. Please indicate what instrument (e.g., NWEA, state growth model) was used to determine the growth and/or value-added results.	See attached data spreadsheet		
i) For High Schools Only:			
i. 4-year graduation rates;	This is an alternative school: 55		
ii. College and career readiness indicators, such as: the number and percent of graduating students taking and passing Advanced Placement or International Baccalaureate exams; and	NA		
iii. The number and percent of graduating students who have enrolled in post-secondary institutions. If the school has not historically collected such data, please briefly explain this.	NA		

School Name

a) Year opened;
contact information;
authorizer;
grade levels served;
demographic and
contract with the ESP
the past five years by grade
results for the past five years

i) For High Schools Only:

i. 4-year graduation rates;
indicators, such as: the number
graduating students who have

	Reading Growth			Math Growth	
	2012	2013		2012	2013
ATHS	47	35.5	ATHS	40	44.5
AVHS	54	51.5	AVHS	35	60
CPHS	66.5	61	CPHS	53.5	62
DHHS	56.5	51	DHHS	53	42.5
EDHS	54	69	EDHS	57	52
EHS	46.5	41	EHS	51	60
GAA	58	58.5	GAA	42	43
HPA	39	37	HPA	30	38
LAA	54	55	LAA	41	39
MHP	60	43	MHP	32	34
MHS	46	39	MHS	45	26
PAHS	52	48	PAHS	53	39
QHS	27	27	QHS	48.5	36.5
SHS	25	25	SHS	78	29
SKYHS	38.5	57	SKYHS	42	43
SPES	30	43	SPES	32	36
SPHS	59.5	55	SPHS	64	55
SPJHS	43.5	44	SPJHS	44	46
SRHS	74	68	SRHS	67.5	63
SVHS	24.5	31.5	SVHS	44	35.5
VGP AE	43	53.5	VGP AE	30.5	44.5
VGP AM	23	40	VGP AM	41.5	35
WPHS	41	41	WPHS	36	50.5

	Reading % Passing			Math % Passing	
	2012	2013		2012	2013
ATHS	86	64	ATHS	43	40
AVHS	56	77	AVHS	19	42
CPHS	71	82	CPHS	50	48
DHHS	80	80	DHHS	35	52
EDHS	56	88	EDHS	47	40
EHS	56	48	EHS	25	33
GAA	84	80	GAA	67	64
HPA	82	78	HPA	49	49
LAA	85	83	LAA	63	57
MHP	92	85	MHP	59	59
MHS	41	31	MHS	23	7
PAHS	67	69	PAHS	34	24
QHS	67	67	QHS	20	44
SHS	52	33	SHS	32	4
SKYHS	61	80	SKYHS	33	30
SPES	31	43	SPES	17	27.8
SPHS	64	61	SPHS	31	27

SPJHS	50	57	SPJHS	23	25.8
SRHS	95	89	SRHS	65	66
SVHS	65	57	SVHS	30	20
VGPAE	56	59.4	VGPAE	29	35.8
VGPAM	50	60	VGPAM	24	39.6
WPHS	55	48	WPHS	20	20

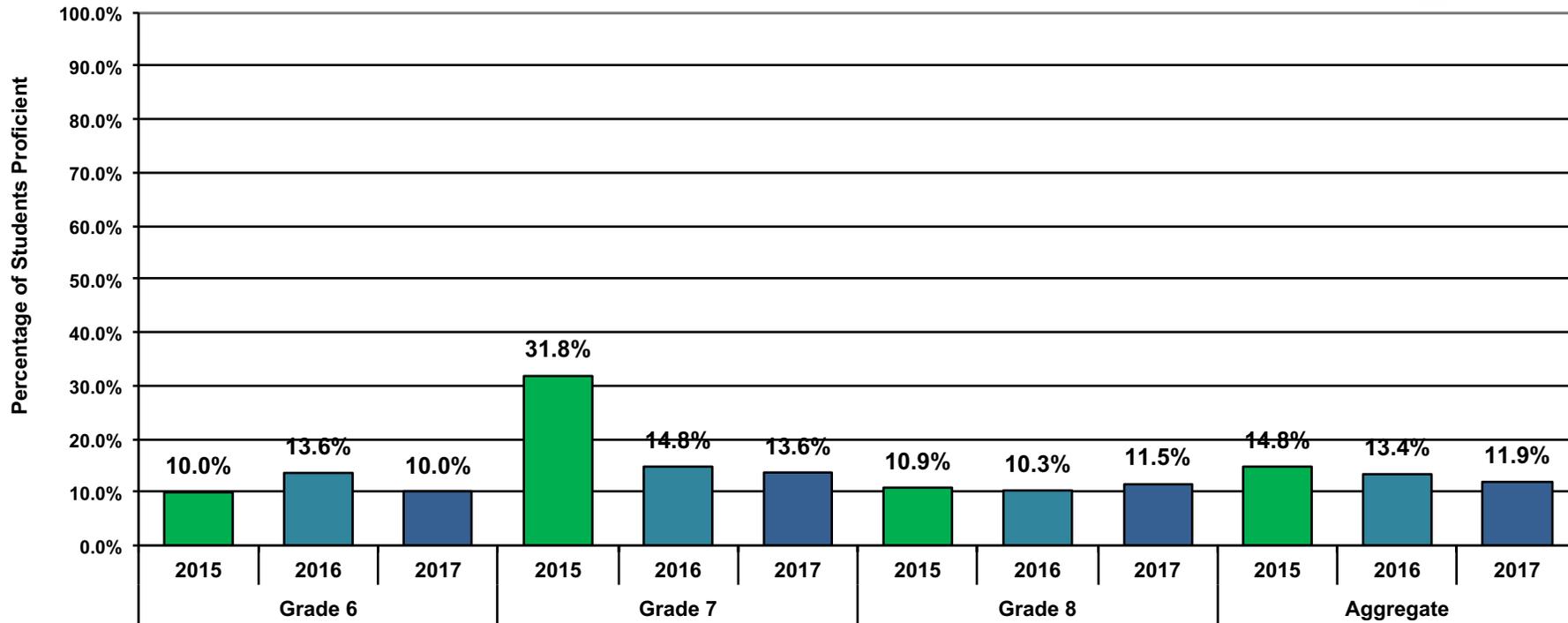
What has been the performance trend in English Language Arts at ABT MS/HS over the last three years?



Percentage of Students Scoring in Proficient Levels M-STEP Spring 2015 thru Spring 2017

Academy for Business & Technology Middle/High School All Students Tested English Language Arts

Source: MI School Data



# students in each group	Grade 6			Grade 7			Grade 8			Aggregate		
	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017
Not Proficient	36	38	27	15	46	38	41	26	46	92	110	111
Proficient	4	6	3	7	8	6	5	3	6	16	17	15
Total	40	44	30	22	54	44	46	29	52	108	127	126

What has been the performance trend in Mathematics at ABT MS/HS over the last three years?

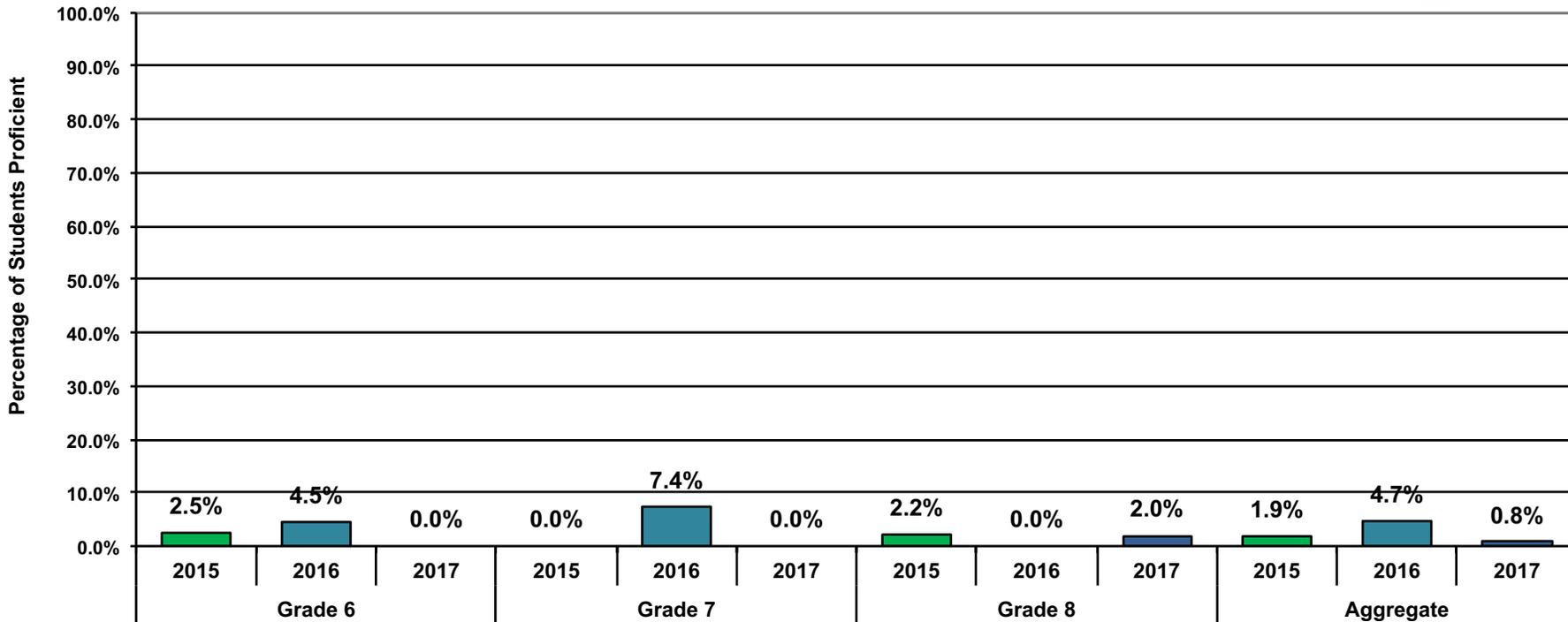


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Percentage of Students Scoring in Proficient Levels M-STEP Spring 2015 thru Spring 2017

Academy for Business & Technology Middle/High School All Students Tested Mathematics

Source: MI School Data



# students in each group	Grade 6			Grade 7			Grade 8			Aggregate		
	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017
Not Proficient	39	42	30	22	50	44	45	29	49	106	121	123
Proficient	1	2	0	0	4	0	1	0	1	2	6	1
Total	40	44	30	22	54	44	46	29	50	108	127	124

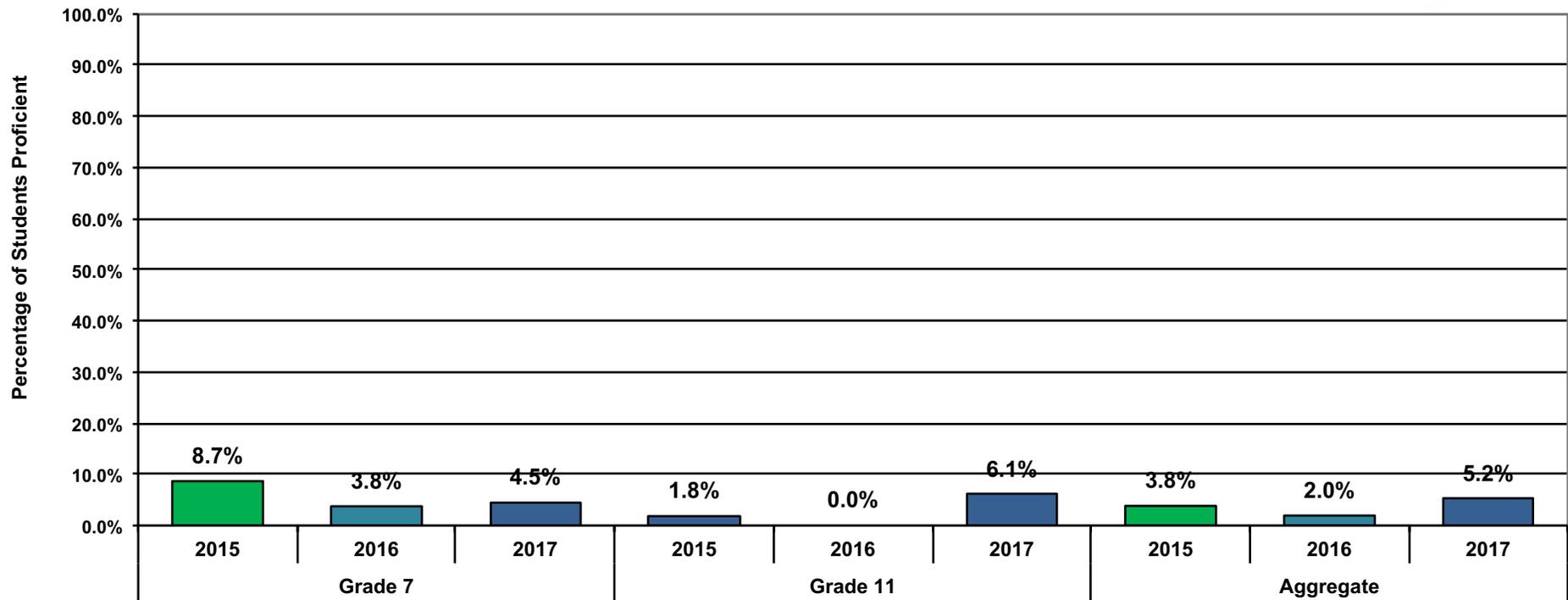
What has been the performance trend in Science at ABT MS/HS over the last three years?



Percentage of Students Scoring in Proficient Levels M-STEP Spring 2015 thru Spring 2017

Academy for Business & Technology Middle/High School All Students Tested Science

Source: MI School Data



# students in each group	Grade 4			Grade 7			Grade 11			Aggregate		
	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017
Not Proficient	0	0	0	21	51	42	54	49	31	75	100	73
Proficient				2	2	2	1	0	2	3	2	4
Total				23	53	44	55	49	33	78	102	77

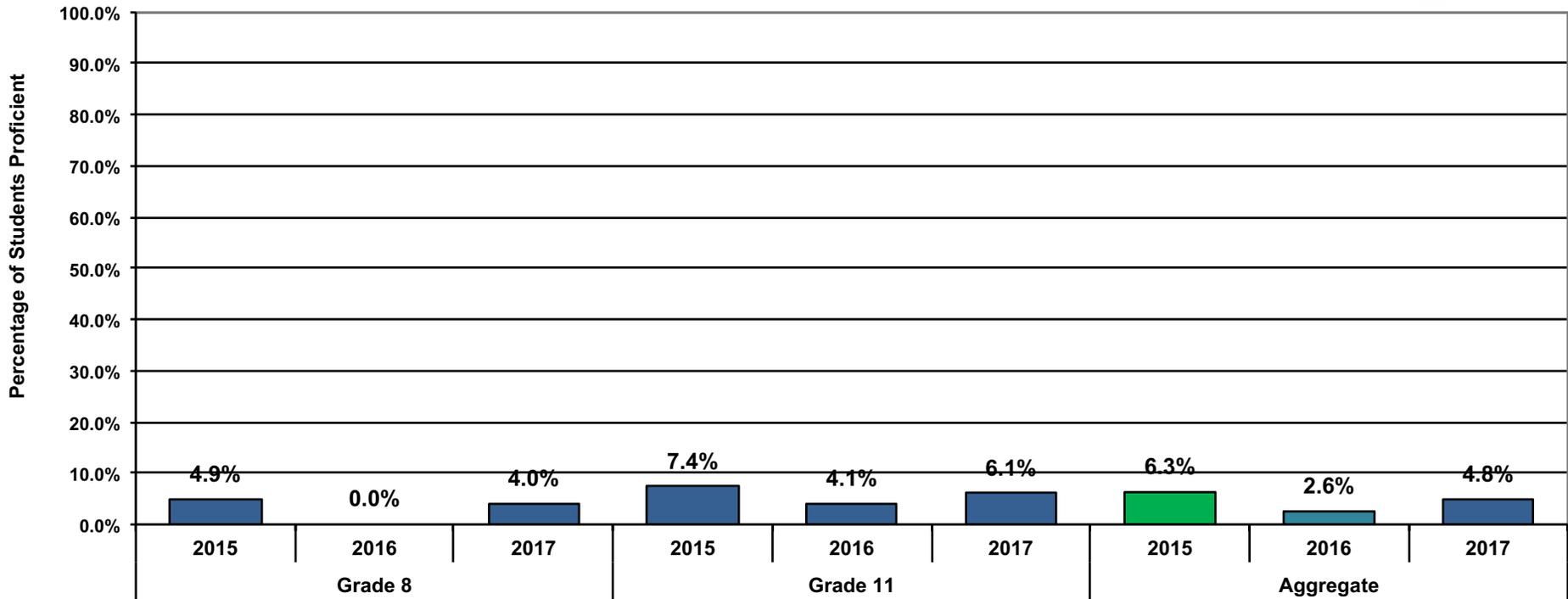
What has been the performance trend in Social Studies at ABT MS/HS over the last three years?



Percentage of Students Scoring in Proficient Levels M-STEP Spring 2015 thru Spring 2017

Academy for Business & Technology Middle/High School All Students Tested Social Studies

Source: MI School Data



# students in each group	Grade 5			Grade 8			Grade 11			Aggregate		
	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017
Not Proficient	0	0	0	39	29	48	50	47	31	89	76	79
Proficient				2	0	2	4	2	2	6	2	4
Total				41	29	50	54	49	33	95	78	83

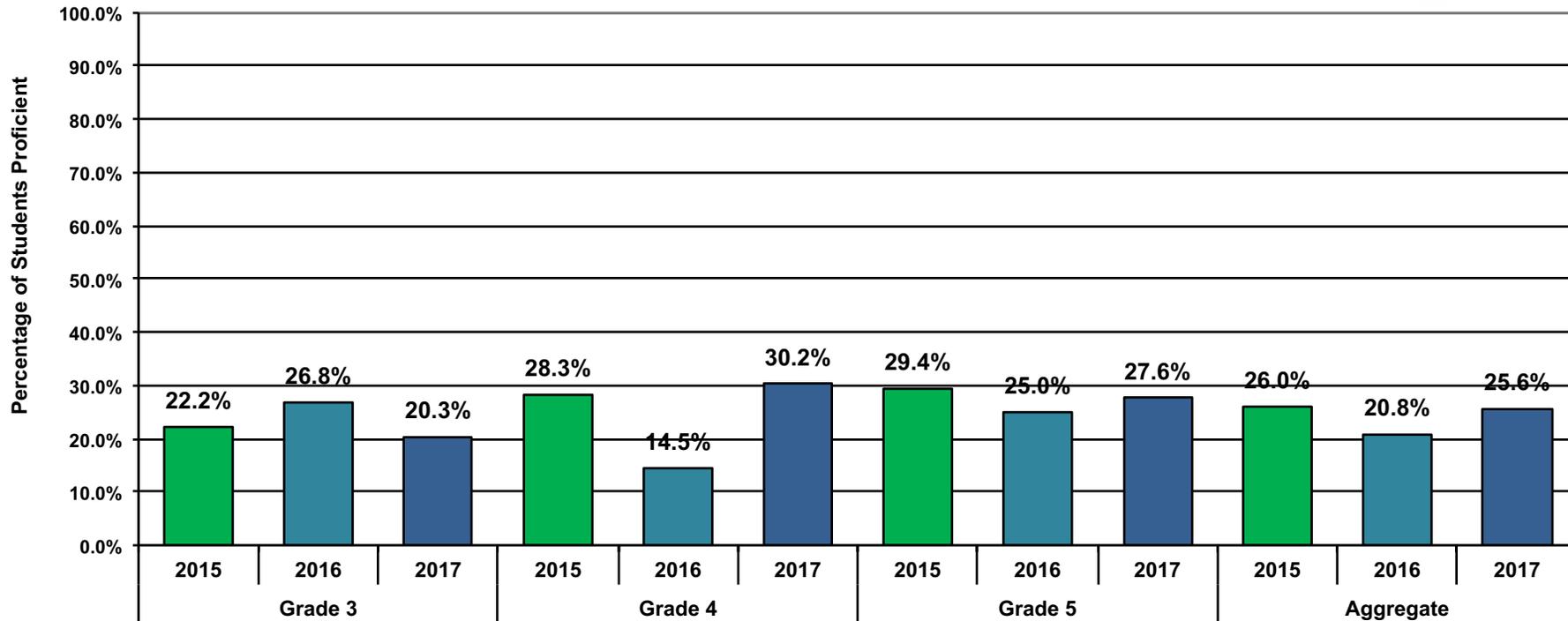
What has been the performance trend in English Language Arts at ABTE over the last three years?



Percentage of Students Scoring in Proficient Levels M-STEP Spring 2015 thru Spring 2017

Academy for Business & Technology Elementary All Students Tested English Language Arts

Source: MI School Data



# students in each group	Grade 3			Grade 4			Grade 5			Aggregate		
	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017
Not Proficient	56	30	47	33	59	30	36	33	42	125	122	119
Proficient	16	11	12	13	10	13	15	11	16	44	32	41
Total	72	41	59	46	69	43	51	44	58	169	154	160

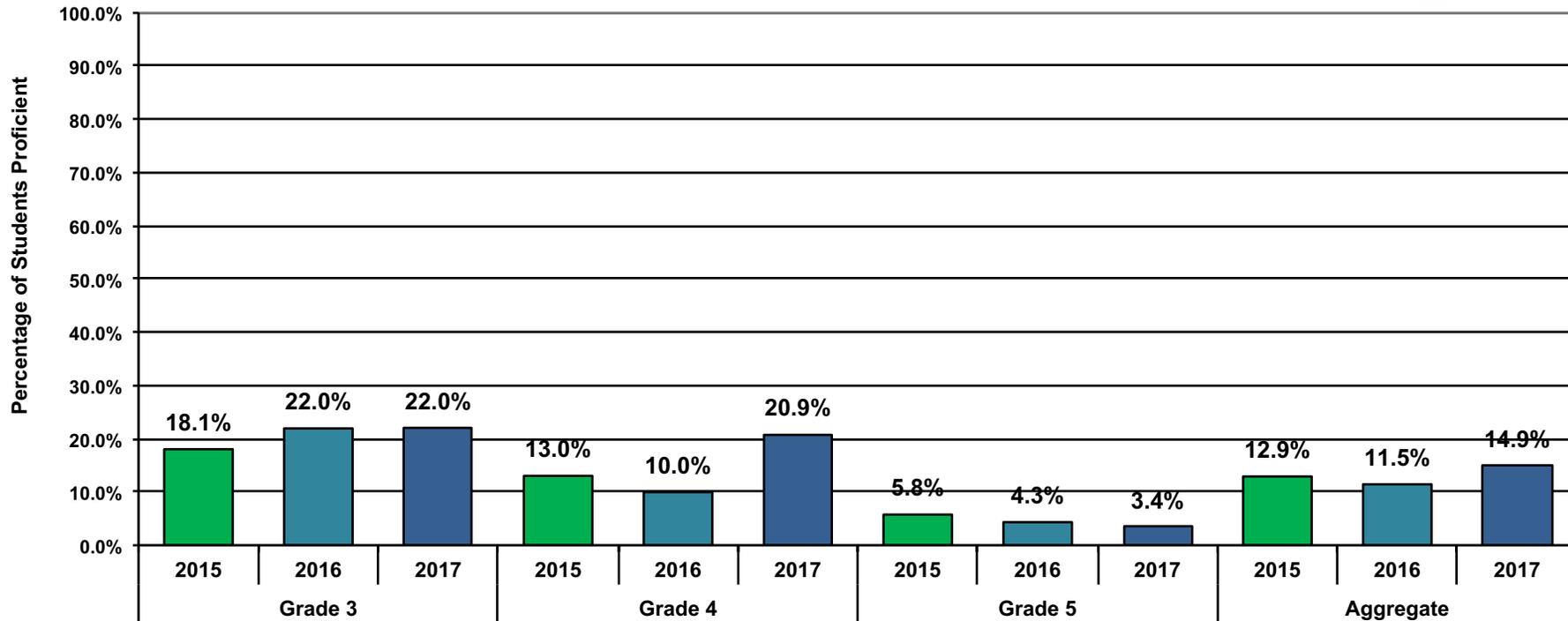
What has been the performance trend in Mathematics at ABTE over the last three years?



Percentage of Students Scoring in Proficient Levels M-STEP Spring 2015 thru Spring 2017

Academy for Business & Technology Elementary All Students Tested Mathematics

Source: MI School Data



# students in each group	Grade 3			Grade 4			Grade 5			Aggregate		
	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017
Not Proficient	59	32	46	40	63	34	49	44	57	148	139	137
Proficient	13	9	13	6	7	9	3	2	2	22	18	24
Total	72	41	59	46	70	43	52	46	59	170	157	161

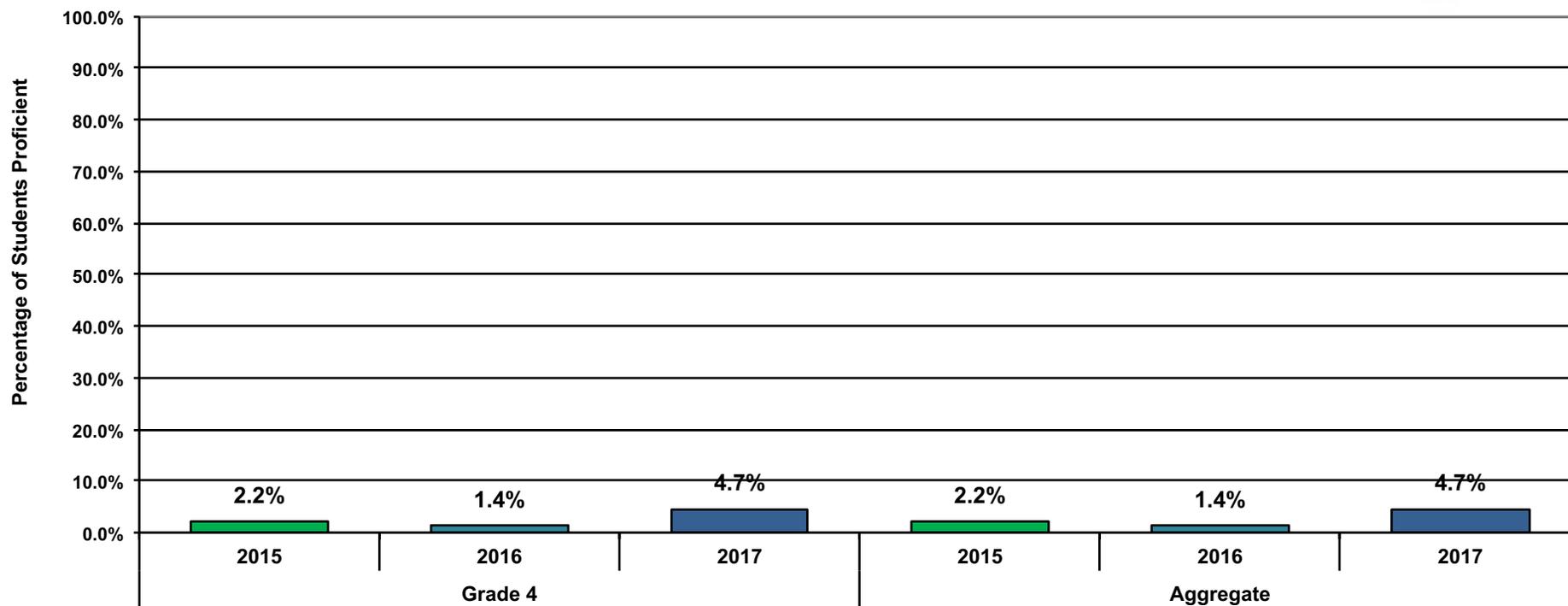
What has been the performance trend in Science at ABTE over the last three years?



Percentage of Students Scoring in Proficient Levels M-STEP Spring 2015 thru Spring 2017

Academy for Business & Technology Elementary All Students Tested Science

Source: MI School Data



# students in each group	Grade 4			Grade 7			Grade 11			Aggregate		
	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017
Not Proficient	45	69	41	0	0	0	0	0	0	45	69	41
Proficient	1	1	2							1	1	2
Total	46	70	43							46	70	43

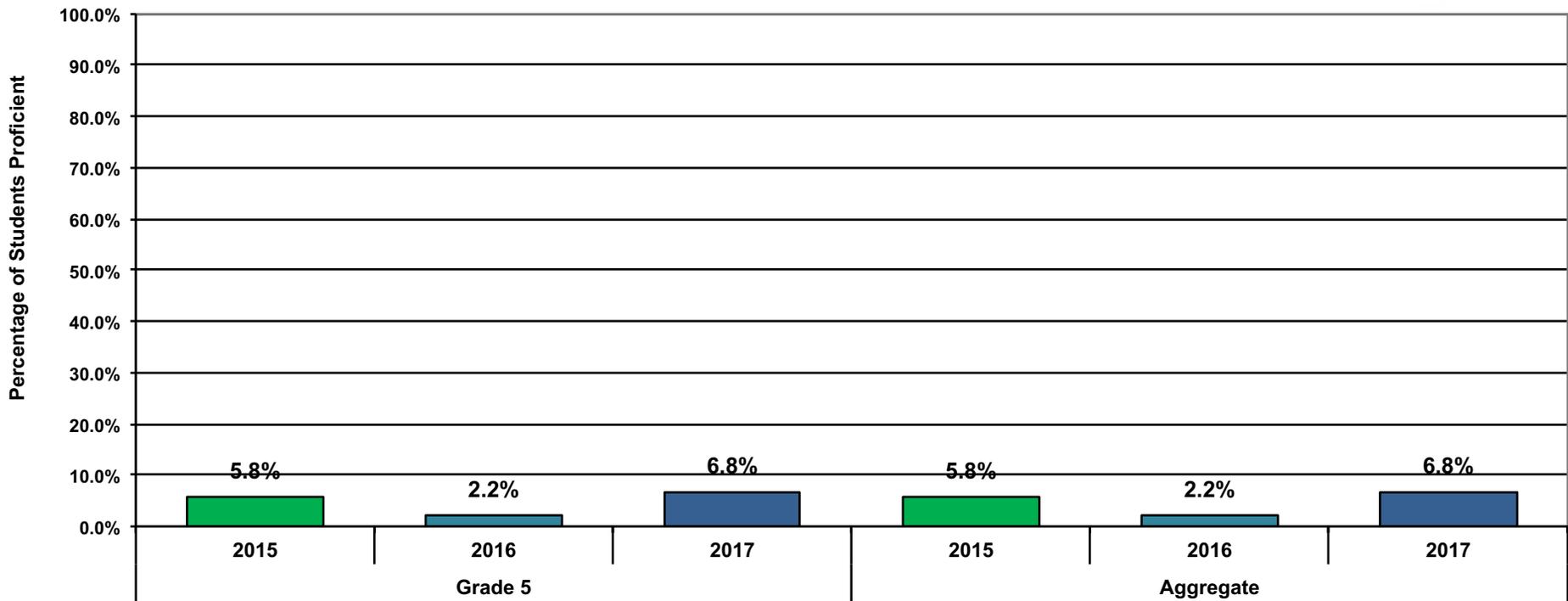
What has been the performance trend in Social Studies at ABTE over the last three years?



Percentage of Students Scoring in Proficient Levels M-STEP Spring 2015 thru Spring 2017

Academy for Business & Technology Elementary All Students Tested Social Studies

Source: MI School Data



# students in each group	Grade 5			Grade 8			Grade 11			Aggregate		
	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017
Not Proficient	49	45	55	0	0	0	0	0	0	49	45	55
Proficient	3	1	4							3	1	4
Total	52	46	59							52	46	59

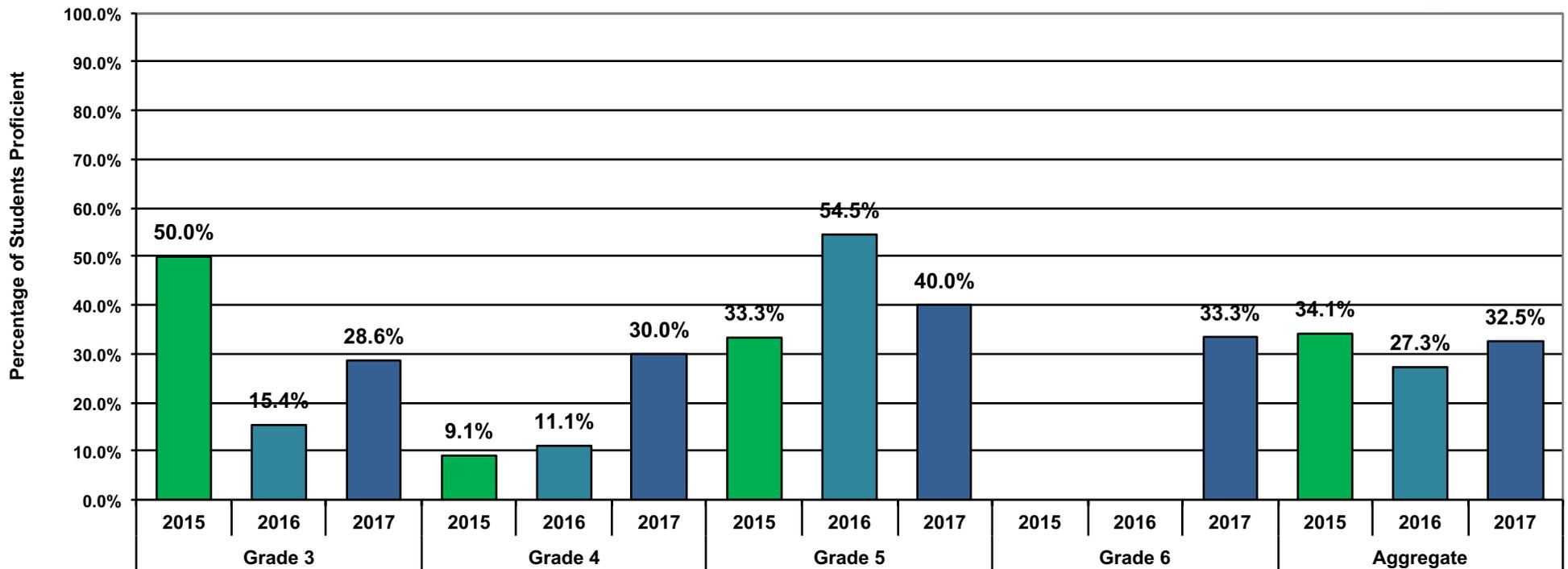
What has been the performance trend in English Language Arts at CCA East over the last three years?



Percentage of Students Scoring in Proficient Levels M-STEP Spring 2015 thru Spring 2017

Cesar Chavez Academy East All Students Tested English Language Arts

Source: MI School Data



# students in each group	Grade 3			Grade 4			Grade 5			Grade 6			Grade 7			Grade 8			Aggregate		
	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017
Not Proficient	9	11	10	10	8	7	8	5	6	0	0	4	0	0	0	0	0	0	27	24	27
Proficient	9	2	4	1	1	3	4	6	4			2							14	9	13
Total	18	13	14	11	9	10	12	11	10			6							41	33	40

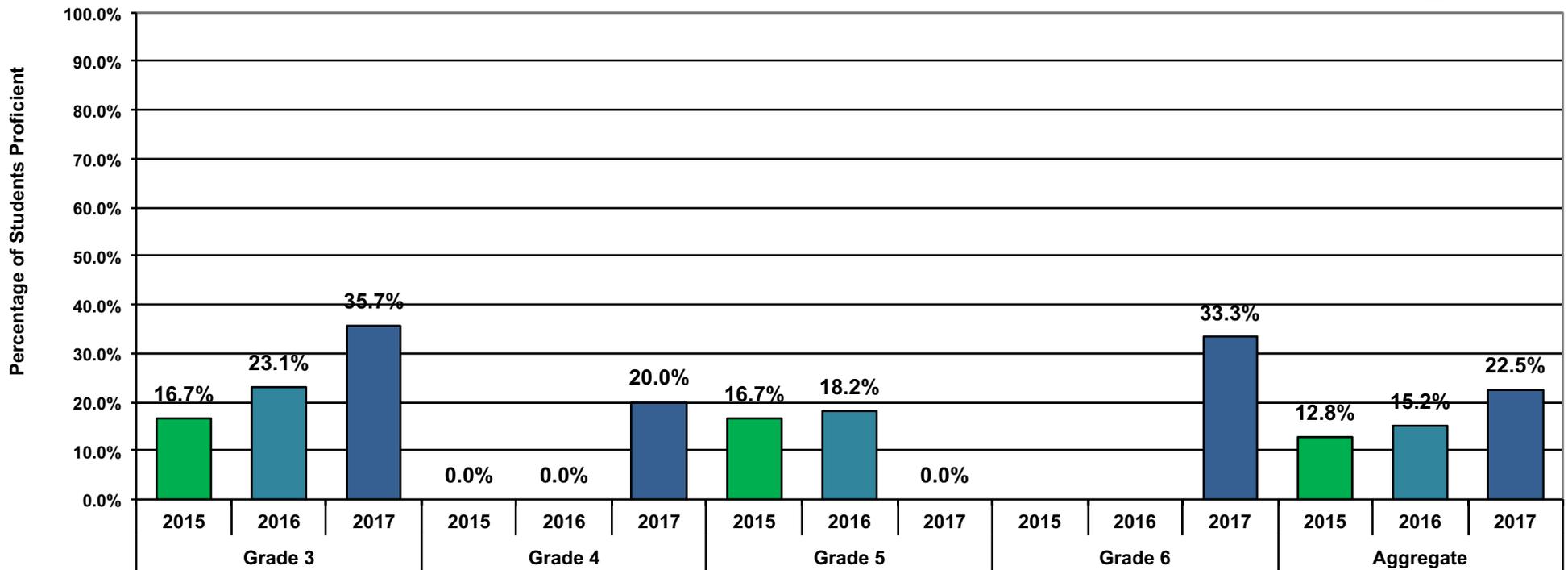
What has been the performance trend in Mathematics at CCA East over the last three years?



Percentage of Students Scoring in Proficient Levels M-STEP Spring 2015 thru Spring 2017

Cesar Chavez Academy East All Students Tested Mathematics

Source: MI School Data



# students in each group	Grade 3			Grade 4			Grade 5			Grade 6			Grade 7			Grade 8			Aggregate		
	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017
Not Proficient	15	10	9	9	9	8	10	9	10	0	0	4	0	0	0	0	0	0	34	28	31
Proficient	3	3	5	0	0	2	2	2	0			2							5	5	9
Total	18	13	14	9	9	10	12	11	10			6							39	33	40

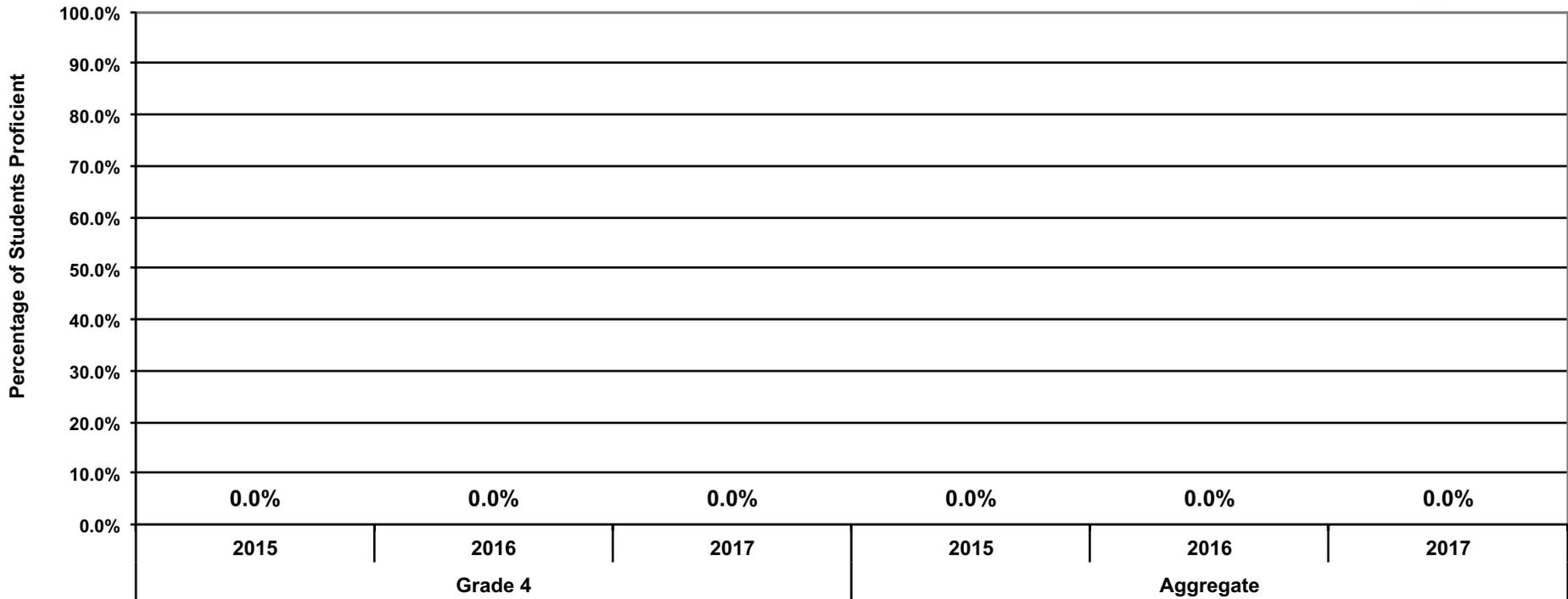
What has been the performance trend in Science at CAA East over the last three years?



**Percentage of Students Scoring in Proficient Levels
M-STEP Spring 2015 thru Spring 2017**

**Cesar Chavez Academy East
All Students Tested
Science**

Source: MI School Data



# students in each group	Grade 4			Grade 7			Grade 11			Aggregate		
	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017
Not Proficient	11	9	10	0	0	0	0	0	0	11	9	10
Proficient	0	0	0							0	0	0
Total	11	9	10							11	9	10

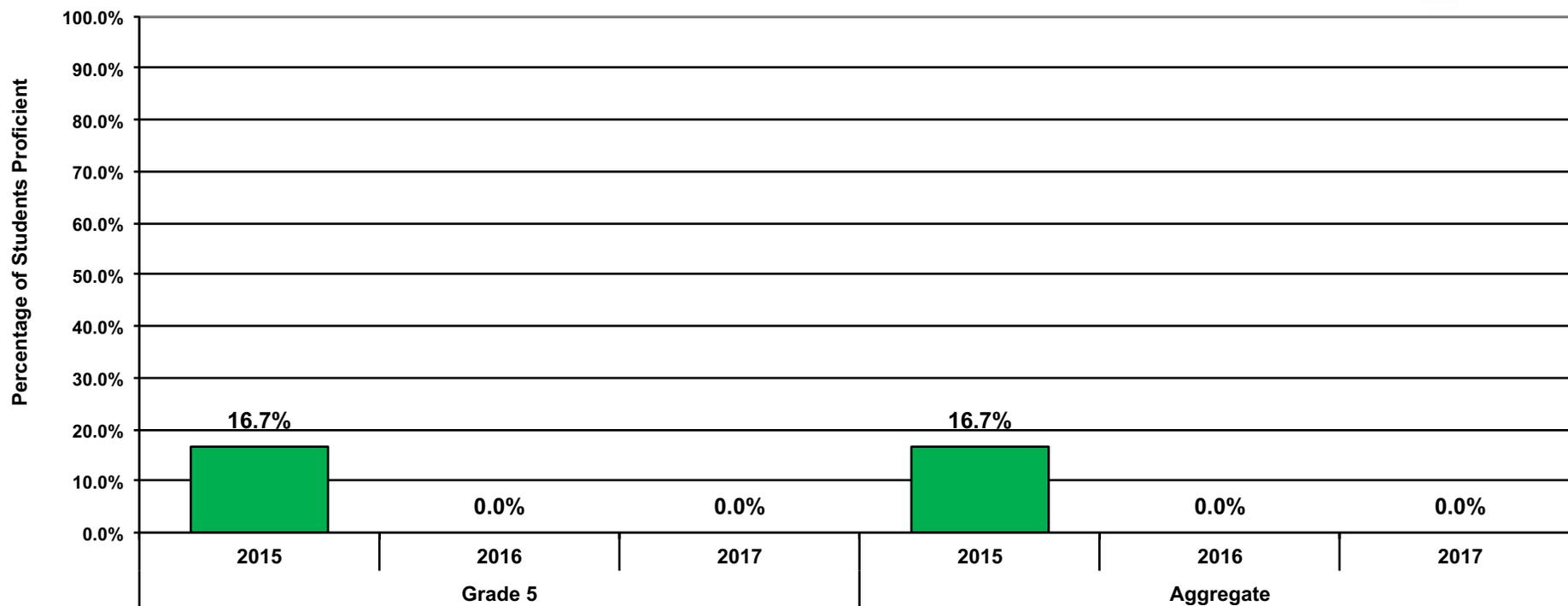
What has been the performance trend in Social Studies at CCA East over the last three years?



Percentage of Students Scoring in Proficient Levels M-STEP Spring 2015 thru Spring 2017

Cesar Chavez Academy East All Students Tested Social Studies

Source: MI School Data



# students in each group	Grade 5			Grade 8			Grade 11			Aggregate		
	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017
Not Proficient	10	11	10	0	0	0	0	0	0	10	11	10
Proficient	2	0	0							2	0	0
Total	12	11	10							12	11	10

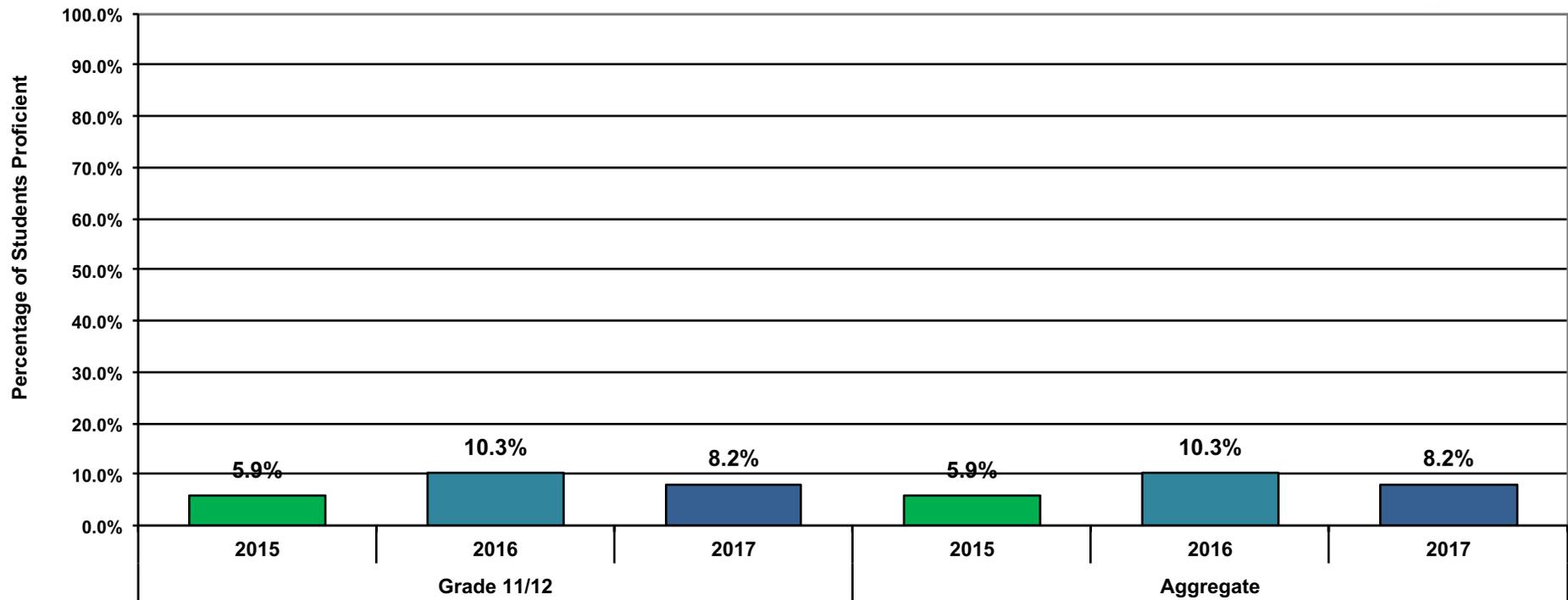
What has been the performance trend in Science at CCA HS over the last three years?



**Percentage of Students Scoring in Proficient Levels
M-STEP Spring 2015 thru Spring 2017**

**Cesar Chavez Academy High School
All Students Tested
Science**

Source: MI School Data



# students in each group	Grade 4			Grade 7			Grade 11/12			Aggregate		
	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017
Not Proficient	0	0	0	0	0	0	128	165	146	128	165	146
Proficient							8	19	13	8	19	13
Total							136	184	159	136	184	159

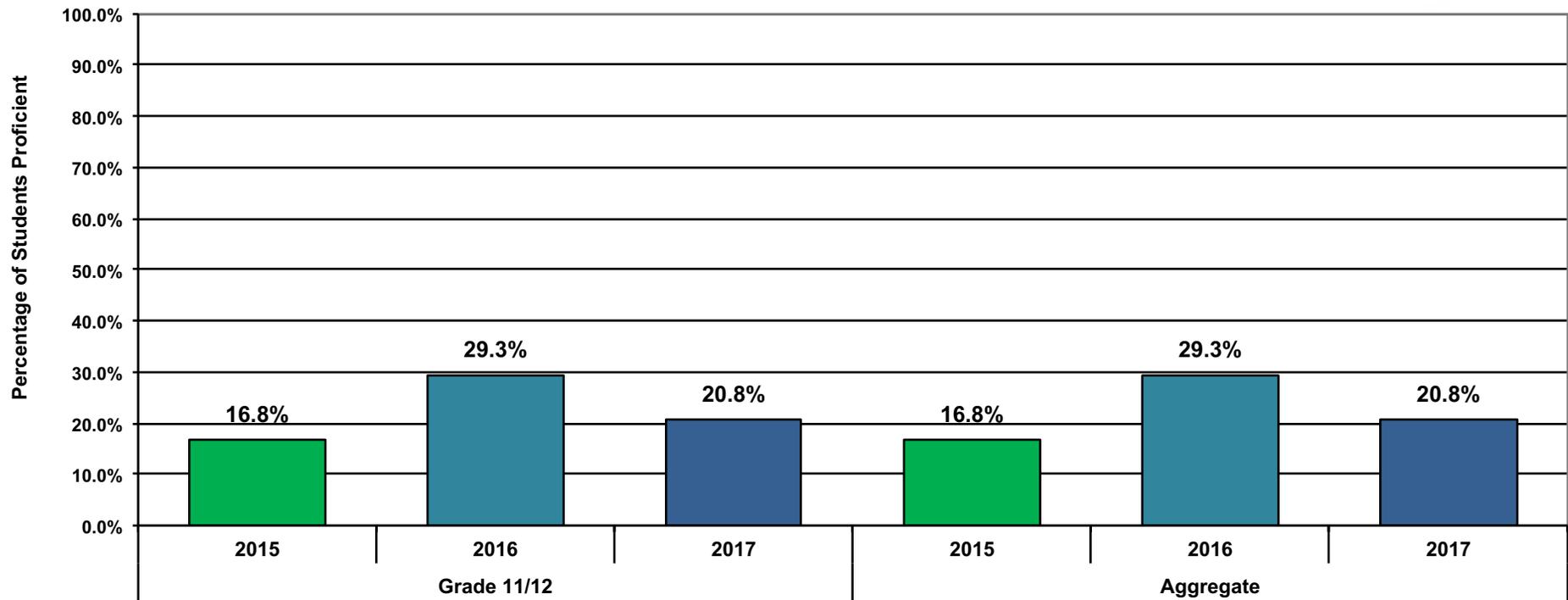
What has been the performance trend in Social Studies at CCA HS over the last three years?



Percentage of Students Scoring in Proficient Levels M-STEP Spring 2015 thru Spring 2017

Cesar Chavez Academy High School All Students Tested Social Studies

Source: MI School Data



# students in each group	Grade 5			Grade 8			Grade 11/12			Aggregate		
	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017
Not Proficient	0	0	0	0	0	0	114	130	126	114	130	126
Proficient							23	54	33	23	54	33
Total							137	184	159	137	184	159

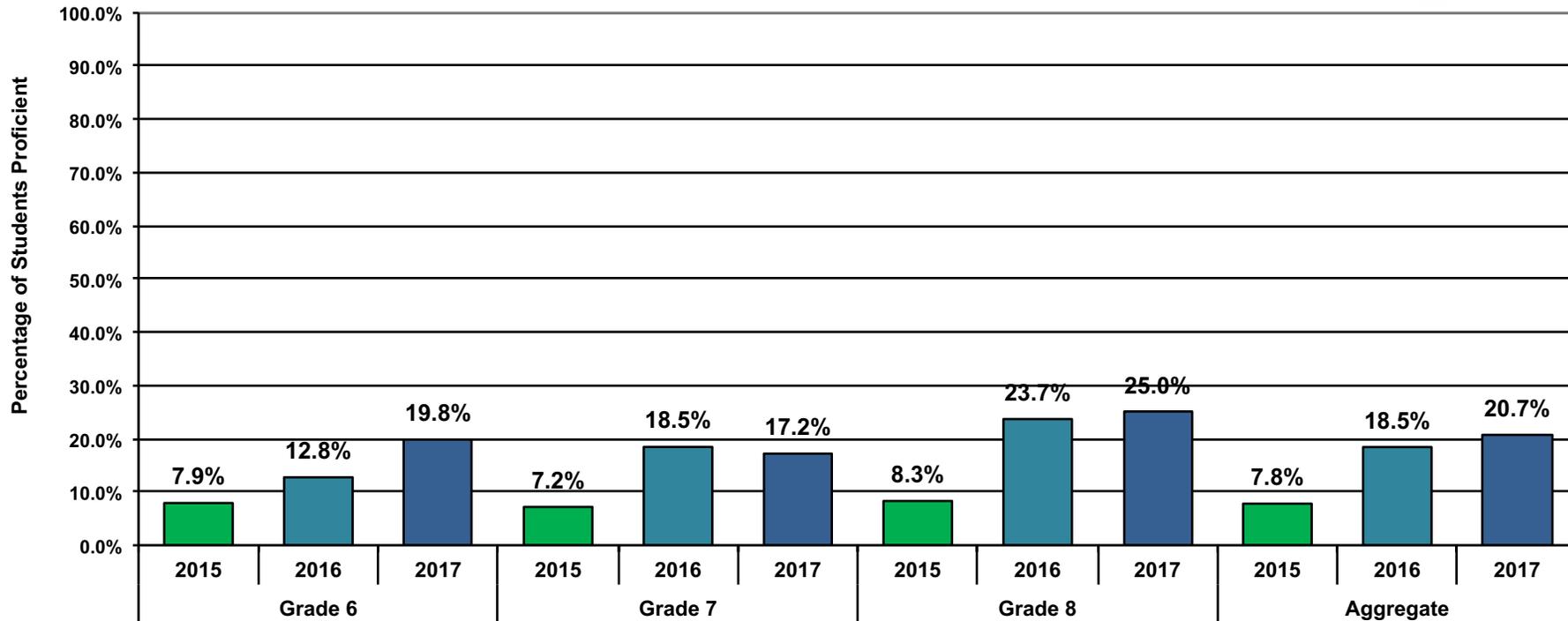
What has been the performance trend in English Language Arts at CCA MS over the last three years?



Percentage of Students Scoring in Proficient Levels M-STEP Spring 2015 thru Spring 2017

Cesar Chavez Academy Middle School All Students Tested English Language Arts

Source: MI School Data



# students in each group	Grade 6			Grade 7			Grade 8			Aggregate		
	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017
Not Proficient	174	157	166	180	150	149	176	148	138	530	455	453
Proficient	15	23	41	14	34	31	16	46	46	45	103	118
Total	189	180	207	194	184	180	192	194	184	575	558	571

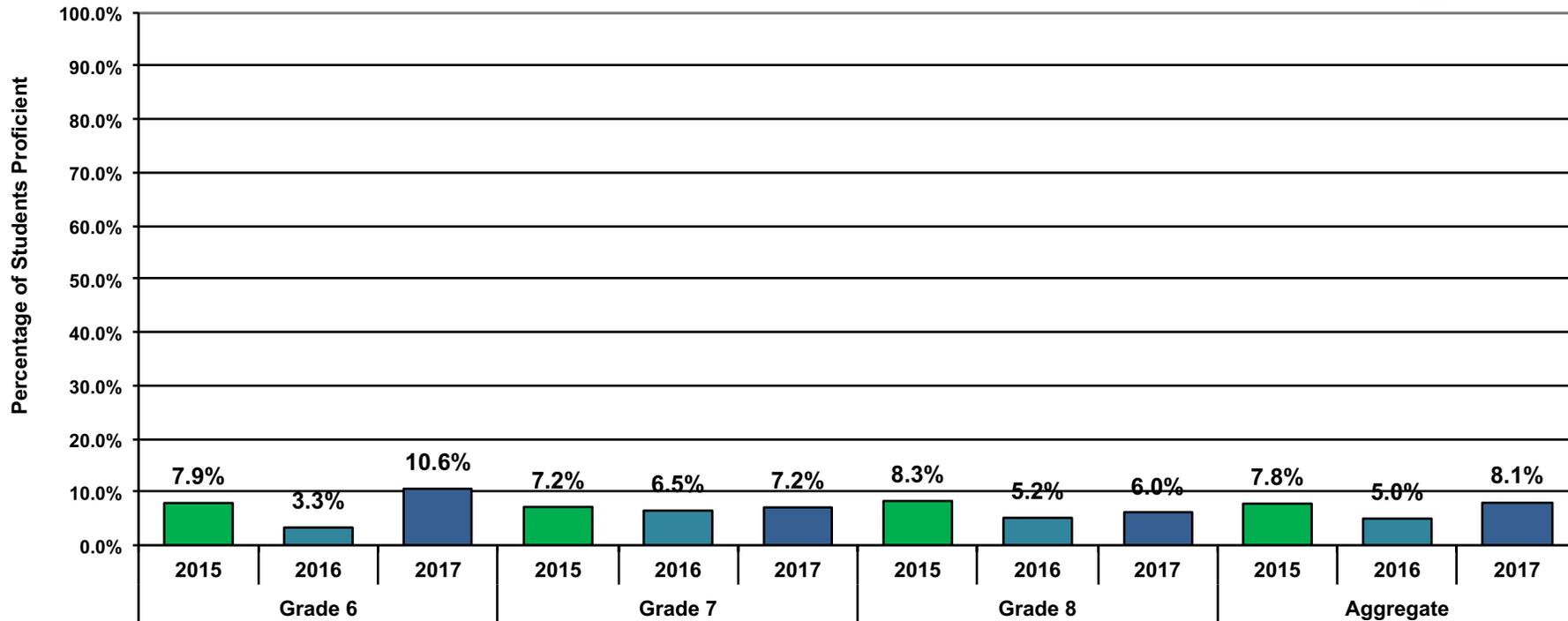
What has been the performance trend in Mathematics at CCA MS over the last three years?



Percentage of Students Scoring in Proficient Levels M-STEP Spring 2015 thru Spring 2017

Cesar Chavez Academy Middle School All Students Tested Mathematics

Source: MI School Data



# students in each group	Grade 6			Grade 7			Grade 8			Aggregate		
	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017
Not Proficient	174	174	185	180	172	167	176	184	171	530	530	523
Proficient	15	6	22	14	12	13	16	10	11	45	28	46
Total	189	180	207	194	184	180	192	194	182	575	558	569

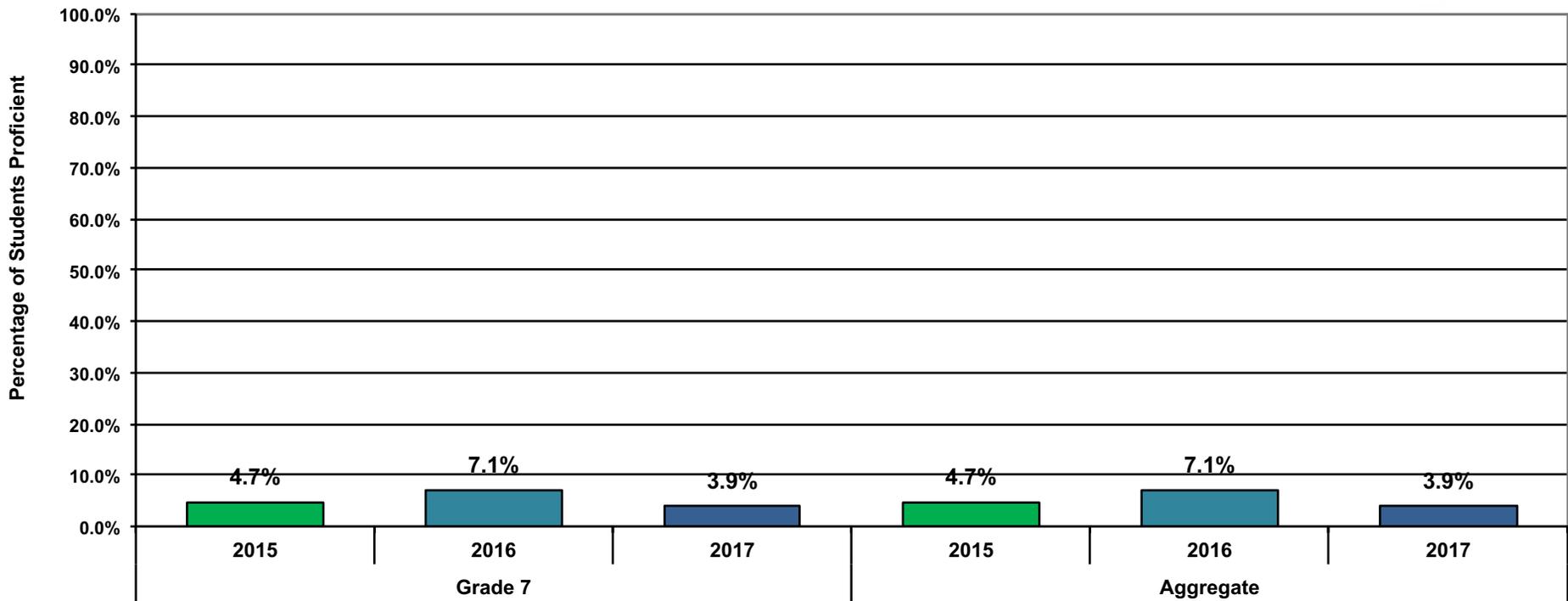
What has been the performance trend in Science at CCA MS over the last three years?



**Percentage of Students Scoring in Proficient Levels
M-STEP Spring 2015 thru Spring 2017**

**Cesar Chavez Academy Middle School
All Students Tested
Science**

Source: MI School Data



# students in each group	Grade 4			Grade 7			Grade 11			Aggregate		
	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017
Not Proficient	0	0	0	184	171	173	0	0	0	184	171	173
Proficient				9	13	7				9	13	7
Total				193	184	180				193	184	180

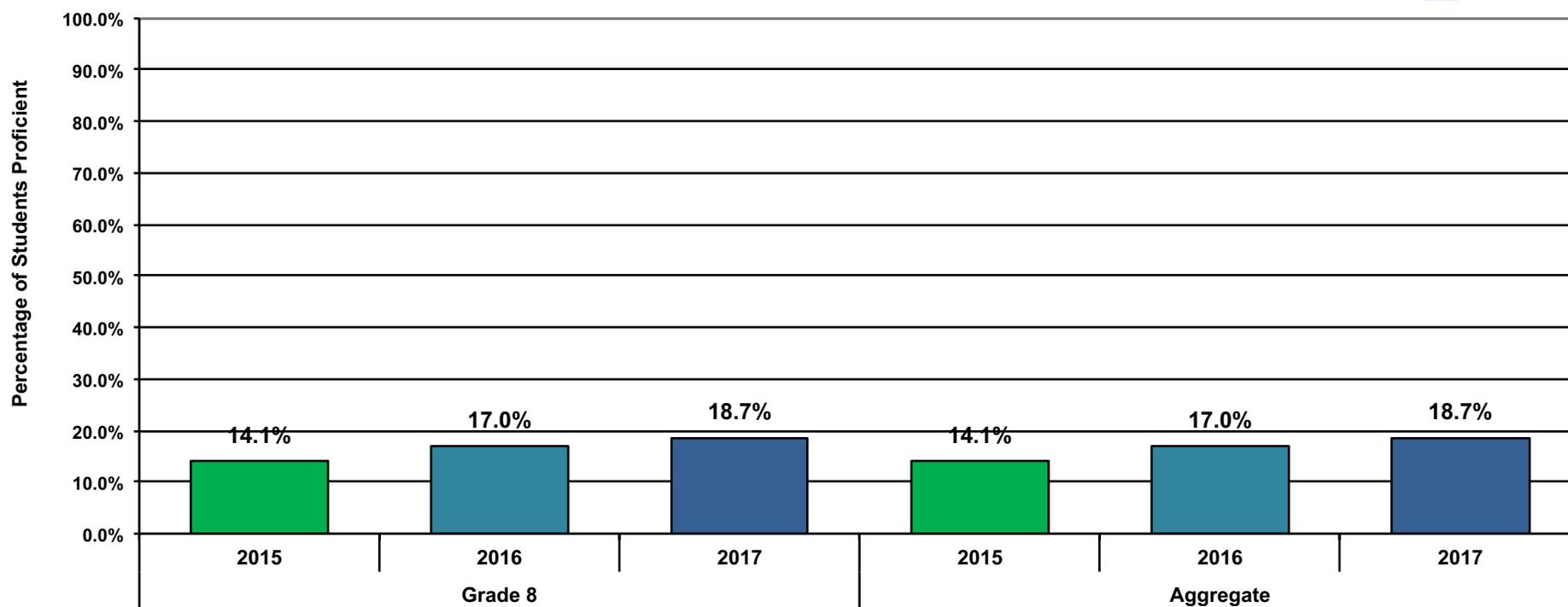
What has been the performance trend in Social Studies at CCA MS over the last three years?



Percentage of Students Scoring in Proficient Levels M-STEP Spring 2015 thru Spring 2017

Cesar Chavez Academy Middle School All Students Tested Social Studies

Source: MI School Data



# students in each group	Grade 5			Grade 8			Grade 11			Aggregate		
	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017
Not Proficient	0	0	0	164	161	148	0	0	0	164	161	148
Proficient				27	33	34				27	33	34
Total				191	194	182				191	194	182

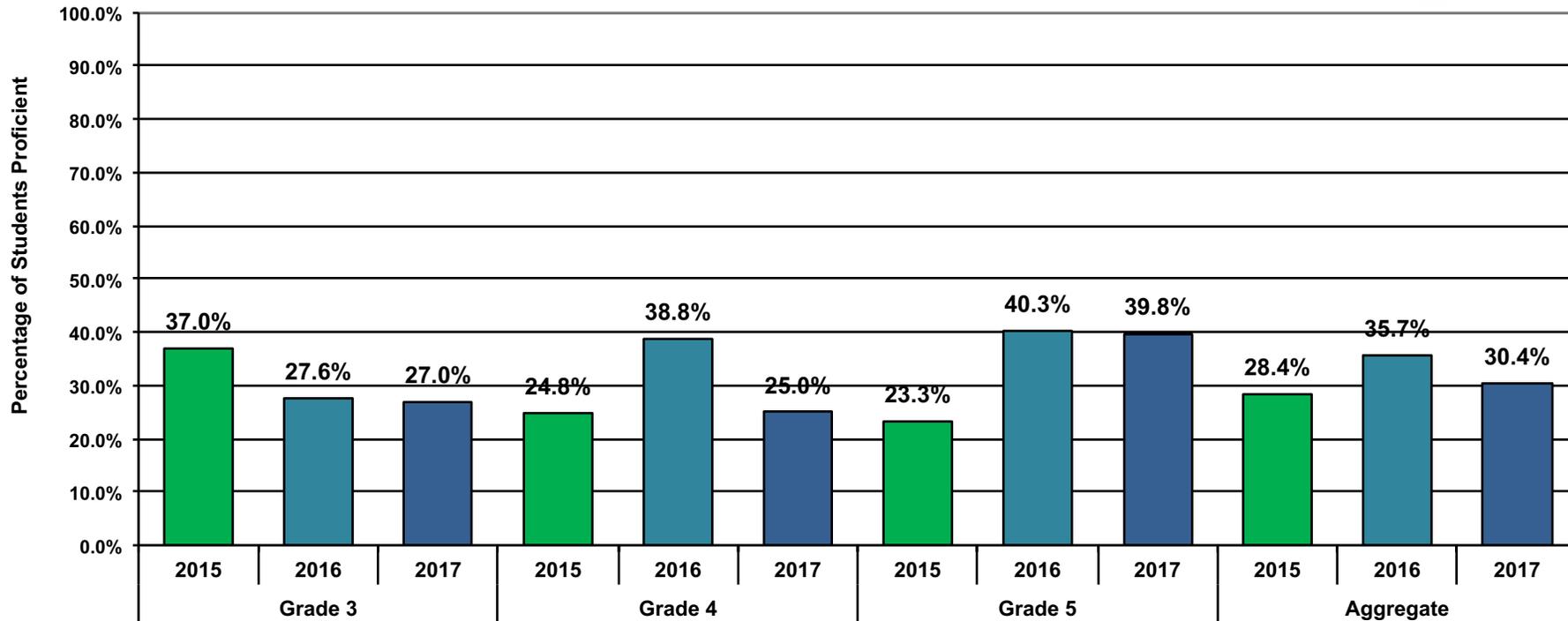
What has been the performance trend in English Language Arts at CCA UE over the last three years?



Percentage of Students Scoring in Proficient Levels M-STEP Spring 2015 thru Spring 2017

Cesar Chavez Academy Upper Elementary All Students Tested English Language Arts

Source: MI School Data



# students in each group	Grade 3			Grade 4			Grade 5			Aggregate		
	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017
Not Proficient	87	97	108	112	79	105	99	89	80	298	265	293
Proficient	51	37	40	37	50	35	30	60	53	118	147	128
Total	138	134	148	149	129	140	129	149	133	416	412	421

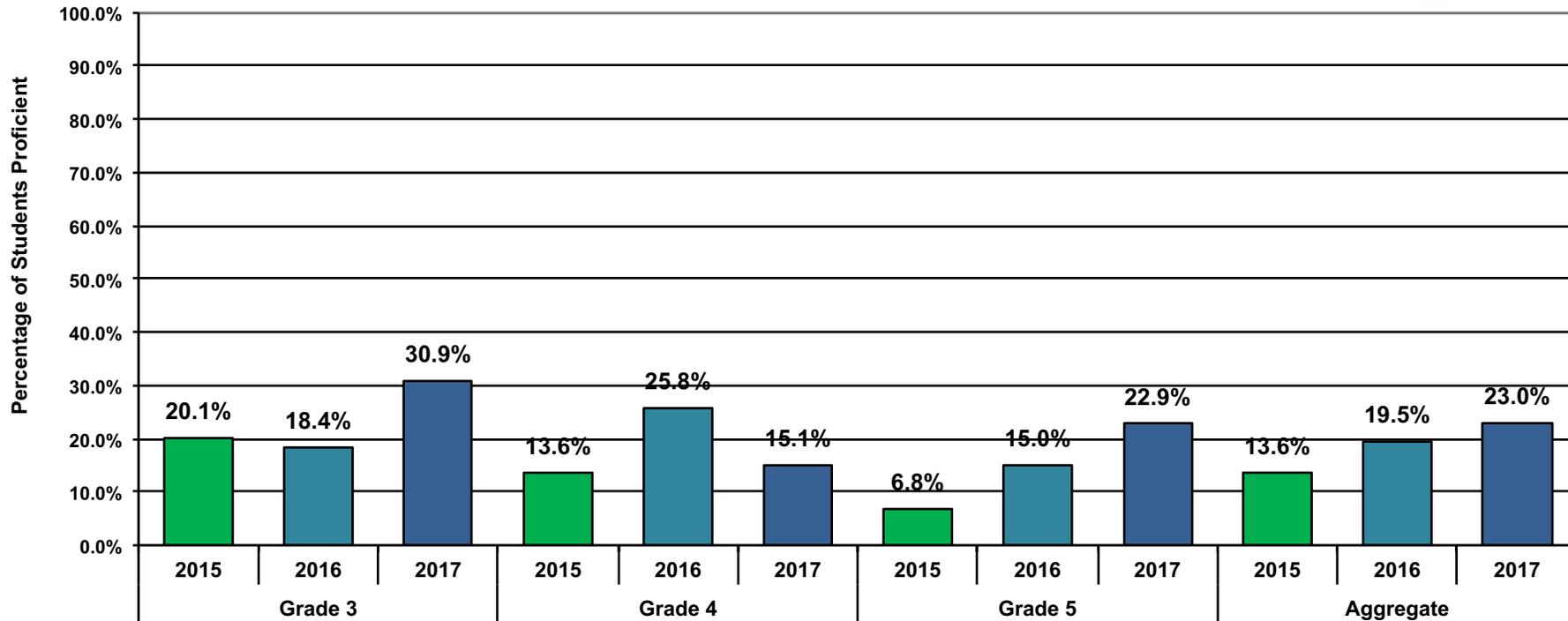
What has been the performance trend in Mathematics at CCA UE over the last three years?



Percentage of Students Scoring in Proficient Levels M-STEP Spring 2015 thru Spring 2017

Cesar Chavez Academy Upper Elementary All Students Tested Mathematics

Source: MI School Data



# students in each group	Grade 3			Grade 4			Grade 5			Aggregate		
	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017
Not Proficient	111	111	103	133	98	124	123	130	108	367	339	335
Proficient	28	25	46	21	34	22	9	23	32	58	82	100
Total	139	136	149	154	132	146	132	153	140	425	421	435

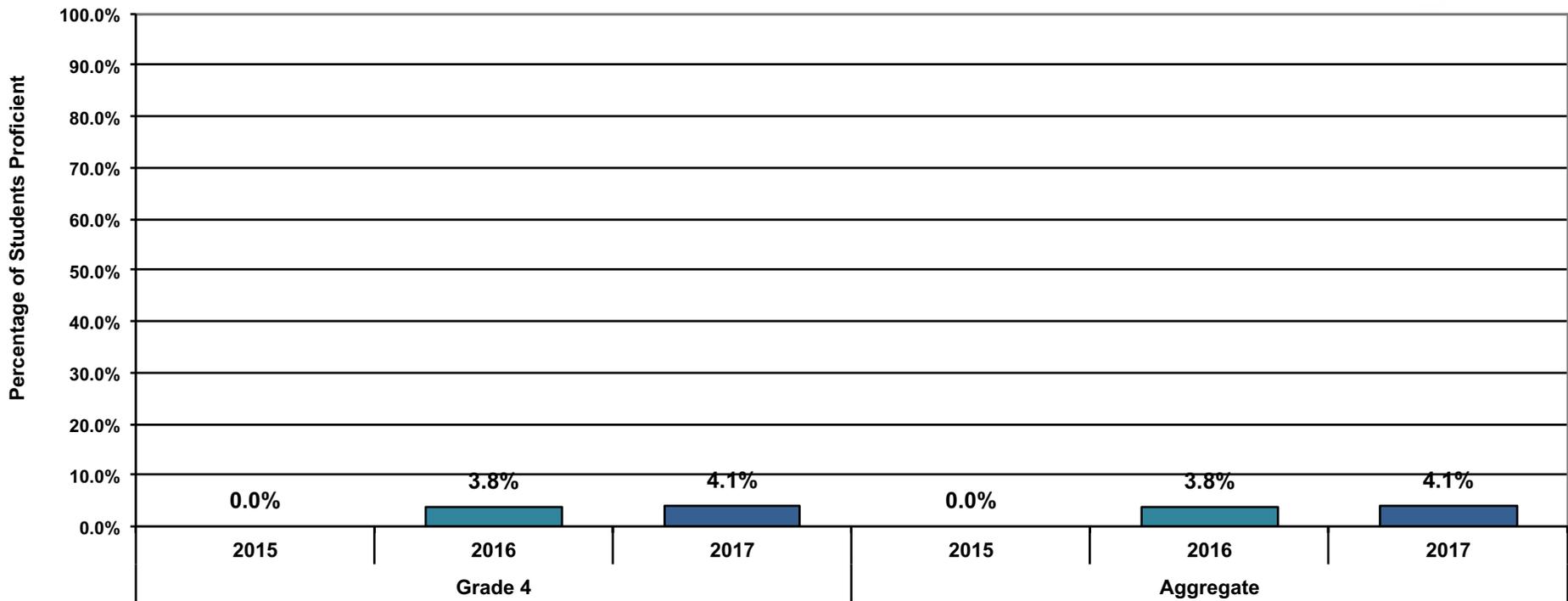
What has been the performance trend in Science at CCA UE over the last three years?



**Percentage of Students Scoring in Proficient Levels
M-STEP Spring 2015 thru Spring 2017**

**Cesar Chavez Academy Upper Elementary
All Students Tested
Science**

Source: MI School Data



# students in each group	Grade 4			Grade 7			Grade 11			Aggregate		
	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017
Not Proficient	153	127	140	0	0	0	0	0	0	153	127	140
Proficient	0	5	6							0	5	6
Total	153	132	146							153	132	146

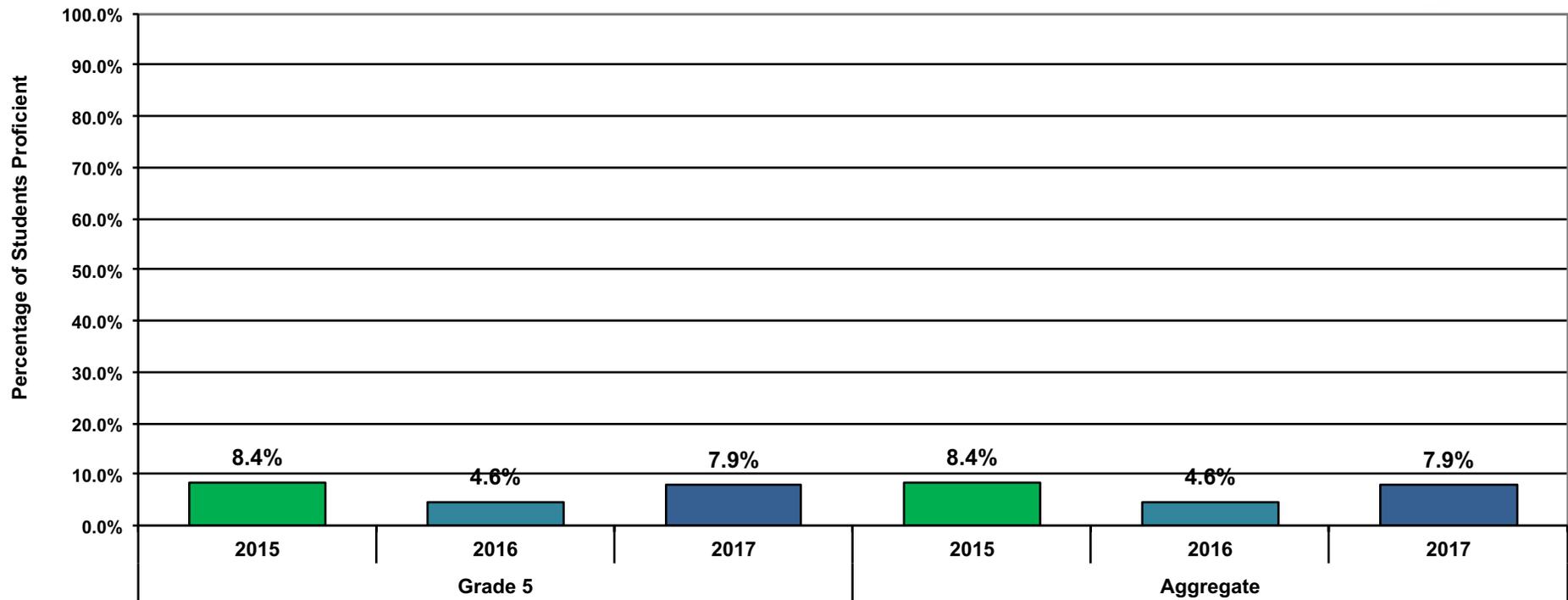
What has been the performance trend in Social Studies at CCA UE over the last three years?



Percentage of Students Scoring in Proficient Levels M-STEP Spring 2015 thru Spring 2017

Cesar Chavez Academy Upper Elementary All Students Tested Social Studies

Source: MI School Data



# students in each group	Grade 5			Grade 8			Grade 11			Aggregate		
	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017
Not Proficient	120	146	129	0	0	0	0	0	0	120	146	129
Proficient	11	7	11							11	7	11
Total	131	153	140							131	153	140

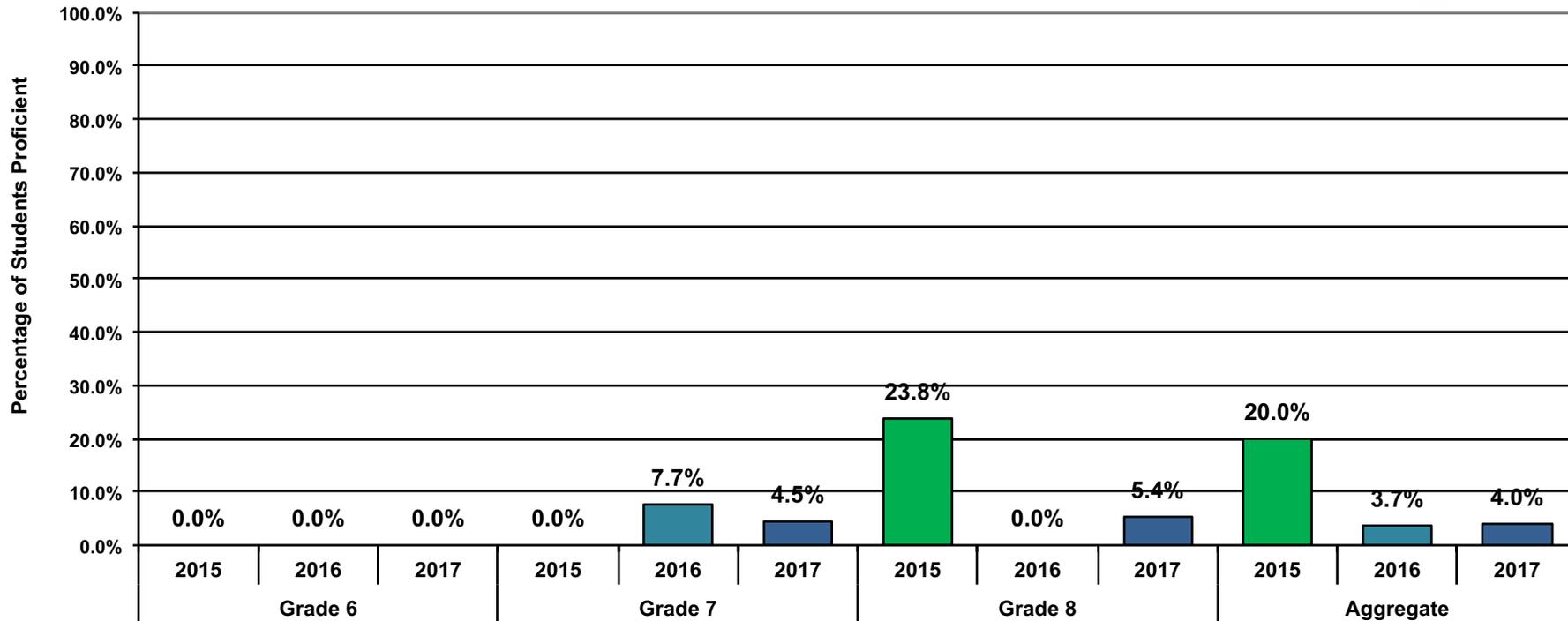
What has been the performance trend in English Language Arts at DPSA over the last three years?



Percentage of Students Scoring in Proficient Levels M-STEP Spring 2015 thru Spring 2017

Detroit Public Safety Academy All Students Tested English Language Arts

Source: MI School Data



# students in each group	Grade 6			Grade 7			Grade 8			Aggregate		
	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017
Not Proficient	0	0	16	4	12	21	16	14	35	20	26	72
Proficient			0	0	1	1	5	0	2	5	1	3
Total			16	4	13	22	21	14	37	25	27	75

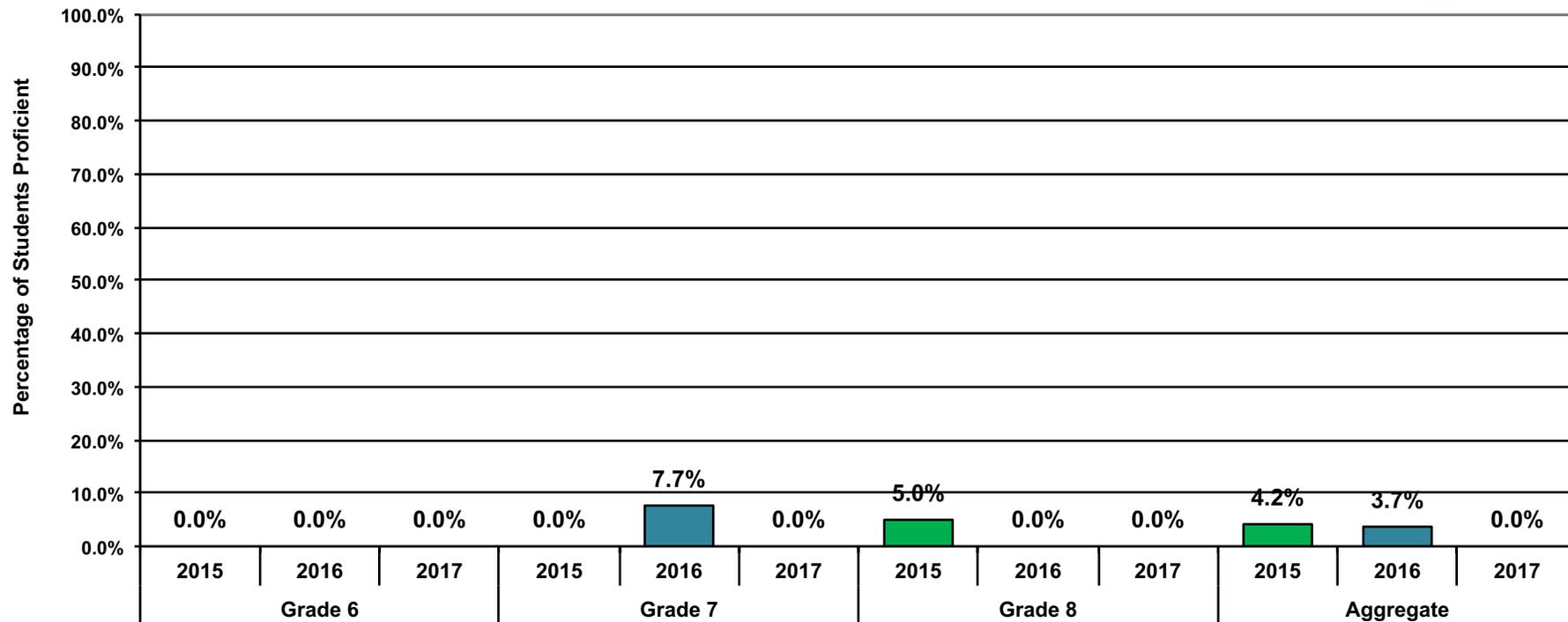
What has been the performance trend in Mathematics at DPSA over the last three years?



Percentage of Students Scoring in Proficient Levels M-STEP Spring 2015 thru Spring 2017

Detroit Public Safety Academy All Students Tested Mathematics

Source: MI School Data



# students in each group	Grade 6			Grade 7			Grade 8			Aggregate		
	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017
Not Proficient	0	0	16	4	12	22	19	14	37	23	26	75
Proficient			0	0	1	0	1	0	0	1	1	0
Total			16	4	13	22	20	14	37	24	27	75

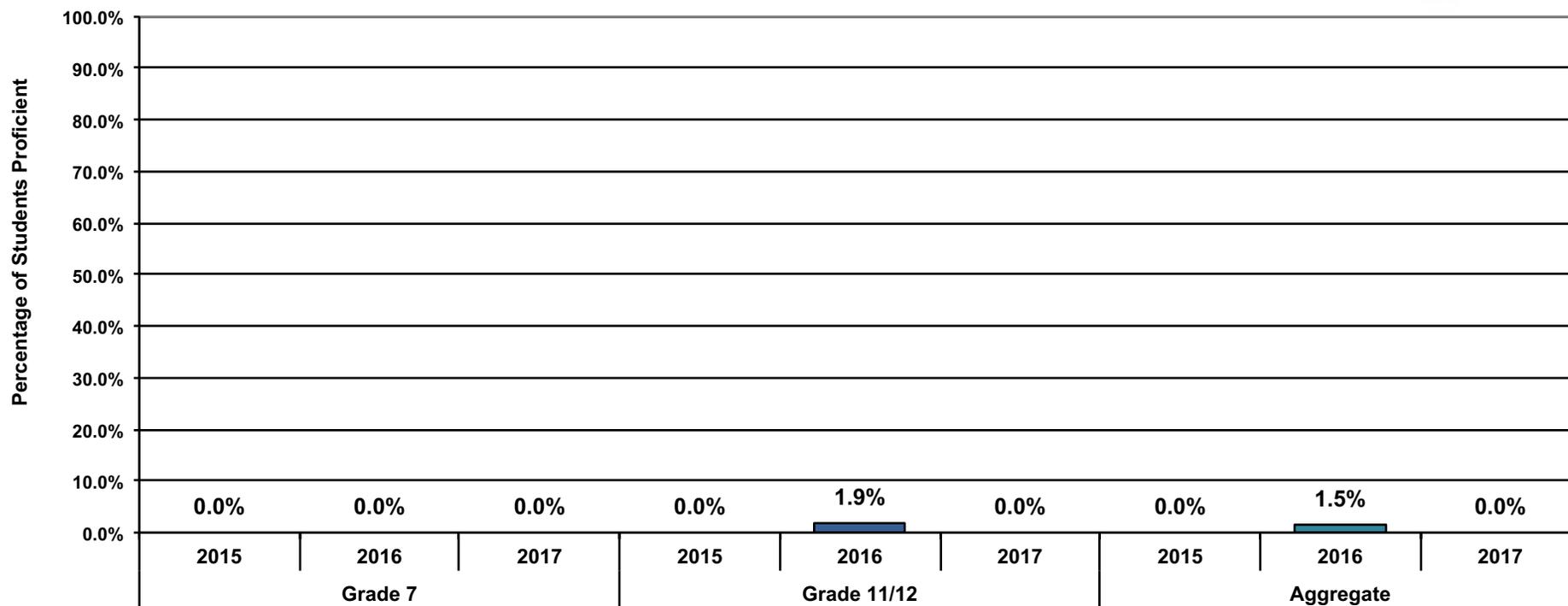
What has been the performance trend in Science at DPSA over the last three years?



Percentage of Students Scoring in Proficient Levels M-STEP Spring 2015 thru Spring 2017

Detroit Public Safety Academy All Students Tested Science

Source: MI School Data



# students in each group	Grade 4			Grade 7			Grade 11/12			Aggregate		
	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017
Not Proficient	0	0	0	4	13	22	37	51	54	41	64	76
Proficient				0	0	0	0	1	0	0	1	0
Total				4	13	22	37	52	54	41	65	76

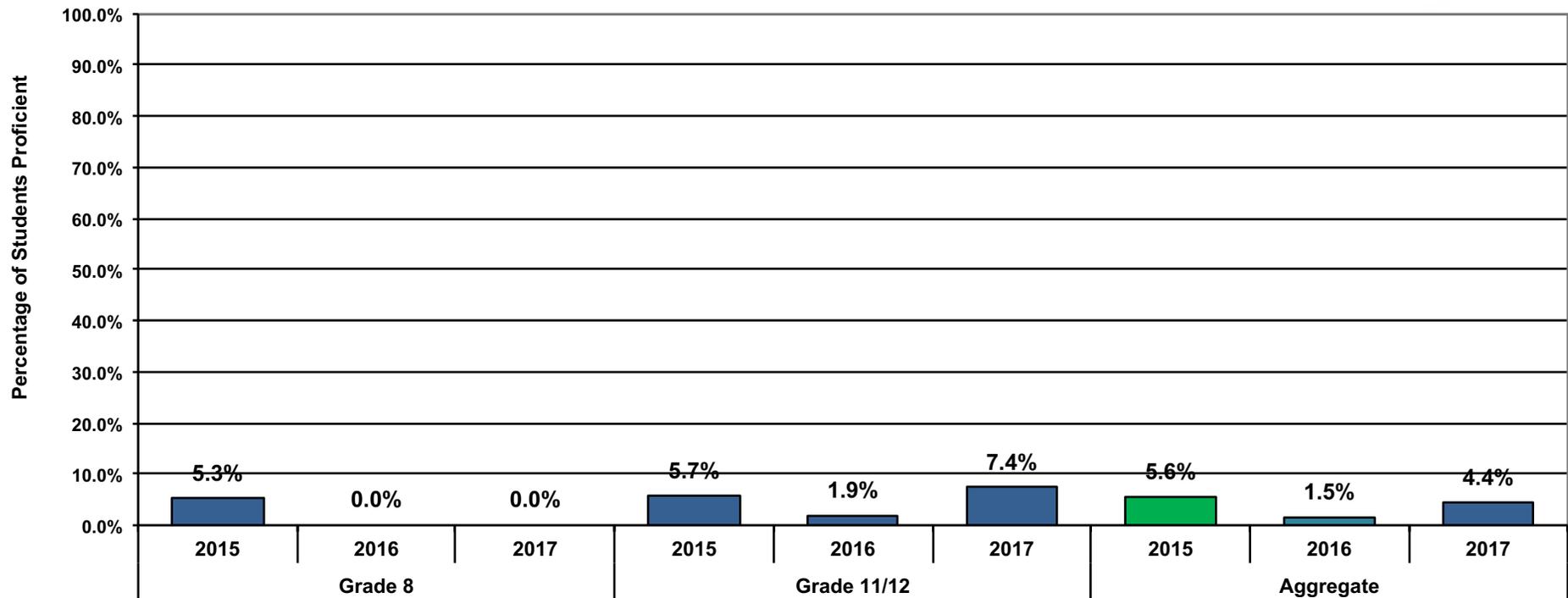
What has been the performance trend in Social Studies at DPSA over the last three years?



Percentage of Students Scoring in Proficient Levels M-STEP Spring 2015 thru Spring 2017

Detroit Public Safety Academy All Students Tested Social Studies

Source: MI School Data



# students in each group	Grade 5			Grade 8			Grade 11/12			Aggregate		
	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017
Not Proficient	0	0	0	18	14	37	33	51	50	51	65	87
Proficient				1	0	0	2	1	4	3	1	4
Total				19	14	37	35	52	54	54	66	91

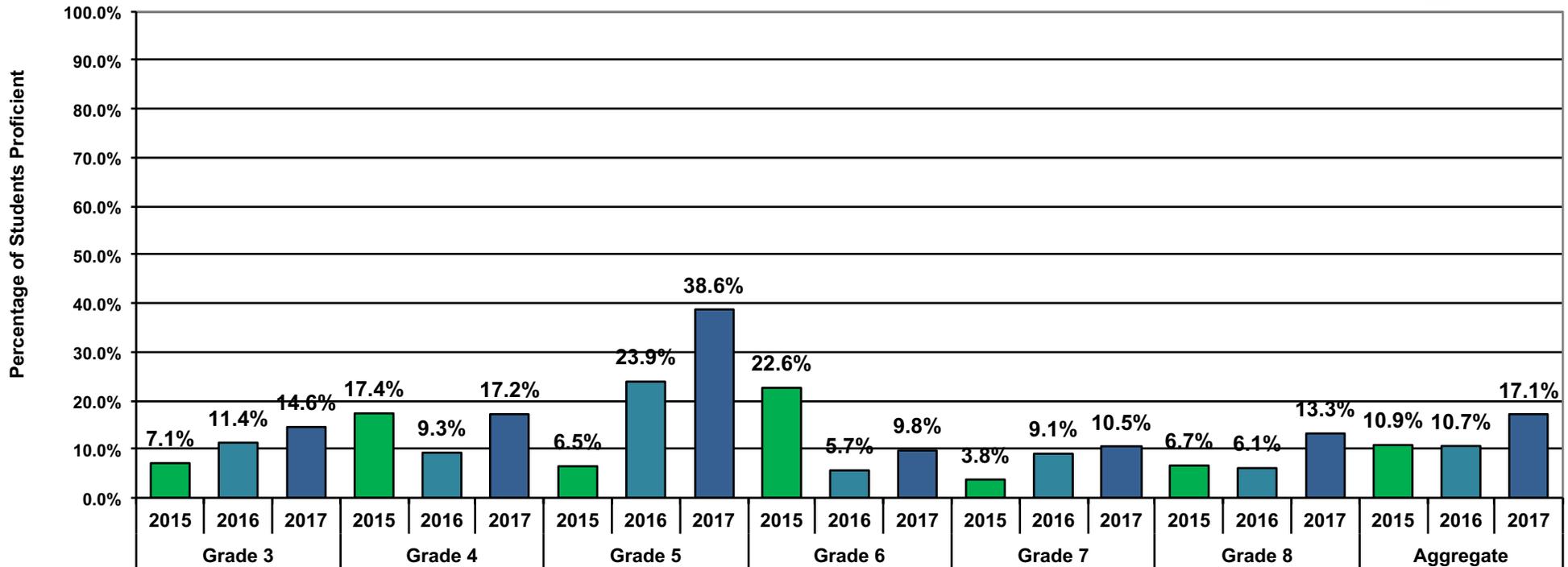
What has been the performance trend in English Language Arts at FRA over the last three years?



Percentage of Students Scoring in Proficient Levels M-STEP Spring 2015 thru Spring 2017

Francis Reh Public School Academy All Students Tested English Language Arts

Source: MI School Data



# students in each group	Grade 3			Grade 4			Grade 5			Grade 6			Grade 7			Grade 8			Aggregate		
	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017
Not Proficient	39	39	35	38	39	24	43	35	27	41	50	37	51	50	51	42	46	39	254	259	213
Proficient	3	5	6	8	4	5	3	11	17	12	3	4	2	5	6	3	3	6	31	31	44
Total	42	44	41	46	43	29	46	46	44	53	53	41	53	55	57	45	49	45	285	290	257

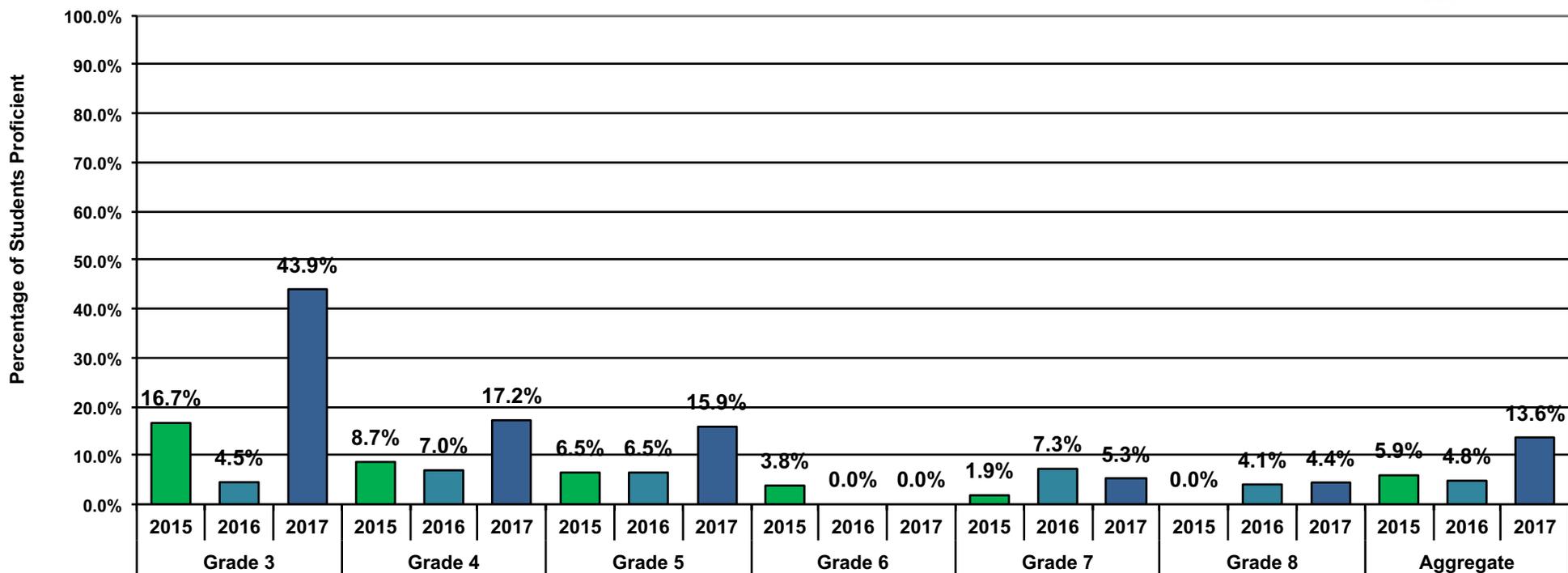
What has been the performance trend in Mathematics at FRA over the last three years?



Percentage of Students Scoring in Proficient Levels M-STEP Spring 2015 thru Spring 2017

Francis Reh Public School Academy All Students Tested Mathematics

Source: MI School Data



# students in each group	Grade 3			Grade 4			Grade 5			Grade 6			Grade 7			Grade 8			Aggregate		
	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017
Not Proficient	35	42	23	42	40	24	43	43	37	50	52	41	53	51	54	46	47	43	269	275	222
Proficient	7	2	18	4	3	5	3	3	7	2	0	0	1	4	3	0	2	2	17	14	35
Total	42	44	41	46	43	29	46	46	44	52	52	41	54	55	57	46	49	45	286	289	257

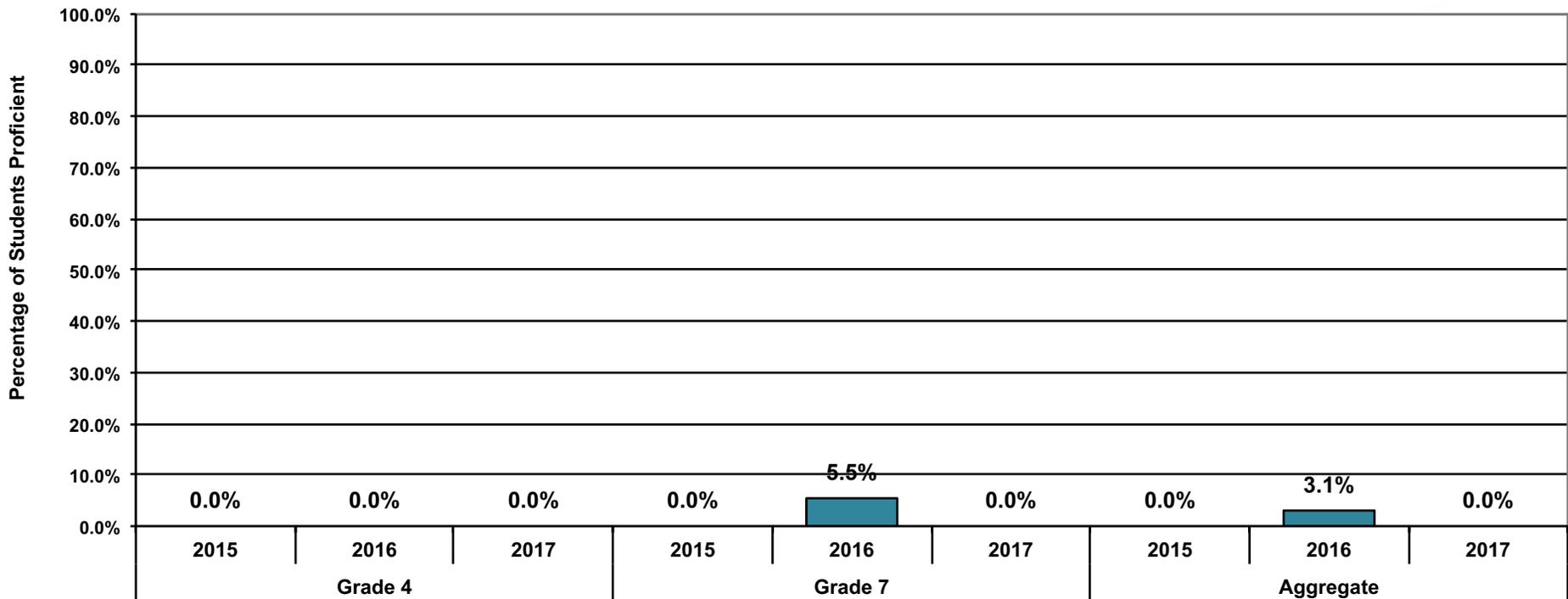
What has been the performance trend in Science at FRA over the last three years?



**Percentage of Students Scoring in Proficient Levels
M-STEP Spring 2015 thru Spring 2017**

**Francis Reh Public School Academy
All Students Tested
Science**

Source: MI School Data



# students in each group	Grade 4			Grade 7			Grade 11			Aggregate		
	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017
Not Proficient	46	43	29	54	52	57	0	0	0	100	95	86
Proficient	0	0	0	0	3	0				0	3	0
Total	46	43	29	54	55	57				100	98	86

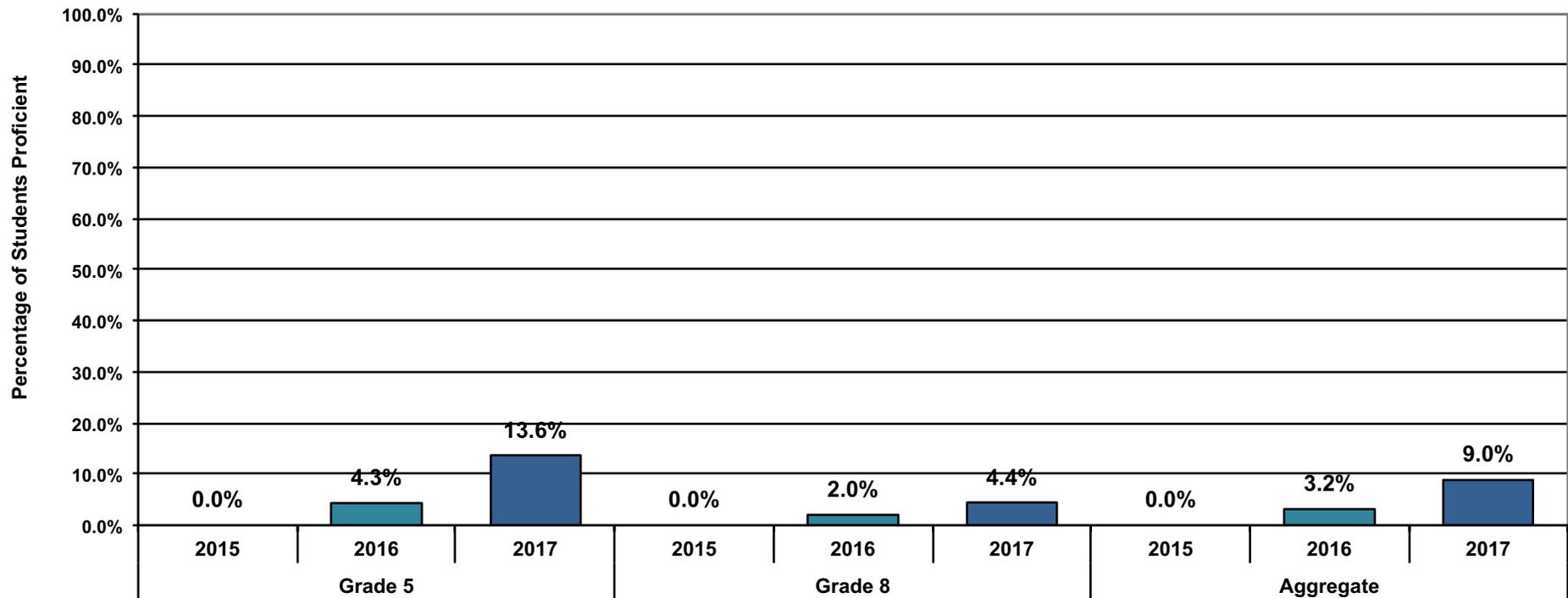
What has been the performance trend in Social Studies at FRA over the last three years?



Percentage of Students Scoring in Proficient Levels M-STEP Spring 2015 thru Spring 2017

Francis Reh Public School Academy All Students Tested Social Studies

Source: MI School Data



# students in each group	Grade 5			Grade 8			Grade 11			Aggregate		
	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017
Not Proficient	44	44	38	45	48	43	0	0	0	89	92	81
Proficient	0	2	6	0	1	2				0	3	8
Total	44	46	44	45	49	45				89	95	89

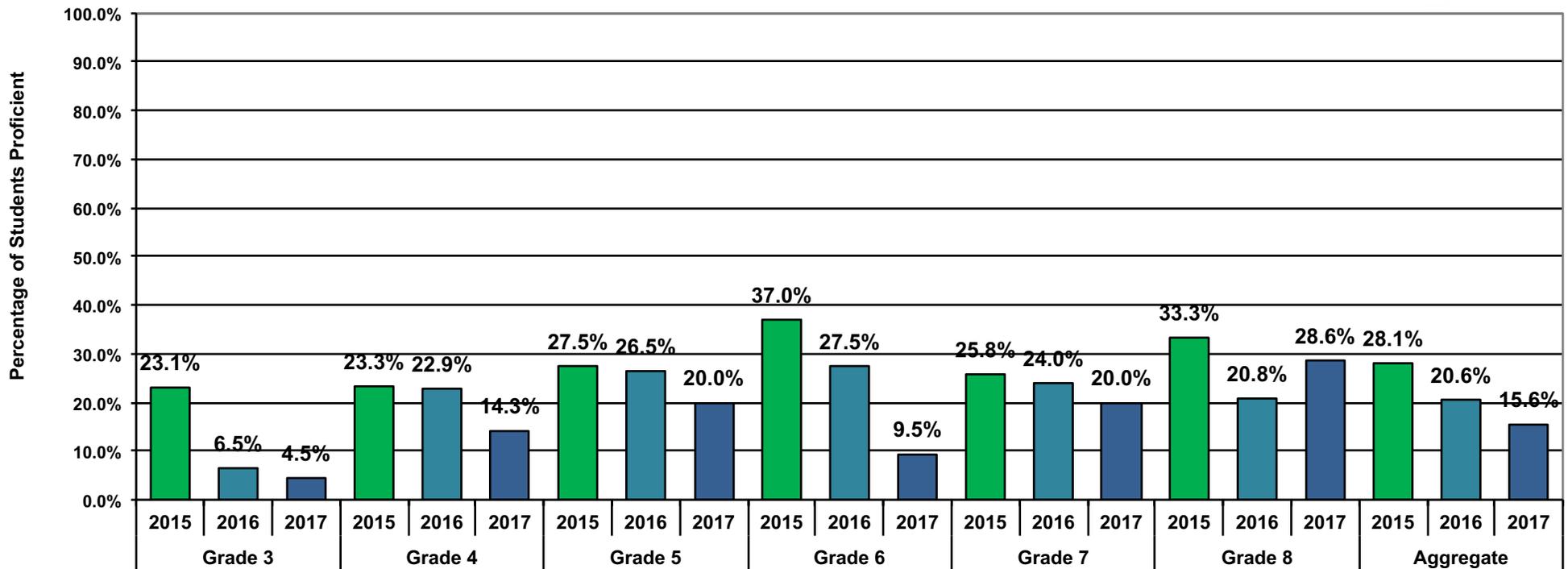
What has been the performance trend in English Language Arts at GCA over the last three years?



Percentage of Students Scoring in Proficient Levels M-STEP Spring 2015 thru Spring 2017

George Crockett Academy All Students Tested English Language Arts

Source: MI School Data



# students in each group	Grade 3			Grade 4			Grade 5			Grade 6			Grade 7			Grade 8			Aggregate		
	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017
Not Proficient	30	43	42	23	27	48	29	25	48	17	29	38	23	19	32	24	19	20	146	162	228
Proficient	9	3	2	7	8	8	11	9	12	10	11	4	8	6	8	12	5	8	57	42	42
Total	39	46	44	30	35	56	40	34	60	27	40	42	31	25	40	36	24	28	203	204	270

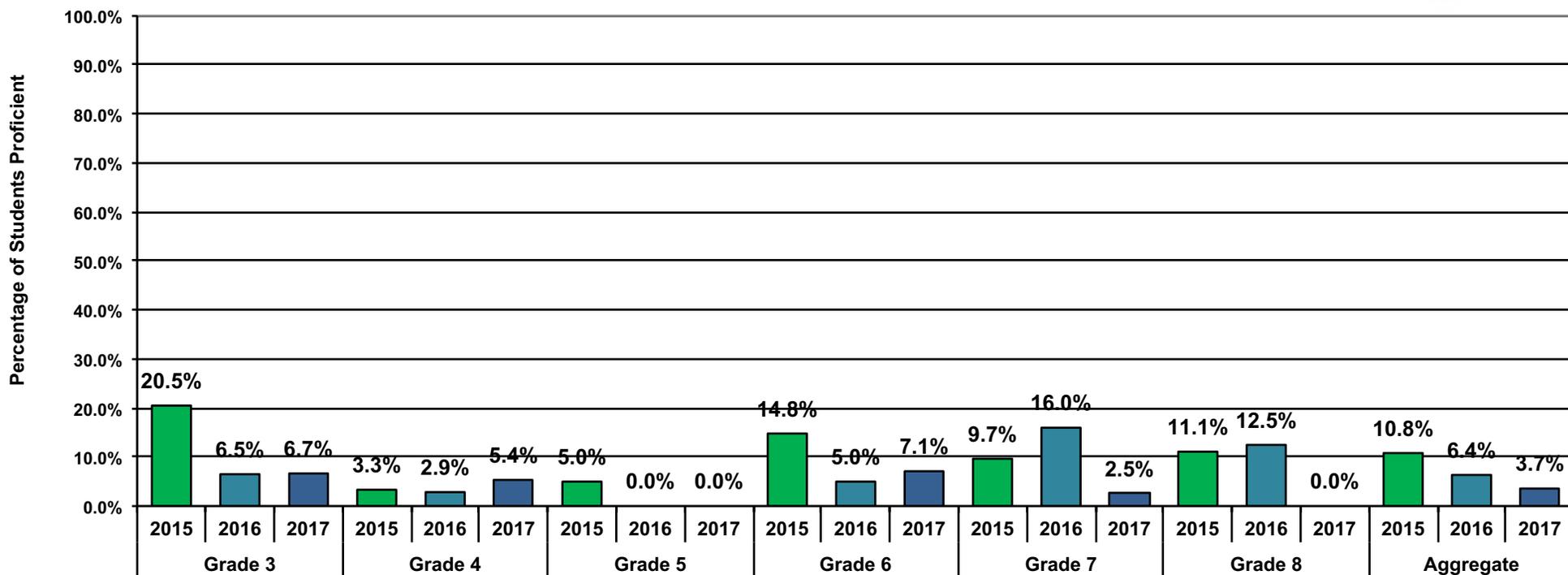
What has been the performance trend in Mathematics at GCA over the last three years?



Percentage of Students Scoring in Proficient Levels M-STEP Spring 2015 thru Spring 2017

George Crockett Academy All Students Tested Mathematics

Source: MI School Data



# students in each group	Grade 3			Grade 4			Grade 5			Grade 6			Grade 7			Grade 8			Aggregate		
	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017
Not Proficient	31	43	42	29	34	53	38	34	60	23	38	39	28	21	39	32	21	28	181	191	261
Proficient	8	3	3	1	1	3	2	0	0	4	2	3	3	4	1	4	3	0	22	13	10
Total	39	46	45	30	35	56	40	34	60	27	40	42	31	25	40	36	24	28	203	204	271

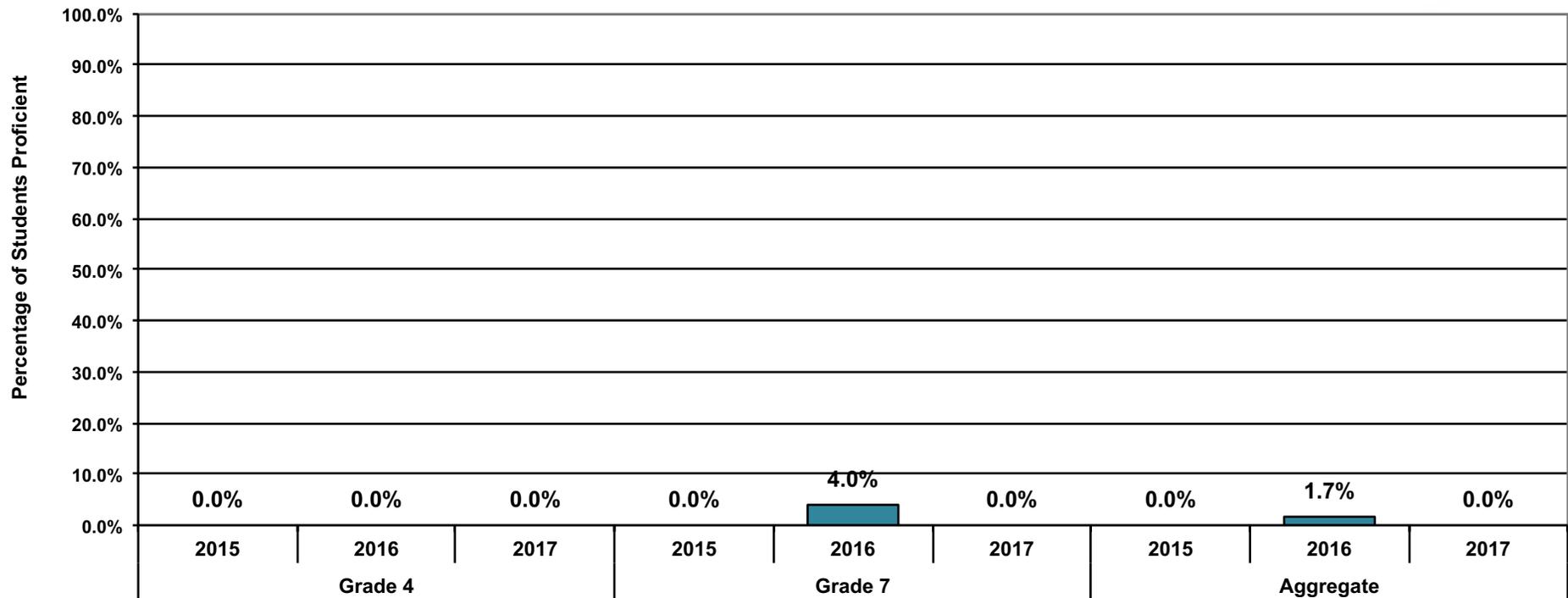
What has been the performance trend in Science at GCA over the last three years?



**Percentage of Students Scoring in Proficient Levels
M-STEP Spring 2015 thru Spring 2017**

**George Crockett Academy
All Students Tested
Science**

Source: MI School Data



# students in each group	Grade 4			Grade 7			Grade 11			Aggregate		
	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017
Not Proficient	30	35	56	31	24	40	0	0	0	61	59	96
Proficient	0	0	0	0	1	0				0	1	0
Total	30	35	56	31	25	40				61	60	96

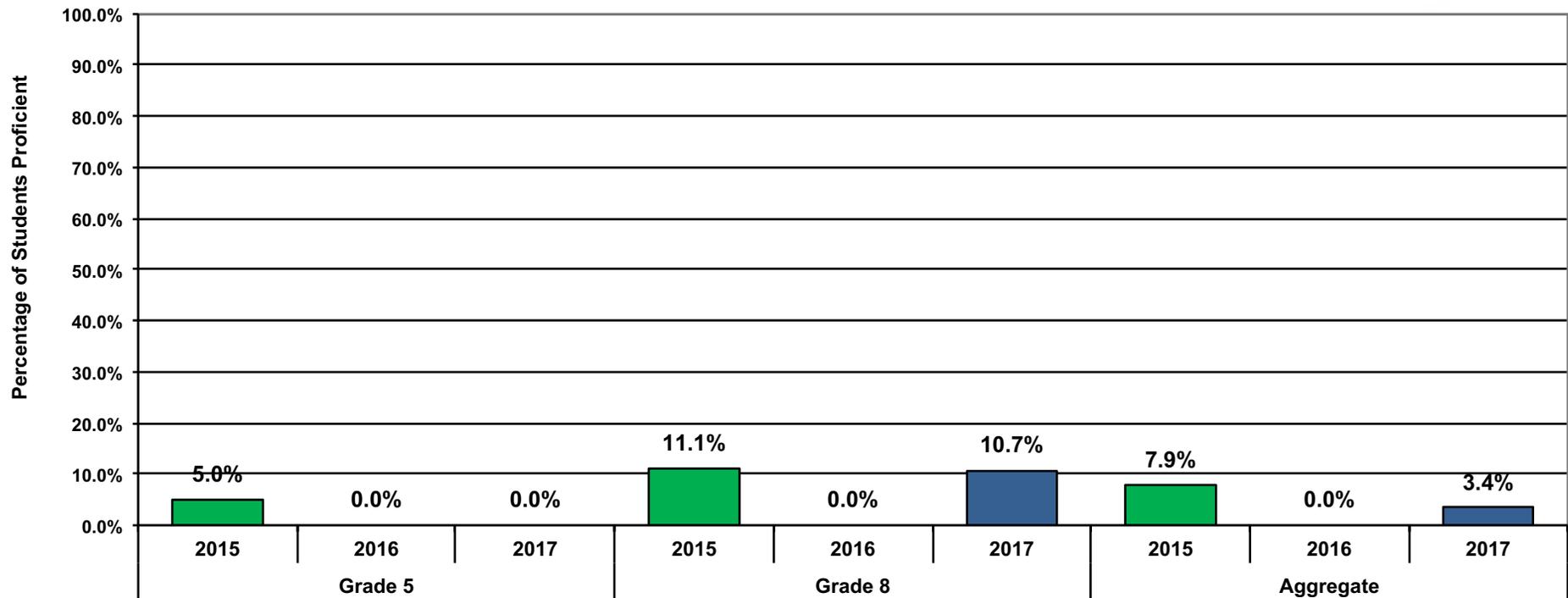
What has been the performance trend in Social Studies at GCA over the last three years?



Percentage of Students Scoring in Proficient Levels M-STEP Spring 2015 thru Spring 2017

George Crockett Academy All Students Tested Social Studies

Source: MI School Data



# students in each group	Grade 5			Grade 8			Grade 11			Aggregate		
	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017
Not Proficient	38	34	60	32	24	25	0	0	0	70	58	85
Proficient	2	0	0	4	0	3				6	0	3
Total	40	34	60	36	24	28				76	58	88

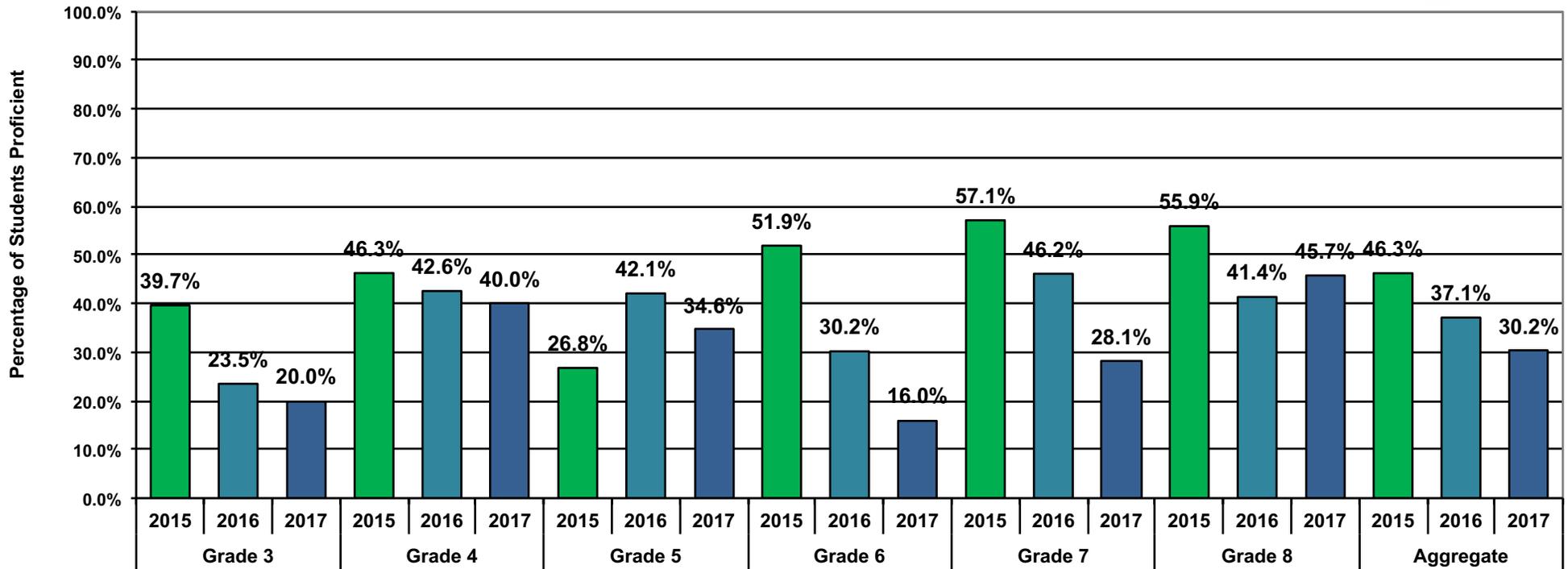
What has been the performance trend in English Language Arts at HoDA over the last three years?



Percentage of Students Scoring in Proficient Levels M-STEP Spring 2015 thru Spring 2017

Hope of Detroit Academy All Students Tested English Language Arts

Source: MI School Data



# students in each group	Grade 3			Grade 4			Grade 5			Grade 6			Grade 7			Grade 8			Aggregate		
	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017
Not Proficient	35	52	68	29	31	45	41	33	51	25	37	68	24	28	46	26	34	38	180	215	316
Proficient	23	16	17	25	23	30	15	24	27	27	16	13	32	24	18	33	24	32	155	127	137
Total	58	68	85	54	54	75	56	57	78	52	53	81	56	52	64	59	58	70	335	342	453

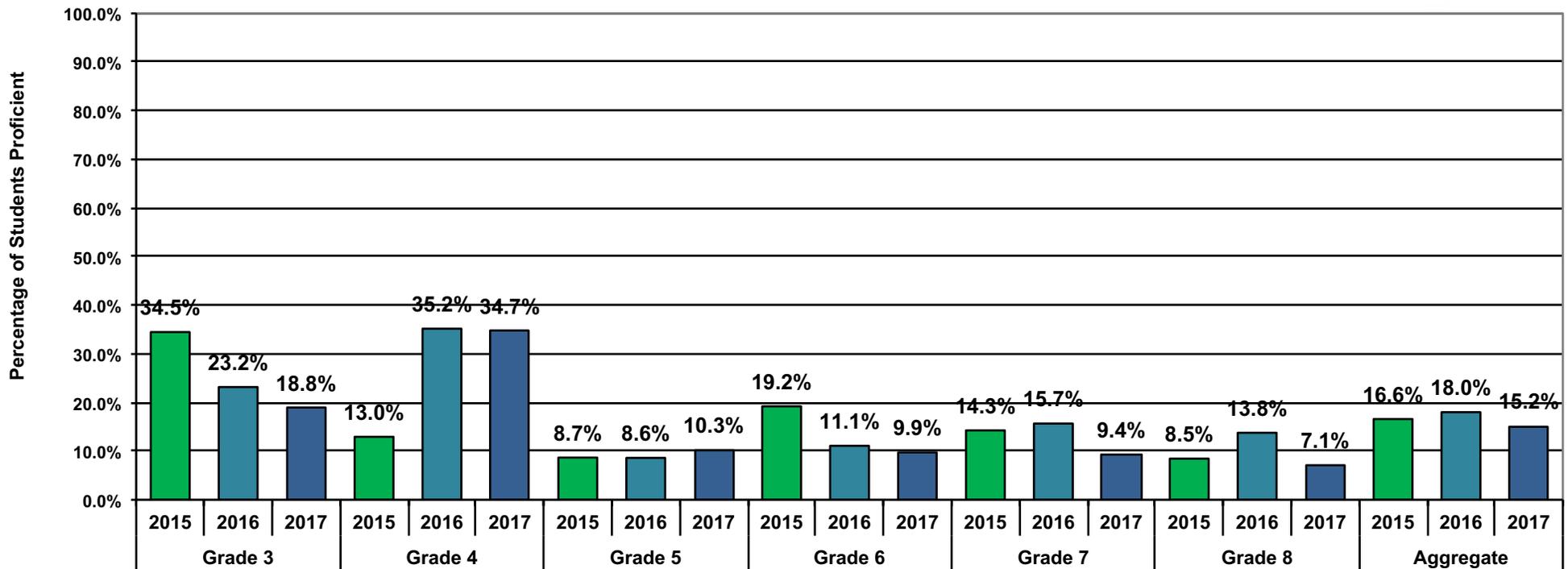
What has been the performance trend in Mathematics at HoDA over the last three years?



Percentage of Students Scoring in Proficient Levels M-STEP Spring 2015 thru Spring 2017

Hope of Detroit Academy All Students Tested Mathematics

Source: MI School Data



# students in each group	Grade 3			Grade 4			Grade 5			Grade 6			Grade 7			Grade 8			Aggregate		
	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017
Not Proficient	38	53	69	47	35	49	42	53	70	42	48	73	48	43	58	54	50	65	271	282	384
Proficient	20	16	16	7	19	26	4	5	8	10	6	8	8	8	6	5	8	5	54	62	69
Total	58	69	85	54	54	75	46	58	78	52	54	81	56	51	64	59	58	70	325	344	453

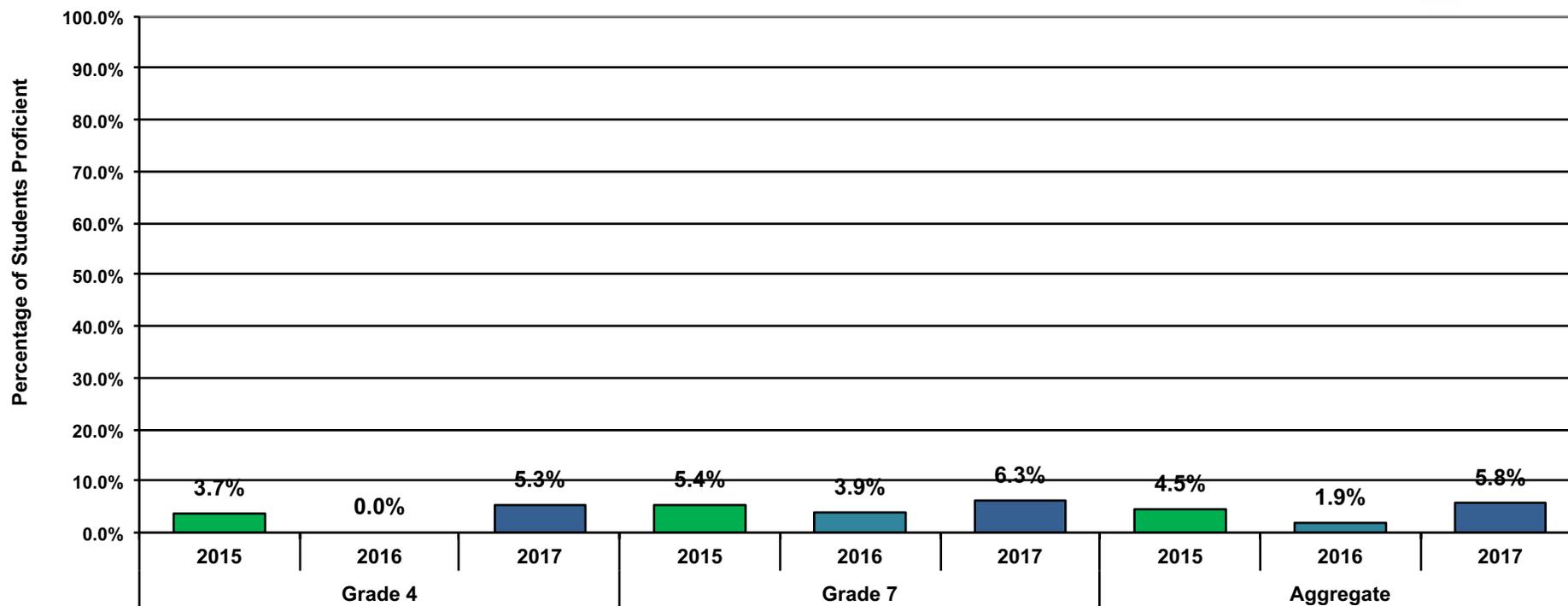
What has been the performance trend in Science at HoDA over the last three years?



Percentage of Students Scoring in Proficient Levels M-STEP Spring 2015 thru Spring 2017

Hope of Detroit Academy All Students Tested Science

Source: MI School Data



# students in each group	Grade 4			Grade 7			Grade 11			Aggregate		
	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017
Not Proficient	52	54	71	53	49	60	0	0	0	105	103	131
Proficient	2	0	4	3	2	4				5	2	8
Total	54	54	75	56	51	64				110	105	139

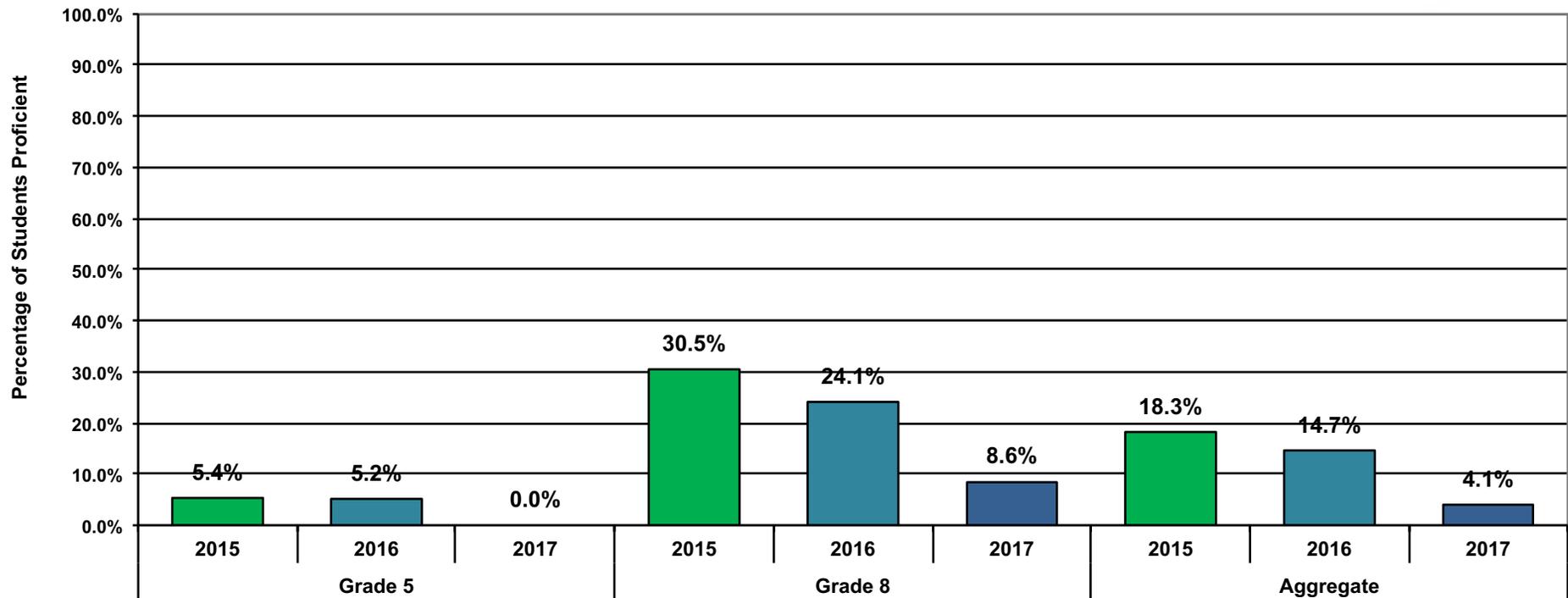
What has been the performance trend in Social Studies at HoDA over the last three years?



Percentage of Students Scoring in Proficient Levels M-STEP Spring 2015 thru Spring 2017

Hope of Detroit Academy All Students Tested Social Studies

Source: MI School Data



# students in each group	Grade 5			Grade 8			Grade 11			Aggregate		
	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017
Not Proficient	53	55	78	41	44	64	0	0	0	94	99	142
Proficient	3	3	0	18	14	6				21	17	6
Total	56	58	78	59	58	70				115	116	148

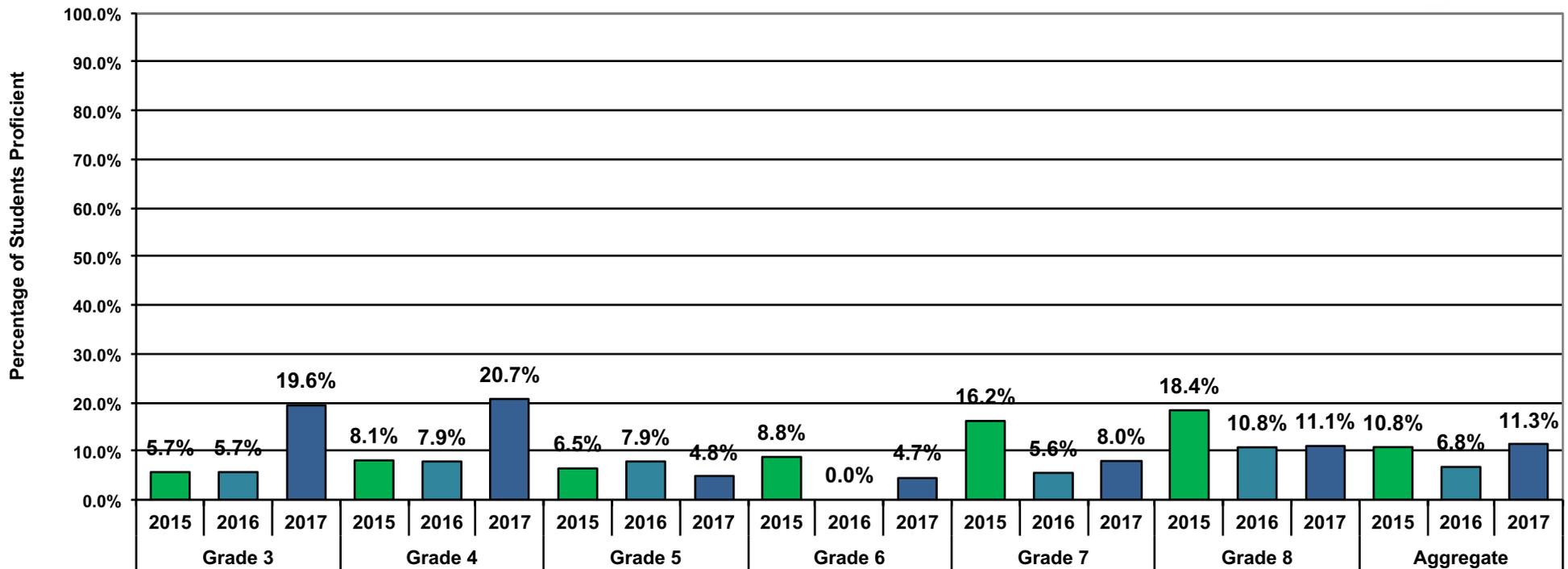
What has been the performance trend in English Language Arts at HPRA over the last three years?



Percentage of Students Scoring in Proficient Levels M-STEP Spring 2015 thru Spring 2017

Highland Park Renaissance Academy All Students Tested English Language Arts

Source: MI School Data



# students in each group	Grade 3			Grade 4			Grade 5			Grade 6			Grade 7			Grade 8			Aggregate		
	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017
Not Proficient	33	33	37	34	35	23	29	35	40	31	23	41	31	34	23	31	33	32	189	193	196
Proficient	2	2	9	3	3	6	2	3	2	3	0	2	6	2	2	7	4	4	23	14	25
Total	35	35	46	37	38	29	31	38	42	34	23	43	37	36	25	38	37	36	212	207	221

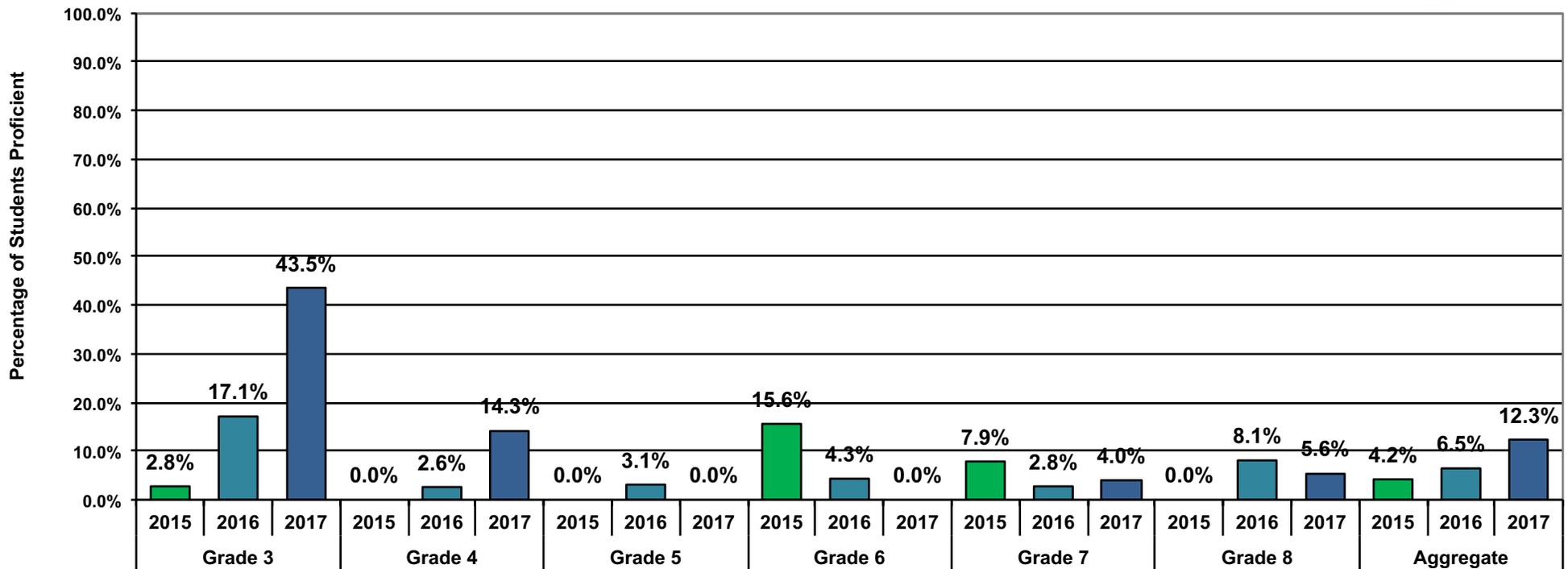
What has been the performance trend in Mathematics at HPRA over the last three years?



Percentage of Students Scoring in Proficient Levels M-STEP Spring 2015 thru Spring 2017

Highland Park Renaissance Academy All Students Tested Mathematics

Source: MI School Data



# students in each group	Grade 3			Grade 4			Grade 5			Grade 6			Grade 7			Grade 8			Aggregate		
	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017
Not Proficient	35	29	26	37	37	24	31	31	41	27	22	43	35	35	24	39	34	34	204	188	192
Proficient	1	6	20	0	1	4	0	1	0	5	1	0	3	1	1	0	3	2	9	13	27
Total	36	35	46	37	38	28	31	32	41	32	23	43	38	36	25	39	37	36	213	201	219

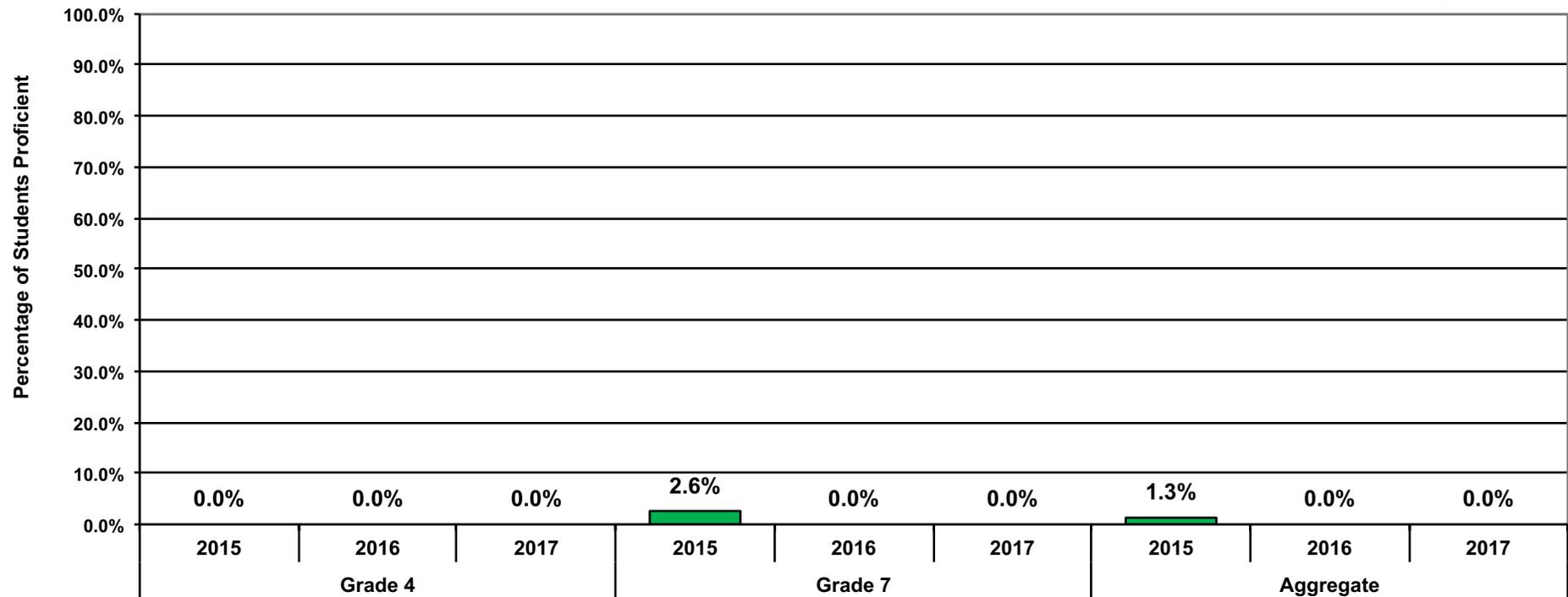
What has been the performance trend in Science at HPRA over the last three years?



Percentage of Students Scoring in Proficient Levels M-STEP Spring 2015 thru Spring 2017

Highland Park Renaissance Academy All Students Tested Science

Source: MI School Data



# students in each group	Grade 4			Grade 7			Grade 11			Aggregate		
	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017
Not Proficient	38	38	0	37	36	0	0	0	0	75	74	0
Proficient	0	0		1	0					1	0	0
Total	38	38		38	36					76	74	0

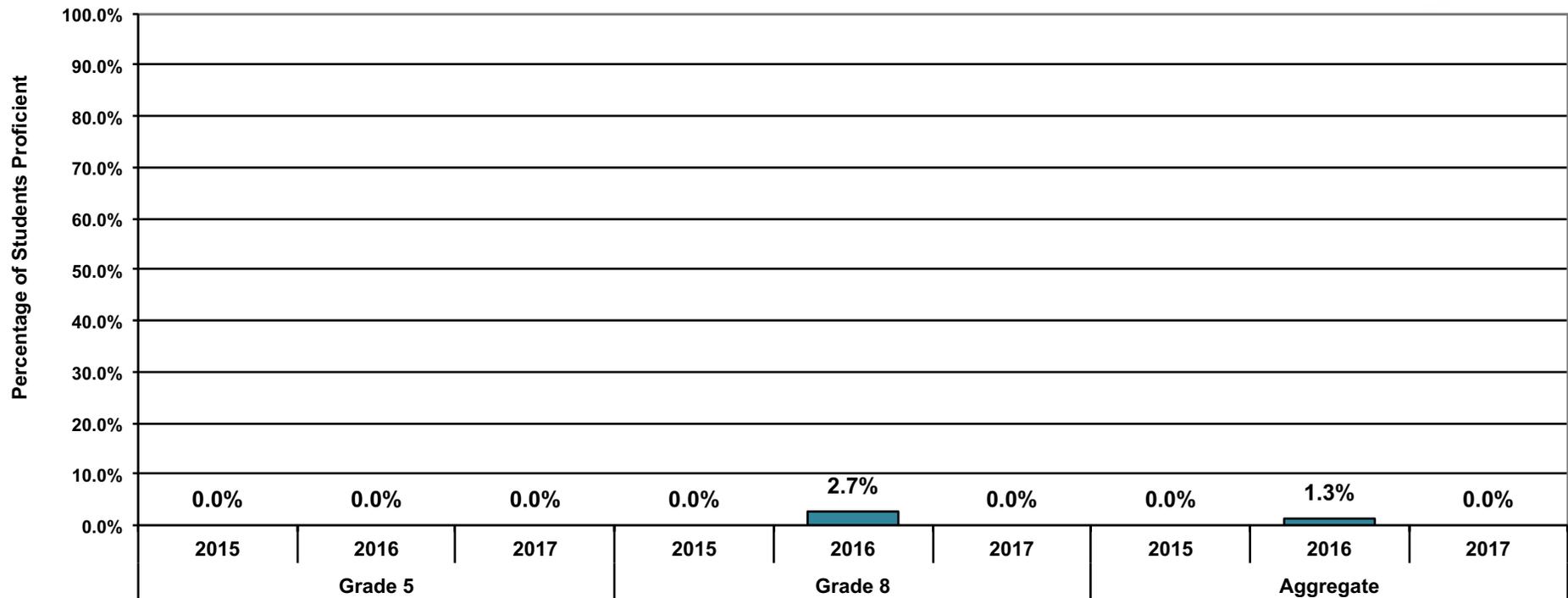
What has been the performance trend in Social Studies at HPRA over the last three years?



**Percentage of Students Scoring in Proficient Levels
M-STEP Spring 2015 thru Spring 2017**

**Highland Park Renaissance Academy
All Students Tested
Social Studies**

Source: MI School Data



# students in each group	Grade 5			Grade 8			Grade 11			Aggregate		
	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017
Not Proficient	31	39	0	39	36	0	0	0	0	70	75	0
Proficient	0	0		0	1					0	1	0
Total	31	39		39	37					70	76	0

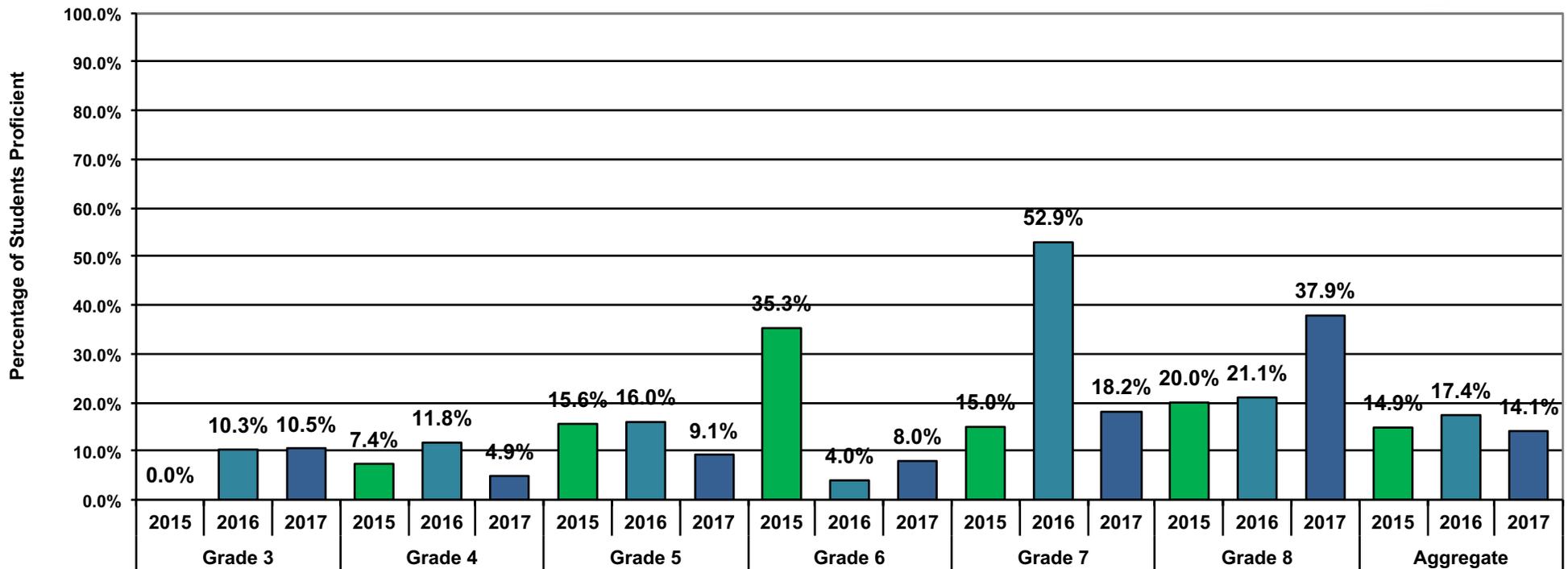
What has been the performance trend in English Language Arts at JPA over the last three years?



Percentage of Students Scoring in Proficient Levels M-STEP Spring 2015 thru Spring 2017

Joy Preparatory Academy All Students Tested English Language Arts

Source: MI School Data



# students in each group	Grade 3			Grade 4			Grade 5			Grade 6			Grade 7			Grade 8			Aggregate		
	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017
Not Proficient	22	26	34	25	15	39	27	21	20	11	24	23	17	8	18	24	15	18	126	109	152
Proficient	0	3	4	2	2	2	5	4	2	6	1	2	3	9	4	6	4	11	22	23	25
Total	22	29	38	27	17	41	32	25	22	17	25	25	20	17	22	30	19	29	148	132	177

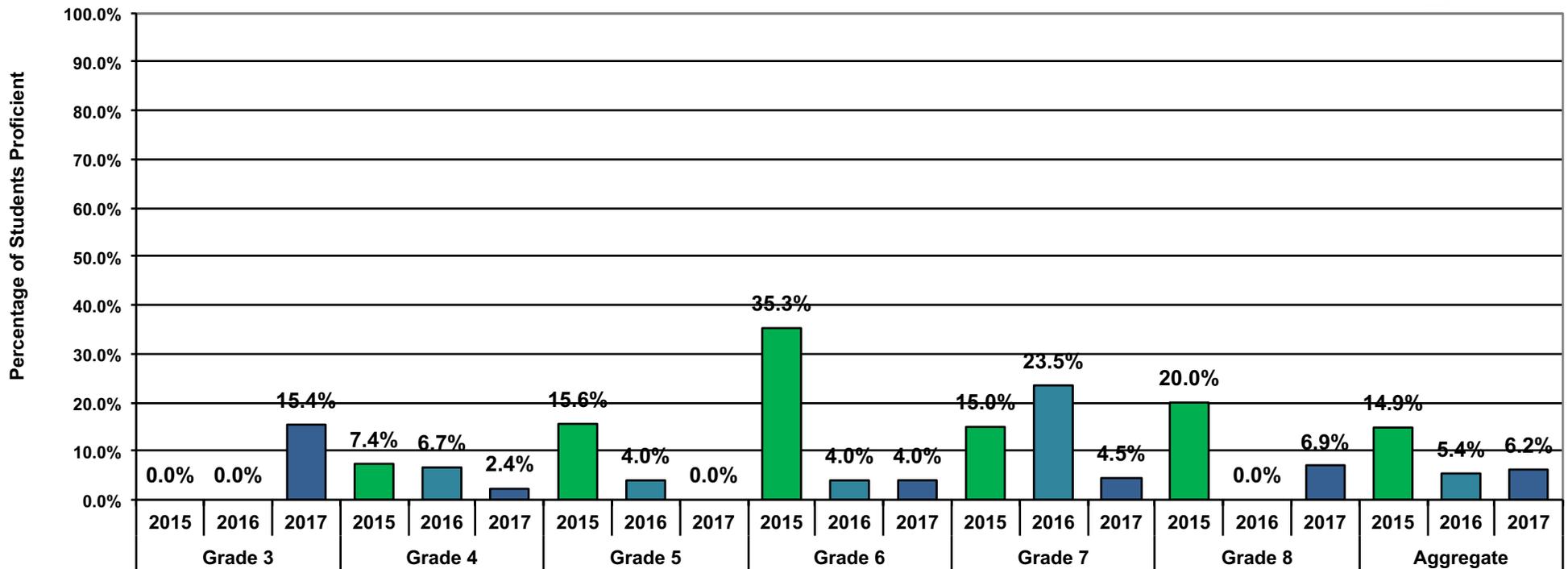
What has been the performance trend in Mathematics at JPA over the last three years?



Percentage of Students Scoring in Proficient Levels M-STEP Spring 2015 thru Spring 2017

Joy Preparatory Academy All Students Tested Mathematics

Source: MI School Data



# students in each group	Grade 3			Grade 4			Grade 5			Grade 6			Grade 7			Grade 8			Aggregate		
	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017
Not Proficient	22	28	33	25	14	40	27	24	22	11	24	24	17	13	21	24	19	27	126	122	167
Proficient	0	0	6	2	1	1	5	1	0	6	1	1	3	4	1	6	0	2	22	7	11
Total	22	28	39	27	15	41	32	25	22	17	25	25	20	17	22	30	19	29	148	129	178

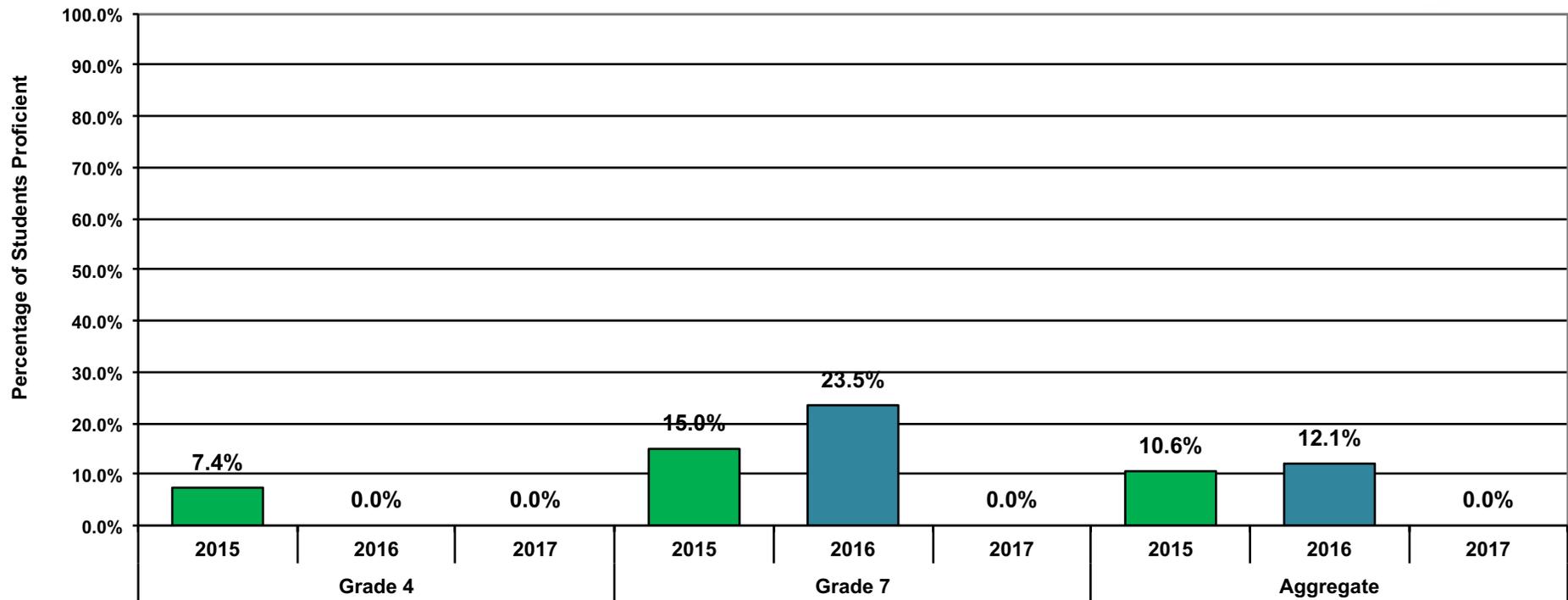
What has been the performance trend in Science at JPA over the last three years?



**Percentage of Students Scoring in Proficient Levels
M-STEP Spring 2015 thru Spring 2017**

**Joy Preparatory Academy
All Students Tested
Science**

Source: MI School Data



# students in each group	Grade 4			Grade 7			Grade 11			Aggregate		
	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017
Not Proficient	25	16	41	17	13	22	0	0	0	42	29	63
Proficient	2	0	0	3	4	0				5	4	0
Total	27	16	41	20	17	22				47	33	63

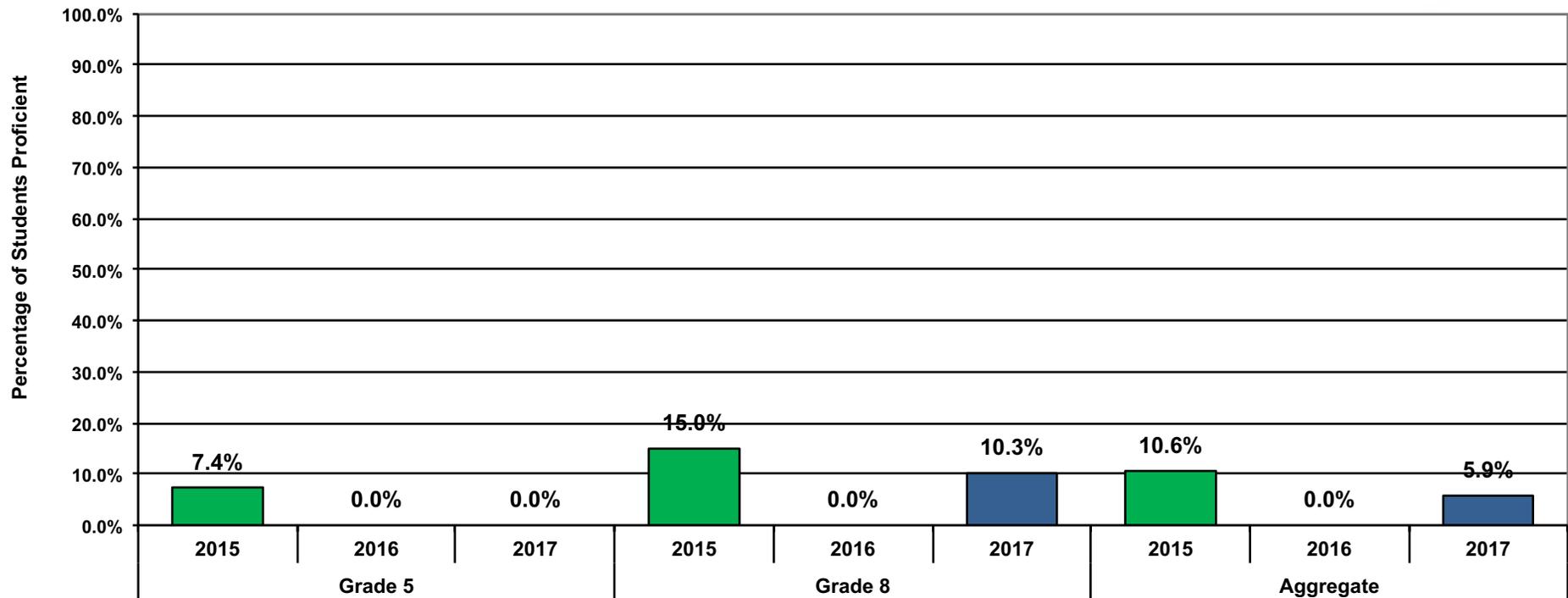
What has been the performance trend in Social Studies at JPA over the last three years?



**Percentage of Students Scoring in Proficient Levels
M-STEP Spring 2015 thru Spring 2017**

**Joy Preparatory Academy
All Students Tested
Social Studies**

Source: MI School Data



# students in each group	Grade 5			Grade 8			Grade 11			Aggregate		
	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017
Not Proficient	25	25	22	17	19	26	0	0	0	42	44	48
Proficient	2	0	0	3	0	3				5	0	3
Total	27	25	22	20	19	29				47	44	51

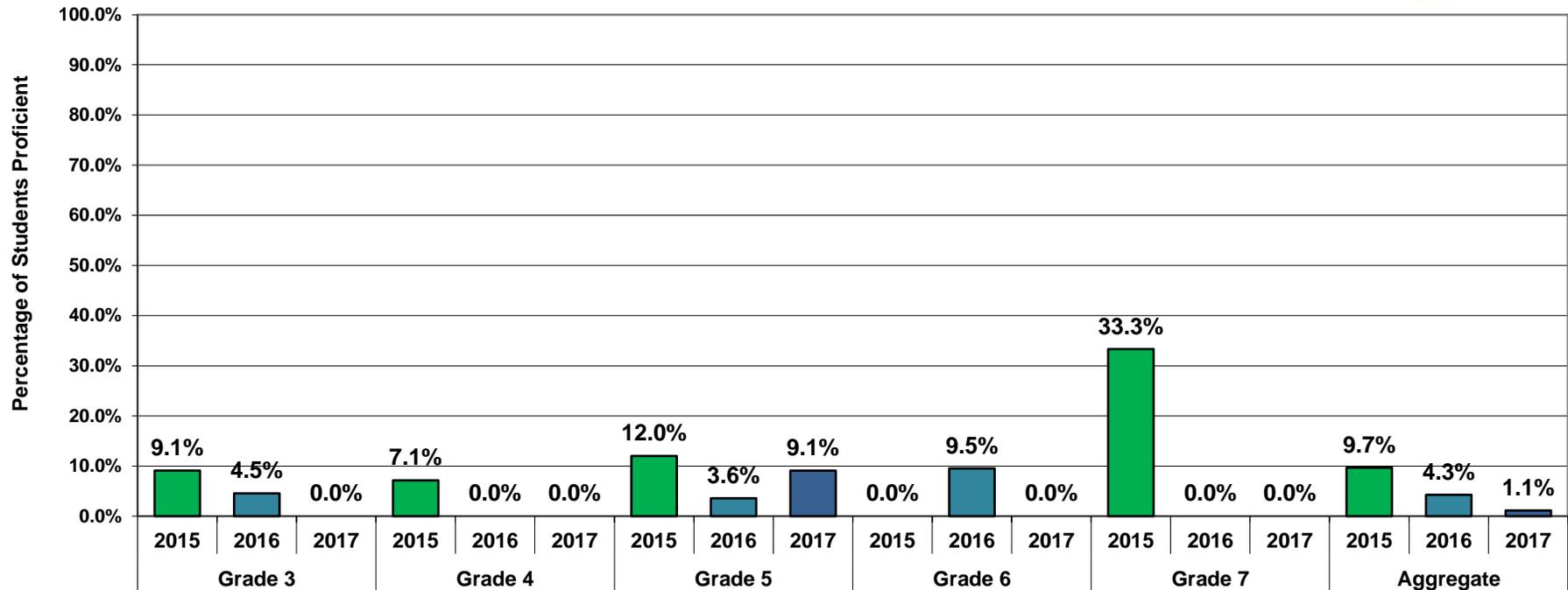
What has been the performance trend in English Language Arts at MCWA over the last three years?



Percentage of Students Scoring in Proficient Levels M-STEP Spring 2015 thru Spring 2017

Mildred C. Wells Academy All Students Tested English Language Arts

Source: MI School Data



# students in each group	Grade 3			Grade 4			Grade 5			Grade 6			Grade 7			Grade 8			Aggregate		
	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017
Not Proficient	20	21	23	26	13	19	22	27	10	12	19	23	4	10	14	0	0	0	84	90	89
Proficient	2	1	0	2	0	0	3	1	1	0	2	0	2	0	0				9	4	1
Total	22	22	23	28	13	19	25	28	11	12	21	23	6	10	14				93	94	90

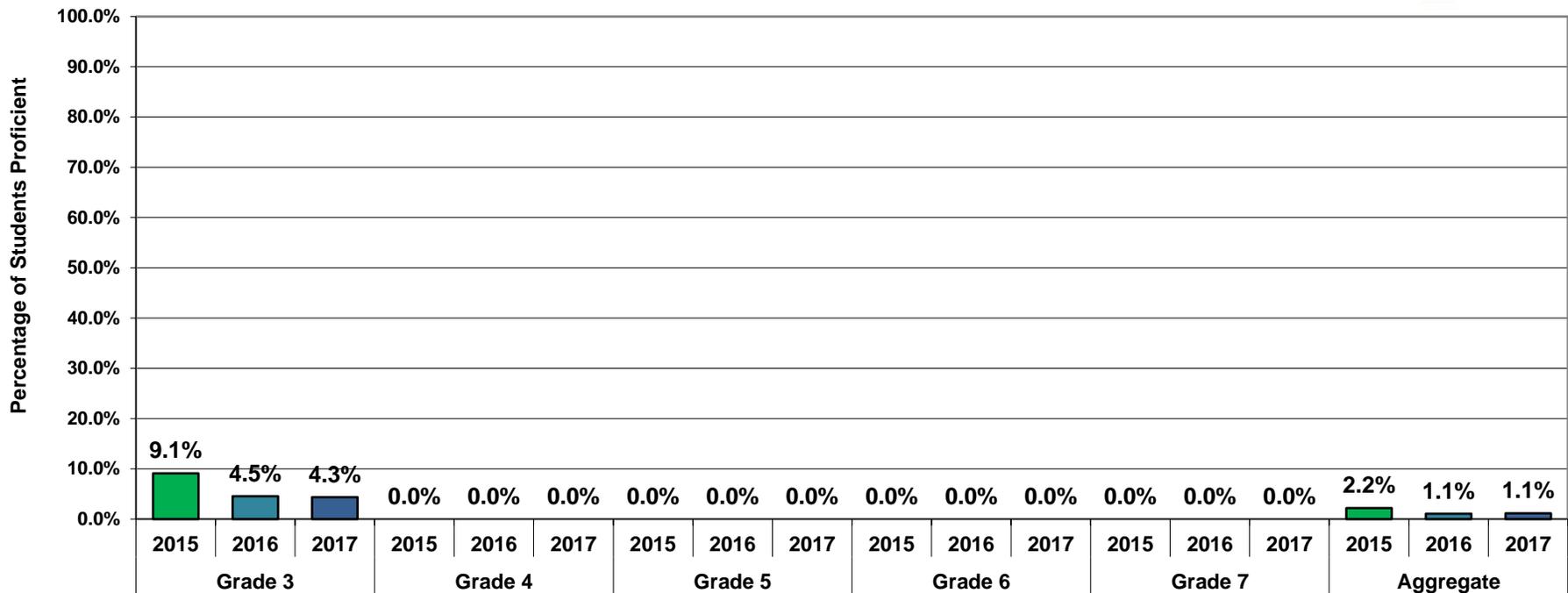
What has been the performance trend in Mathematics at MCWA over the last three years?



Percentage of Students Scoring in Proficient Levels M-STEP Spring 2015 thru Spring 2017

Mildred C. Wells Academy All Students Tested Mathematics

Source: MI School Data



# students in each group	Grade 3			Grade 4			Grade 5			Grade 6			Grade 7			Grade 8			Aggregate		
	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017
Not Proficient	20	21	22	27	13	19	25	28	11	12	21	23	6	10	14	0	0	0	90	93	89
Proficient	2	1	1	0	0	0	0	0	0	0	0	0	0	0	0				2	1	1
Total	22	22	23	27	13	19	25	28	11	12	21	23	6	10	14				92	94	90

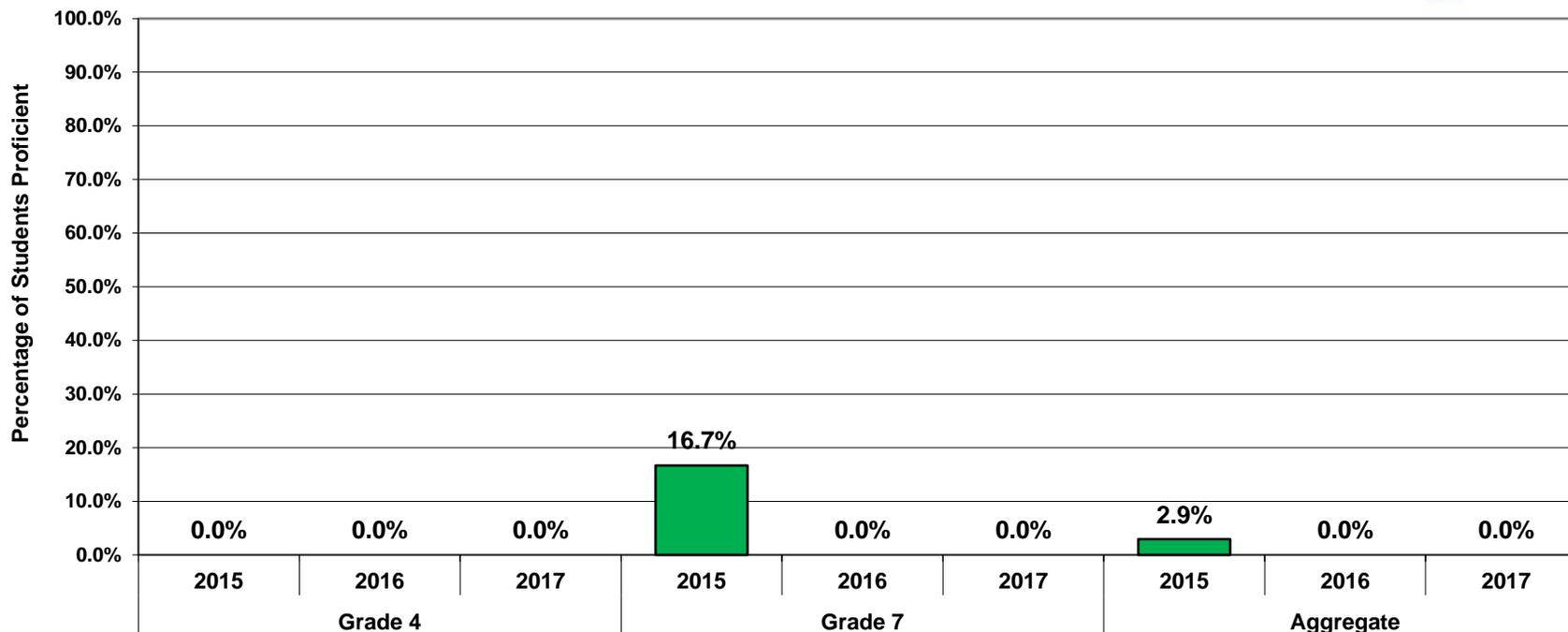
What has been the performance trend in Science at MCWA over the last three years?



Percentage of Students Scoring in Proficient Levels M-STEP Spring 2015 thru Spring 2017

Mildred C. Wells Academy All Students Tested Science

Source: MI School Data



# students in each group	Grade 4			Grade 7			Grade 11			Aggregate		
	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017
Not Proficient	28	13	19	5	10	14	0	0	0	33	23	33
Proficient	0	0	0	1	0					1	0	0
Total	28	13	19	6	10	14				34	23	33

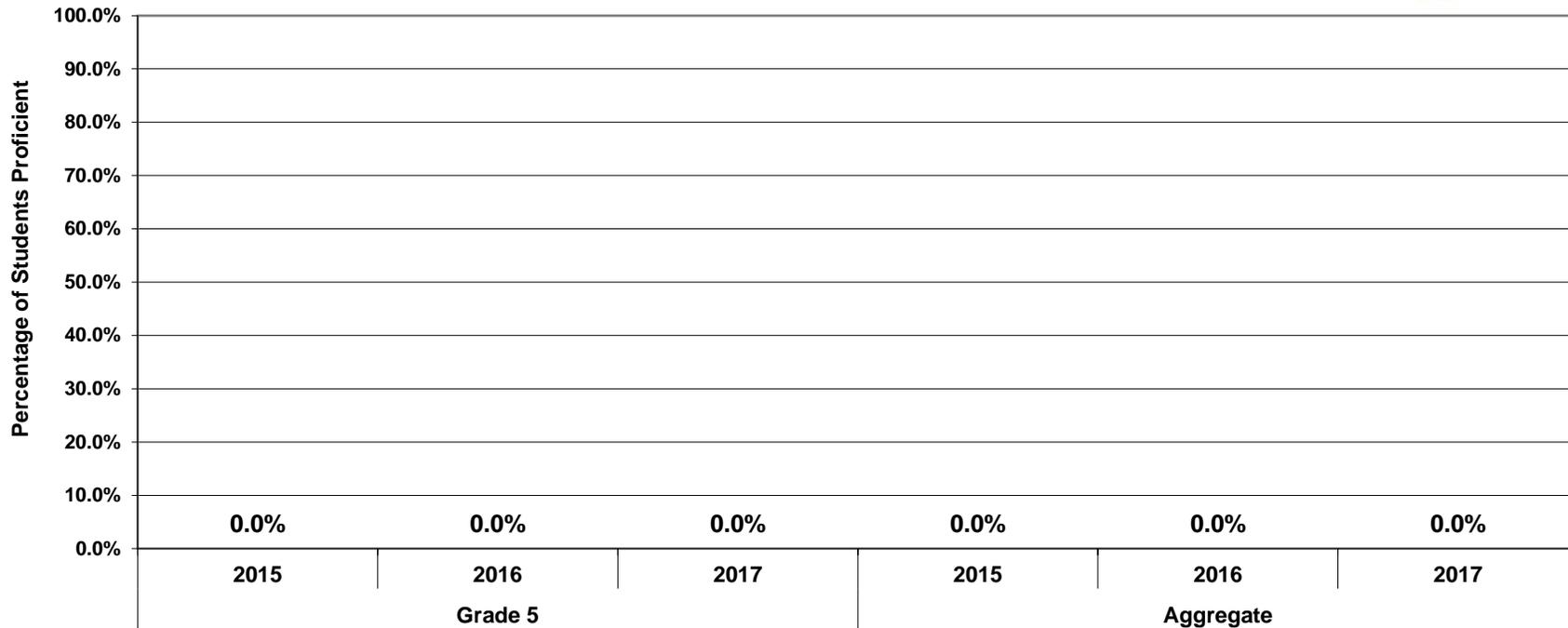
What has been the performance trend in Social Studies at MCWA over the last three years?



Percentage of Students Scoring in Proficient Levels M-STEP Spring 2015 thru Spring 2017

Mildred C. Wells Academy
All Students Tested
Social Studies

Source: MI School Data



# students in each group	Grade 5			Grade 8			Grade 11			Aggregate		
	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017
Not Proficient	25	28	10	0	0	0	0	0	0	25	28	10
Proficient	0	0	0							0	0	0
Total	25	28	10							25	28	10

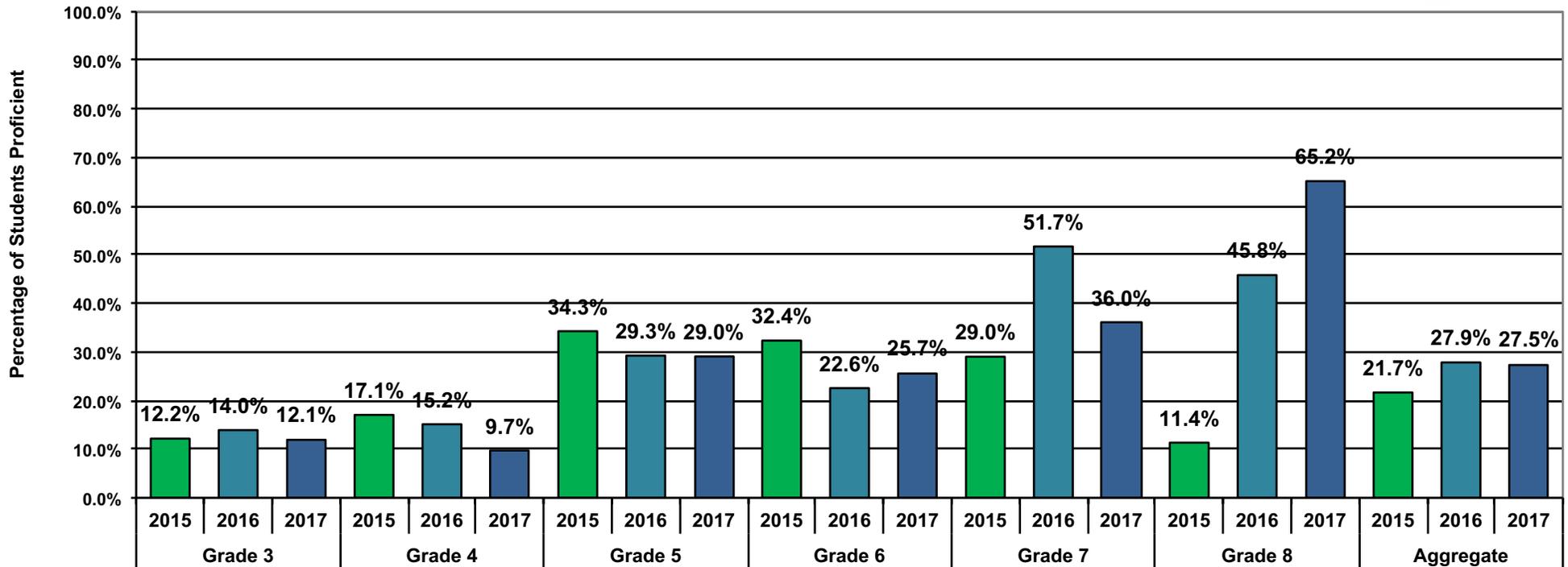
What has been the performance trend in English Language Arts at NRA over the last three years?



Percentage of Students Scoring in Proficient Levels M-STEP Spring 2015 thru Spring 2017

Northridge Academy All Students Tested English Language Arts

Source: MI School Data



# students in each group	Grade 3			Grade 4			Grade 5			Grade 6			Grade 7			Grade 8			Aggregate		
	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017
Not Proficient	36	37	29	34	28	28	23	29	22	23	24	26	22	14	16	39	13	8	177	145	129
Proficient	5	6	4	7	5	3	12	12	9	11	7	9	9	15	9	5	11	15	49	56	49
Total	41	43	33	41	33	31	35	41	31	34	31	35	31	29	25	44	24	23	226	201	178

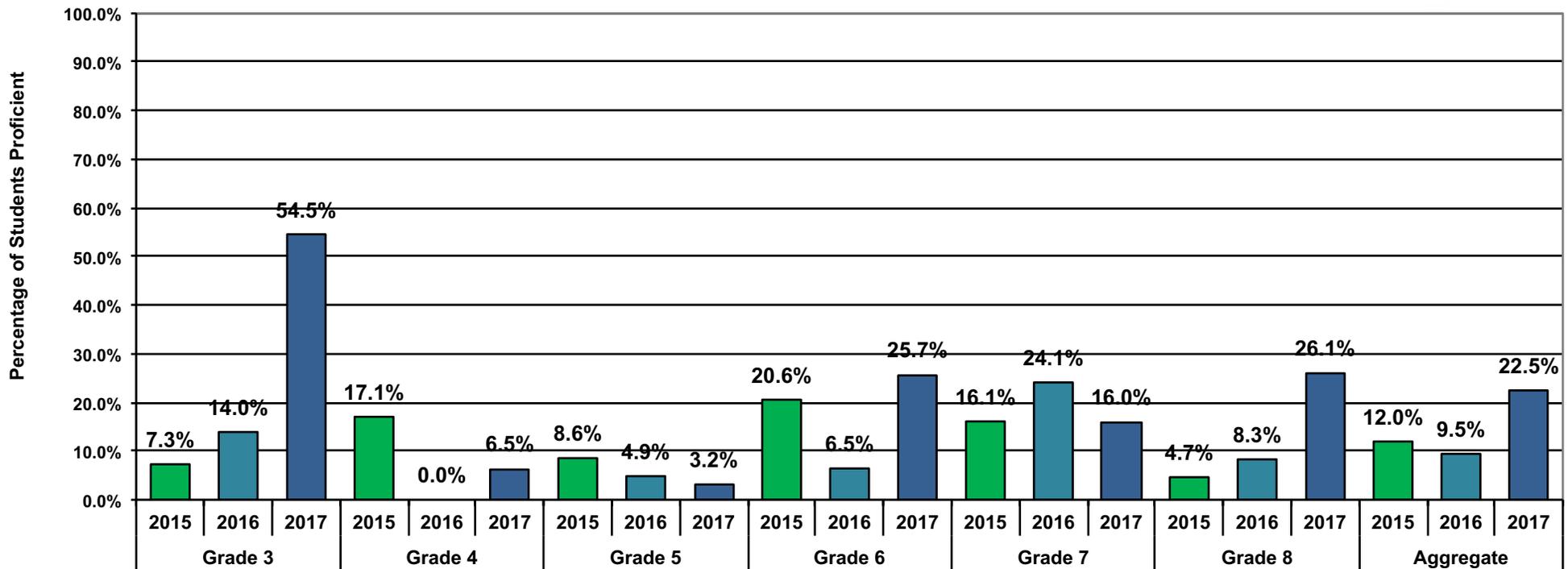
What has been the performance trend in Mathematics at NRA over the last three years?



**Percentage of Students Scoring in Proficient Levels
M-STEP Spring 2015 thru Spring 2017**

**Northridge Academy
All Students Tested
Mathematics**

Source: MI School Data



# students in each group	Grade 3			Grade 4			Grade 5			Grade 6			Grade 7			Grade 8			Aggregate		
	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017
Not Proficient	38	37	15	34	33	29	32	39	30	27	29	26	26	22	21	41	22	17	198	182	138
Proficient	3	6	18	7	0	2	3	2	1	7	2	9	5	7	4	2	2	6	27	19	40
Total	41	43	33	41	33	31	35	41	31	34	31	35	31	29	25	43	24	23	225	201	178

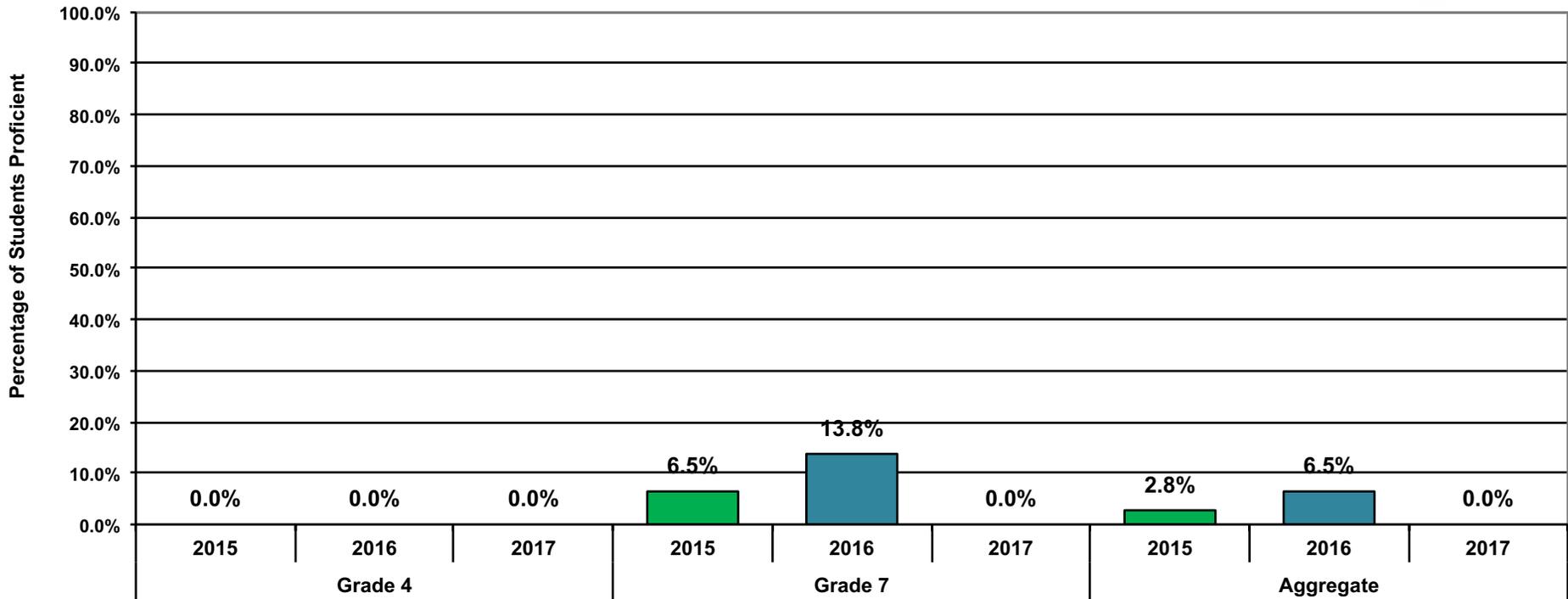
What has been the performance trend in Science at NRA over the last three years?



**Percentage of Students Scoring in Proficient Levels
M-STEP Spring 2015 thru Spring 2017**

**Northridge Academy
All Students Tested
Science**

Source: MI School Data



# students in each group	Grade 4			Grade 7			Grade 11			Aggregate		
	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017
Not Proficient	41	33	30	29	25	25	0	0	0	70	58	55
Proficient	0	0	0	2	4	0				2	4	0
Total	41	33	30	31	29	25				72	62	55

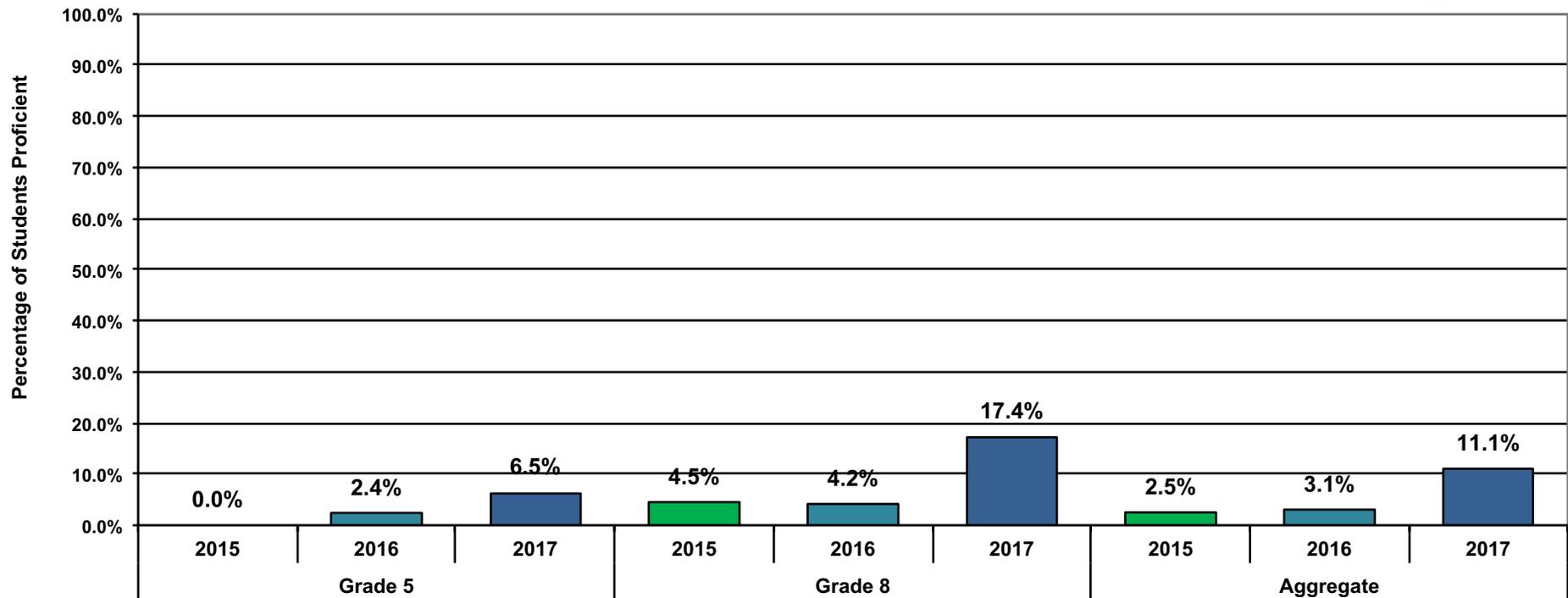
What has been the performance trend in Social Studies at NRA over the last three years?



**Percentage of Students Scoring in Proficient Levels
M-STEP Spring 2015 thru Spring 2017**

**Northridge Academy
All Students Tested
Social Studies**

Source: MI School Data



# students in each group	Grade 5			Grade 8			Grade 11			Aggregate		
	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017
Not Proficient	35	40	29	42	23	19	0	0	0	77	63	48
Proficient	0	1	2	2	1	4				2	2	6
Total	35	41	31	44	24	23				79	65	54

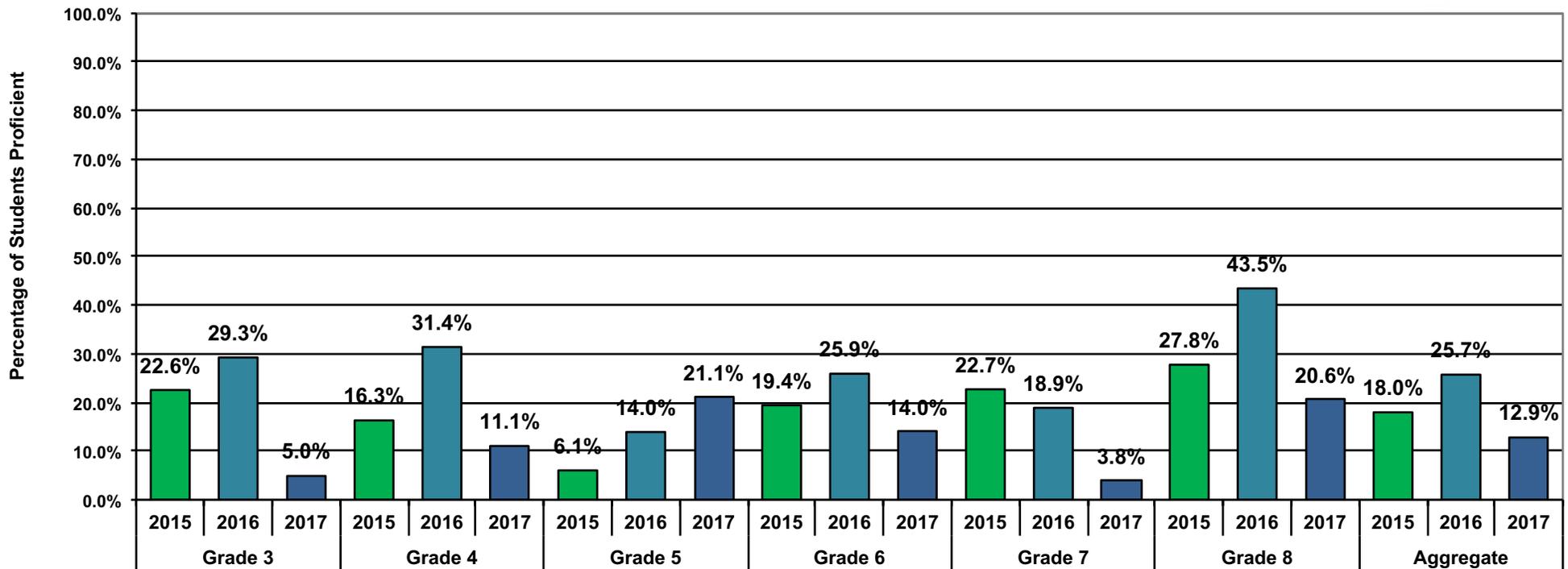
What has been the performance trend in English Language Arts at SPA over the last three years?



Percentage of Students Scoring in Proficient Levels M-STEP Spring 2015 thru Spring 2017

Saginaw Preparatory Academy All Students Tested English Language Arts

Source: MI School Data



# students in each group	Grade 3			Grade 4			Grade 5			Grade 6			Grade 7			Grade 8			Aggregate		
	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017
Not Proficient	24	29	38	41	24	32	31	37	30	29	20	37	17	30	25	13	13	27	155	153	189
Proficient	7	12	2	8	11	4	2	6	8	7	7	6	5	7	1	5	10	7	34	53	28
Total	31	41	40	49	35	36	33	43	38	36	27	43	22	37	26	18	23	34	189	206	217

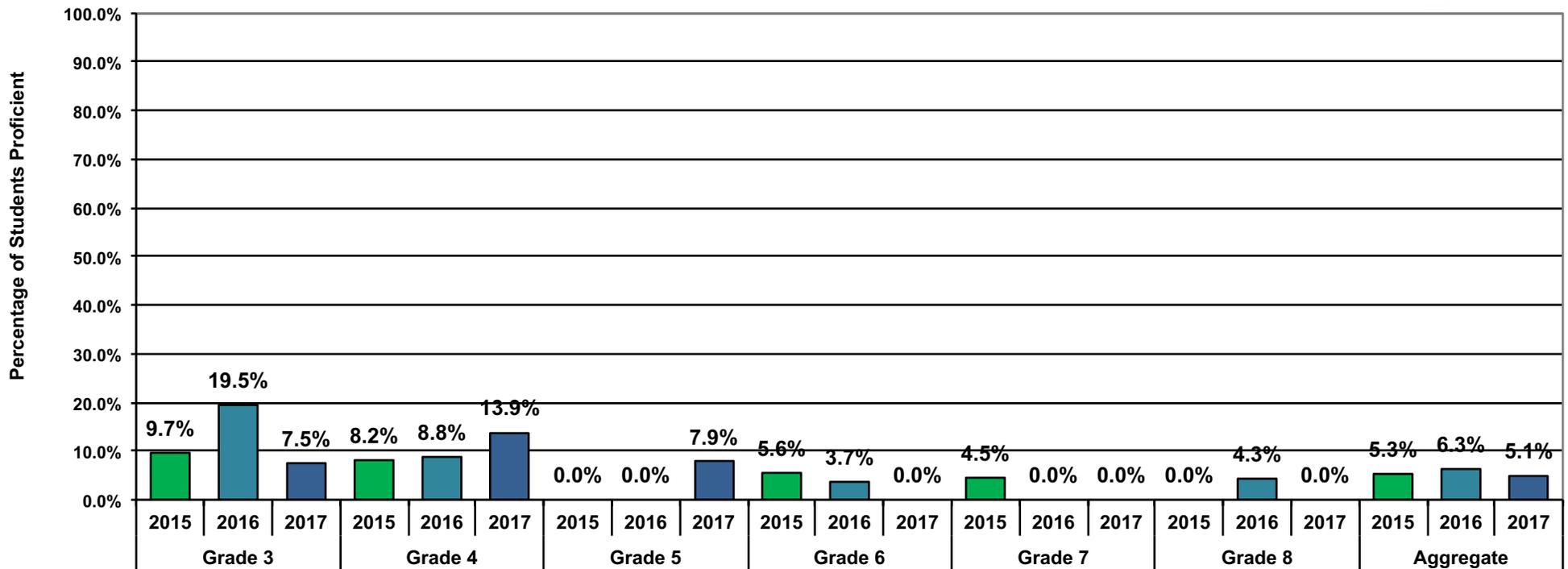
What has been the performance trend in Mathematics at SPA over the last three years?



Percentage of Students Scoring in Proficient Levels M-STEP Spring 2015 thru Spring 2017

Saginaw Preparatory Academy All Students Tested Mathematics

Source: MI School Data



# students in each group	Grade 3			Grade 4			Grade 5			Grade 6			Grade 7			Grade 8			Aggregate		
	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017
Not Proficient	28	33	37	45	31	31	33	43	35	34	26	43	21	37	26	17	22	34	178	192	206
Proficient	3	8	3	4	3	5	0	0	3	2	1	0	1	0	0	0	1	0	10	13	11
Total	31	41	40	49	34	36	33	43	38	36	27	43	22	37	26	17	23	34	188	205	217

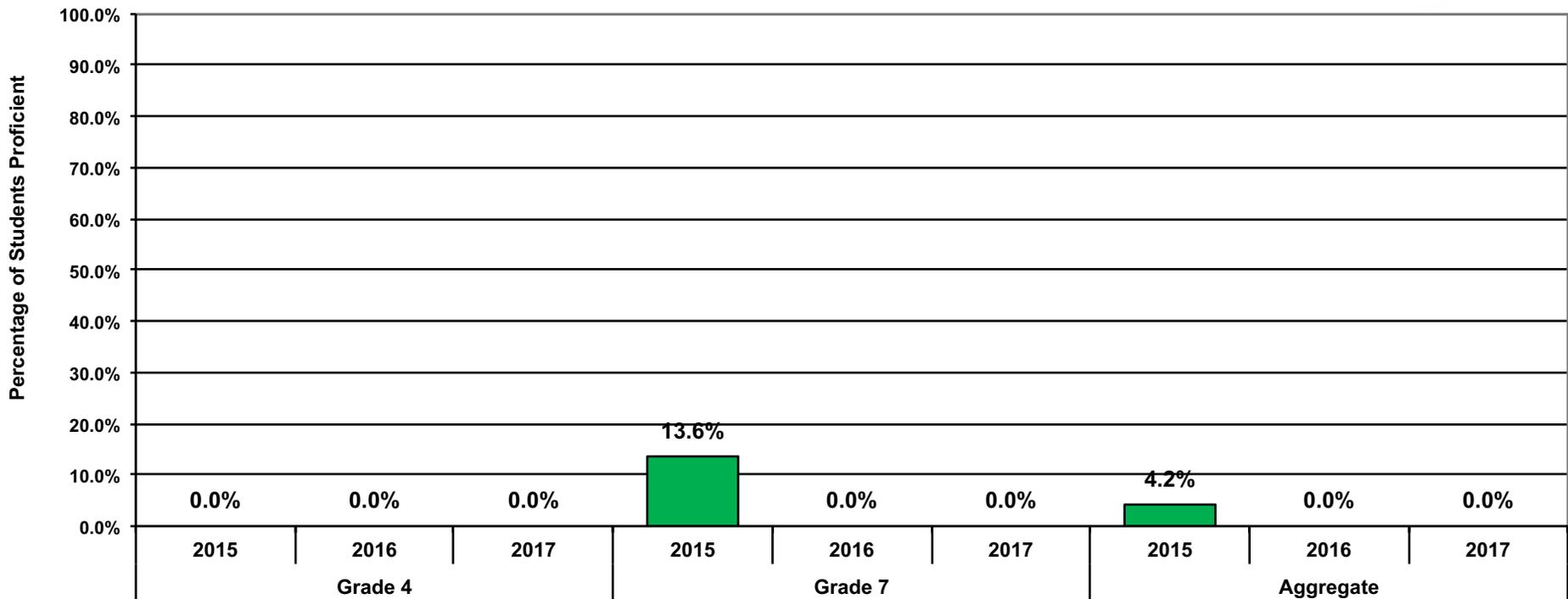
What has been the performance trend in Science at SPA over the last three years?



**Percentage of Students Scoring in Proficient Levels
M-STEP Spring 2015 thru Spring 2017**

**Saginaw Preparatory Academy
All Students Tested
Science**

Source: MI School Data



# students in each group	Grade 4			Grade 7			Grade 11			Aggregate		
	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017
Not Proficient	49	34	36	19	37	26	0	0	0	68	71	62
Proficient	0	0	0	3	0	0				3	0	0
Total	49	34	36	22	37	26				71	71	62

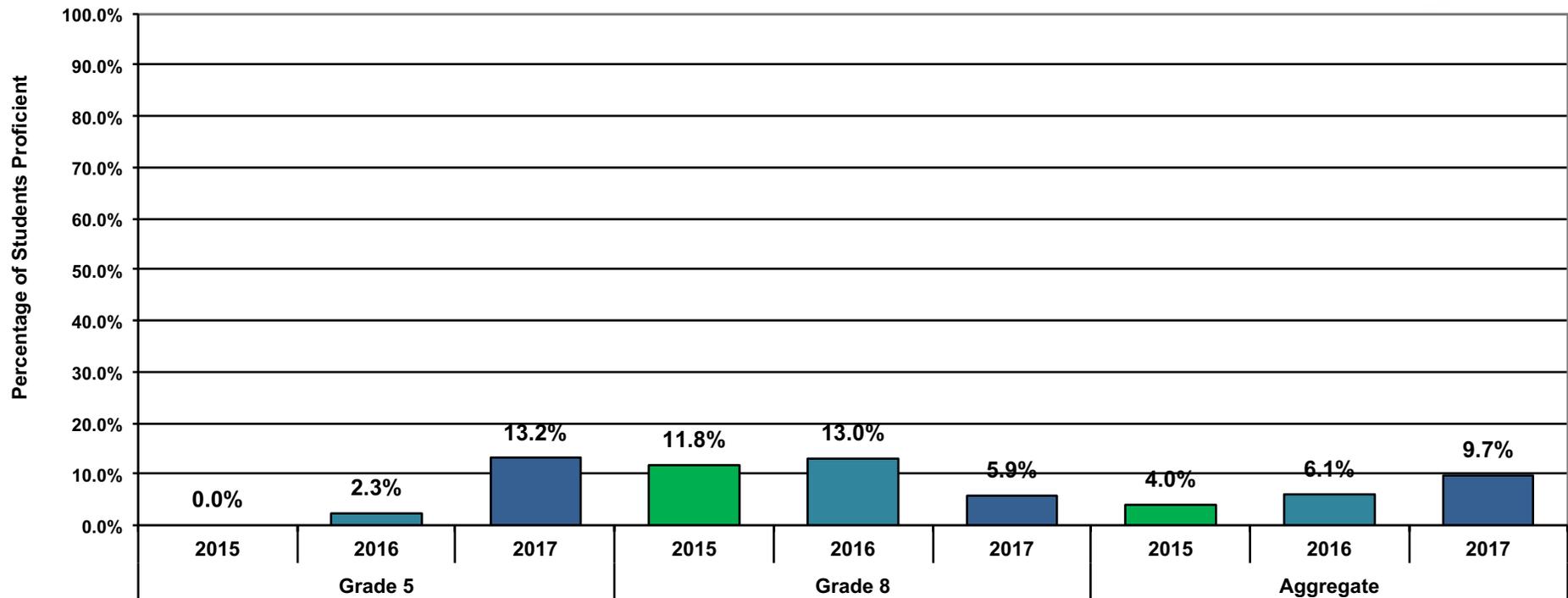
What has been the performance trend in Social Studies at SPA over the last three years?



Percentage of Students Scoring in Proficient Levels M-STEP Spring 2015 thru Spring 2017

Saginaw Preparatory Academy All Students Tested Social Studies

Source: MI School Data



# students in each group	Grade 5			Grade 8			Grade 11			Aggregate		
	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017
Not Proficient	33	42	33	15	20	32	0	0	0	48	62	65
Proficient	0	1	5	2	3	2				2	4	7
Total	33	43	38	17	23	34				50	66	72

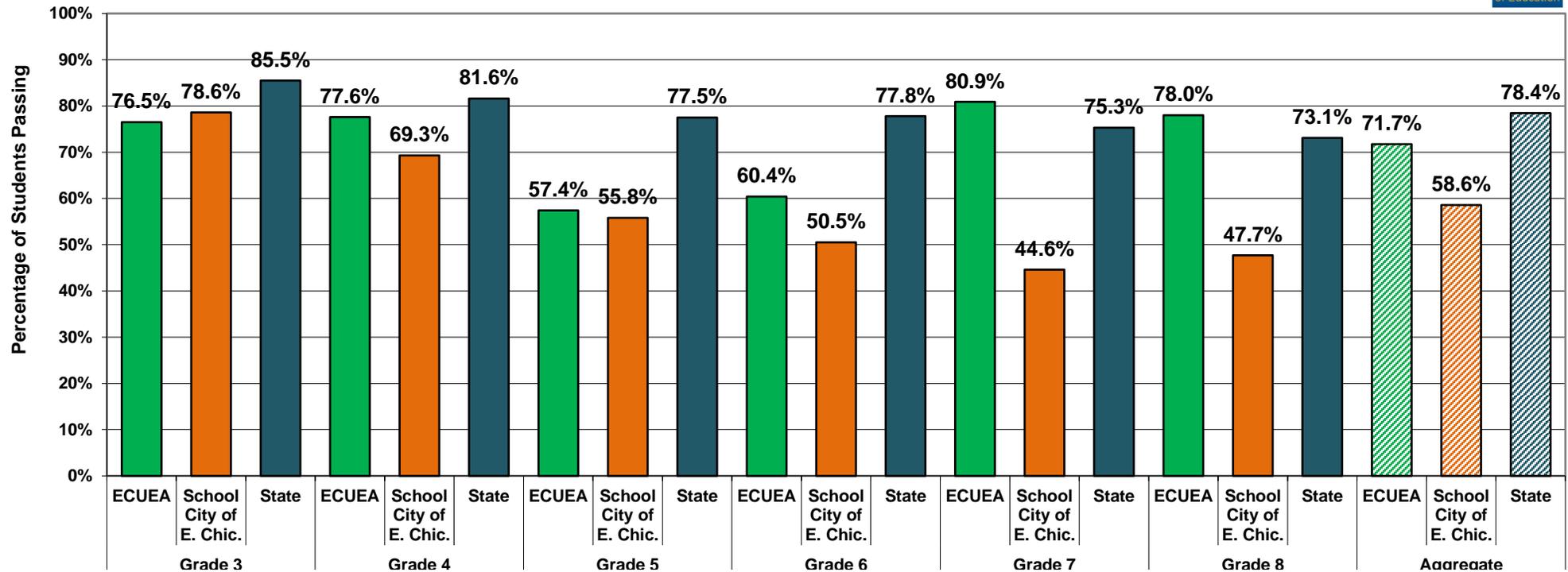
How did the performance in English Language Arts at ECUEA compare to City and Statewide proficiency?



Percentage of Students Passing 2012 ISTEP+

East Chicago Urban Enterprise Academy All Students Tested English Language Arts

Source: Indiana Department of Education



# students in each group	Grade 3			Grade 4			Grade 5			Grade 6			Grade 7			Grade 8			Aggregate		
	ECUEA	School City of E. Chic.	State	ECUEA	School City of E. Chic.	State	ECUEA	School City of E. Chic.	State	ECUEA	School City of E. Chic.	State	ECUEA	School City of E. Chic.	State	ECUEA	School City of E. Chic.	State	ECUEA	School City of E. Chic.	State
Not Pass	12	80	10706	11	115	13582	20	159	17286	19	162	16688	9	181	18384	9	158	19955	80	855	96602
Pass	39	293	63129	38	259	60235	27	201	59542	29	165	58484	38	146	56044	32	144	54228	203	1208	351662
Total	51	373	73835	49	374	73817	47	360	76828.4	48	327	75172	47	327	74428	41	302	74183	283	2063	448264

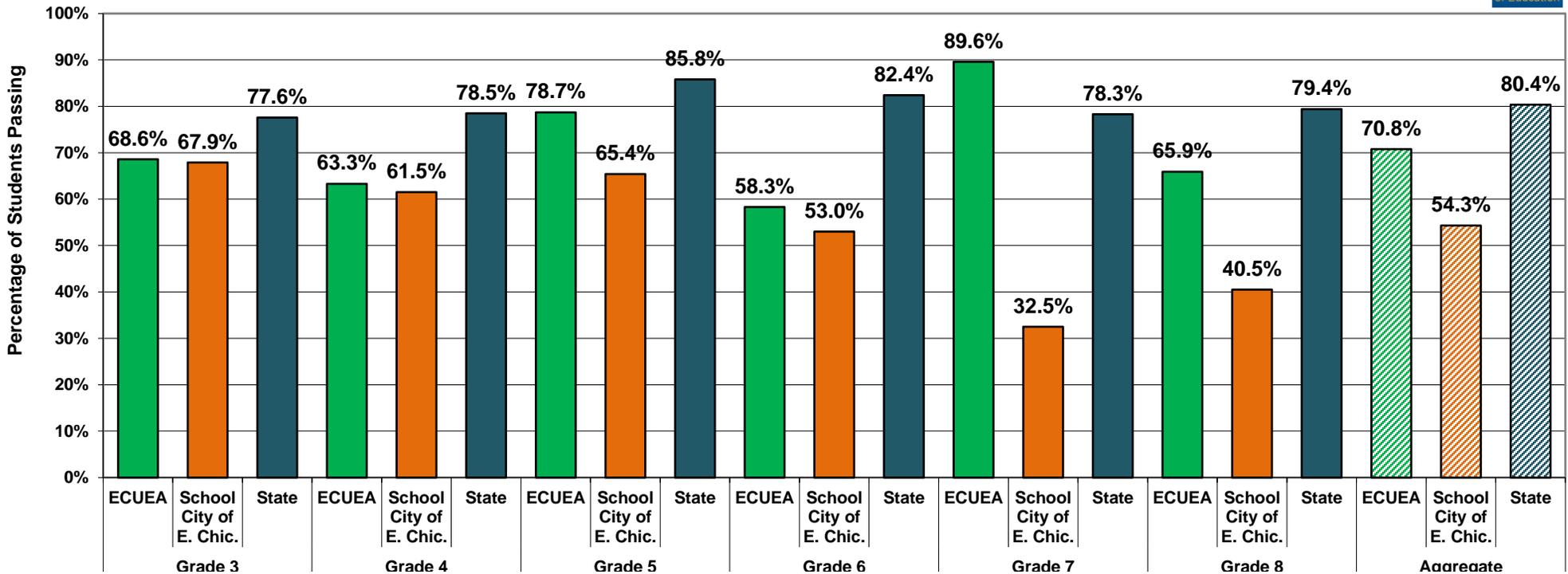
How did the performance in Mathematics at ECUEA compare to City and Statewide proficiency?



Percentage of Students Passing 2012 ISTEP+

East Chicago Urban Enterprise Academy All Students Tested Mathematics

Source: Indiana Department of Education



# students in each group	Grade 3			Grade 4			Grade 5			Grade 6			Grade 7			Grade 8			Aggregate		
	ECUEA	School City of E. Chic.	State	ECUEA	School City of E. Chic.	State	ECUEA	School City of E. Chic.	State	ECUEA	School City of E. Chic.	State	ECUEA	School City of E. Chic.	State	ECUEA	School City of E. Chic.	State	ECUEA	School City of E. Chic.	State
Not Pass	16	120	16963	18	144	15970	10	125	10960	20	155	13308	5	222	16250	14	181	15370	83	947	88820
Pass	35	254	58690	31	230	58308	37	236	66221	28	175	62306	43	107	58635	27	123	59240	201	1125	363400
Total	51	374	75653	49	374	74278	47	361	77181	48	330	75614	48	329	74885	41	304	74610	284	2072	452220

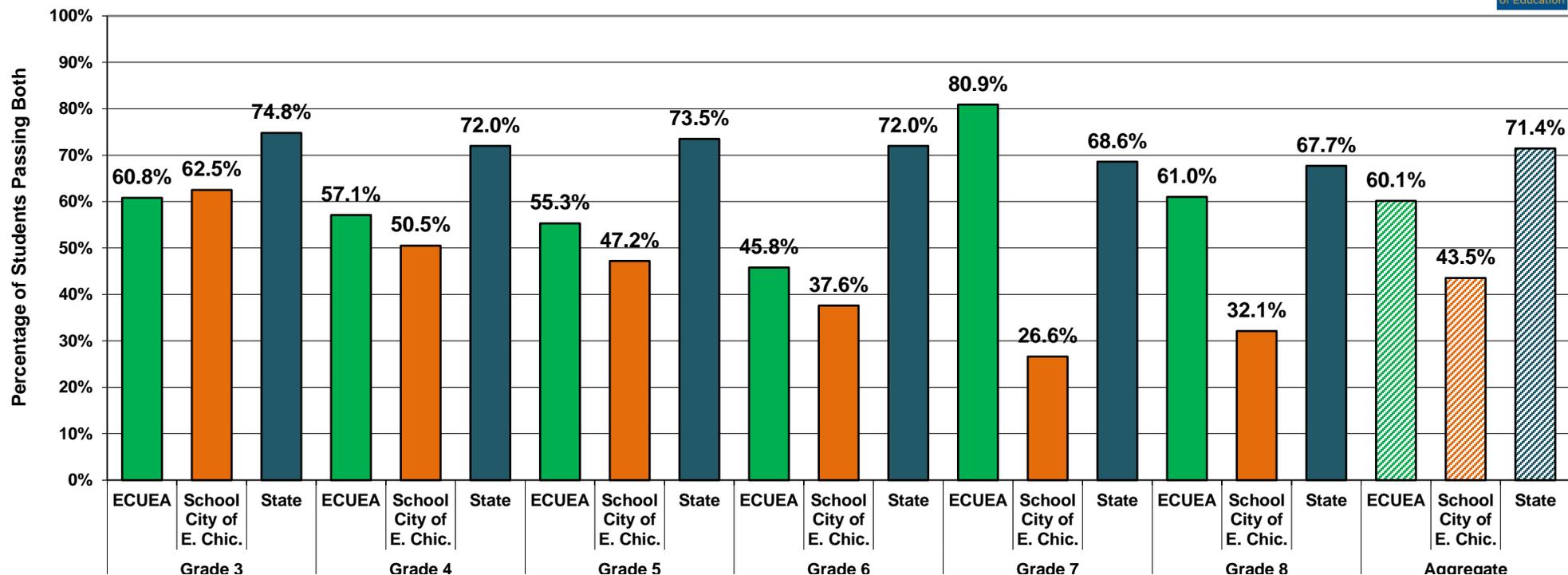
How did the performance in both English Language Arts & Mathematics at ECUEA compare to City and Statewide proficiency?



Percentage of Students Passing Both 2012 ISTEP+

East Chicago Urban Enterprise Academy All Students Tested English Language Arts & Mathematics

Source: Indiana Department of Education



# students in each group	Grade 3			Grade 4			Grade 5			Grade 6			Grade 7			Grade 8			Aggregate		
	ECUEA	School City of E. Chic.	State	ECUEA	School City of E. Chic.	State	ECUEA	School City of E. Chic.	State	ECUEA	School City of E. Chic.	State	ECUEA	School City of E. Chic.	State	ECUEA	School City of E. Chic.	State	ECUEA	School City of E. Chic.	State
Not Pass	20	140	18599	21	185	20615	21	191	20294	26	206	20986	9	241	23285	16	206	23871	113	1170	127650
Pass	31	234	55207	28	189	53009	26	170	56286	22	124	53964	39	88	50871	25	98	50034	171	902	319371
Total	51	374	73806	49	374	73624	47	361	76580	48	330	74950	48	329	74156	41	304	73905	284	2072	447021

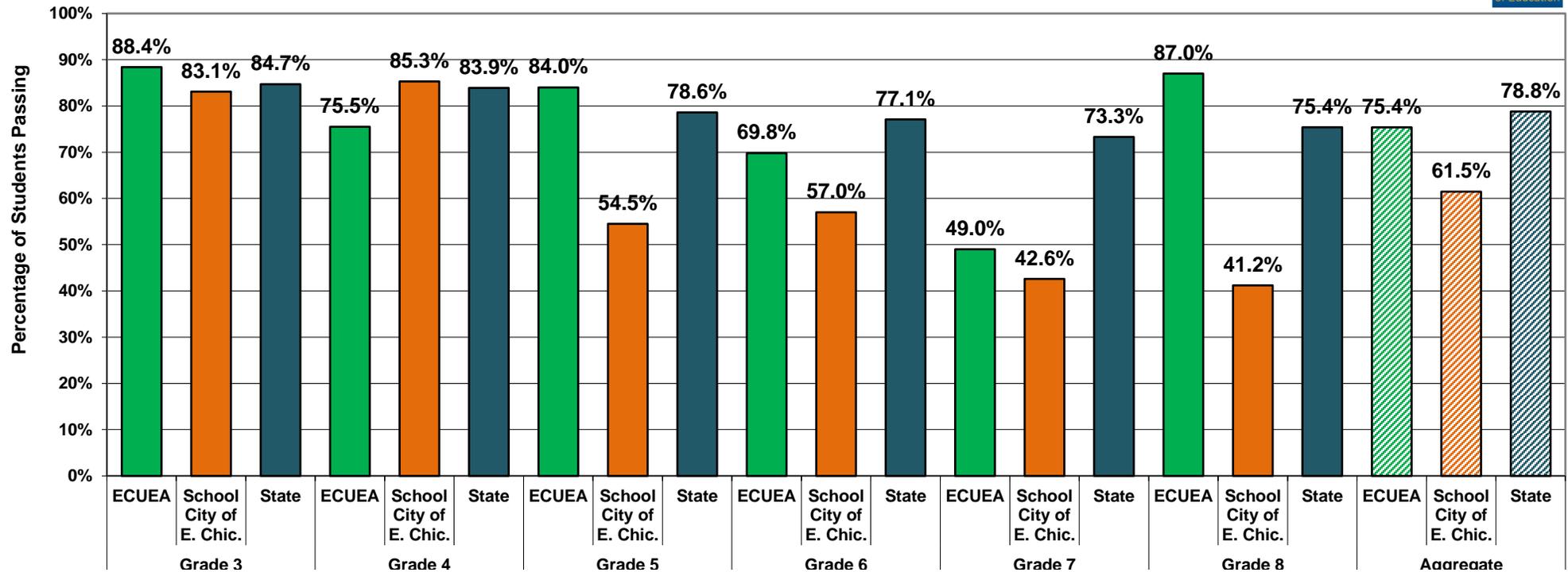
How did the performance in English Language Arts at ECUEA compare to City and Statewide proficiency?



Percentage of Students Passing 2013 ISTEP+

East Chicago Urban Enterprise Academy All Students Tested English Language Arts

Source: Indiana Department of Education



# students in each group	Grade 3			Grade 4			Grade 5			Grade 6			Grade 7			Grade 8			Aggregate		
	ECUEA	School City of E. Chic.	State	ECUEA	School City of E. Chic.	State	ECUEA	School City of E. Chic.	State	ECUEA	School City of E. Chic.	State	ECUEA	School City of E. Chic.	State	ECUEA	School City of E. Chic.	State	ECUEA	School City of E. Chic.	State
Not Pass	5	65	11623	12	45	11500	8	157	15727	13	133	17553	25	175	20146	6	177	18307	69	752	94856
Pass	38	320	64347	37	261	59930	42	188	57762	30	176	59096	24	130	55308	40	124	56112	211	1199	352555
Total	43	385	75970	49	306	71430	50	345	73488.5	43	309	76649	49	305	75454	46	301	74419	280	1951	447411

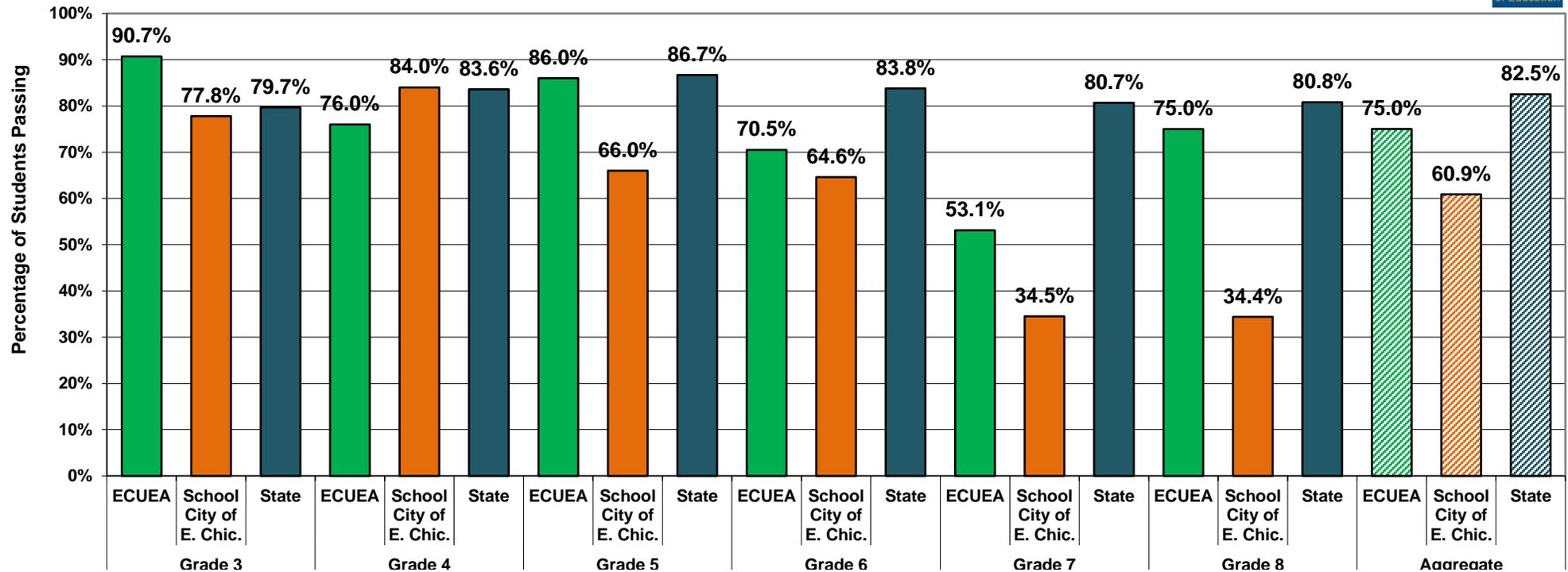
How did the performance in Mathematics at ECUEA compare to City and Statewide proficiency?



Percentage of Students Passing 2013 ISTEP+

East Chicago Urban Enterprise Academy All Students Tested Mathematics

Source: Indiana Department of Education



# students in each group	Grade 3			Grade 4			Grade 5			Grade 6			Grade 7			Grade 8			Aggregate		
	ECUEA	School City of E. Chic.	State	ECUEA	School City of E. Chic.	State	ECUEA	School City of E. Chic.	State	ECUEA	School City of E. Chic.	State	ECUEA	School City of E. Chic.	State	ECUEA	School City of E. Chic.	State	ECUEA	School City of E. Chic.	State
Not Pass	4	84	15477	12	48	11747	7	118	9796	13	110	12477	23	203	14629	10	200	14346	69	763	78472
Pass	39	294	60766	38	252	59882	43	229	63856	31	201	64539	26	107	61167	31	105	60374	208	1188	370584
Total	43	378	76243	50	300	71629	50	347	73652	44	311	77016	49	310	75796	41	305	74720	277	1951	449056

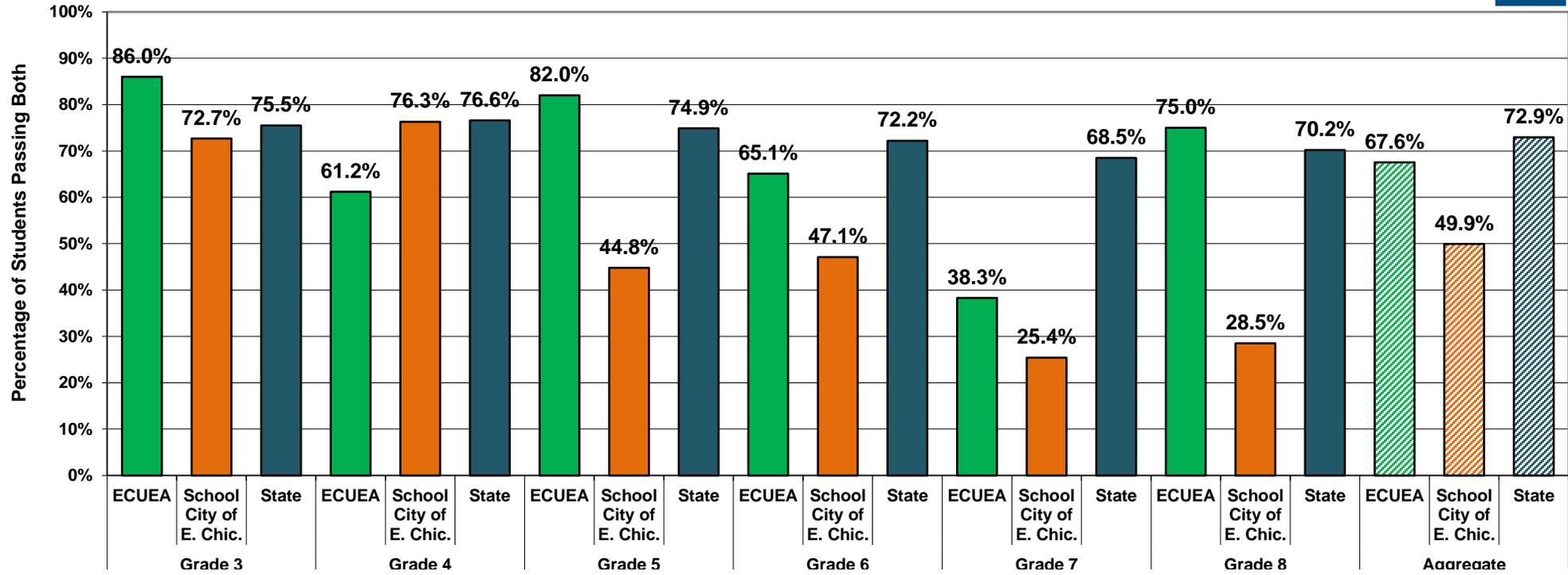
How did the performance in both English Language Arts & Mathematics at ECUEA compare to City and Statewide proficiency?



Percentage of Students Passing Both 2013 ISTEP+

East Chicago Urban Enterprise Academy All Students Tested English Language Arts & Mathematics

Source: Indiana Department of Education



# students in each group	Grade 3			Grade 4			Grade 5			Grade 6			Grade 7			Grade 8			Aggregate		
	ECUEA	School City of E. Chic.	State	ECUEA	School City of E. Chic.	State	ECUEA	School City of E. Chic.	State	ECUEA	School City of E. Chic.	State	ECUEA	School City of E. Chic.	State	ECUEA	School City of E. Chic.	State	ECUEA	School City of E. Chic.	State
Not Pass	6	105	18530	19	73	16603	9	192	18331	15	165	21209	30	231	23652	12	218	22045	92	983	120369
Pass	37	280	57102	31	233	54350	41	155	54700	29	146	55082	19	79	51433	35	87	51931	190	981	324598
Total	43	385	75632	50	306	70953	50	347	73031	44	311	76291	49	310	75085	46	305	73976	282	1964	444967

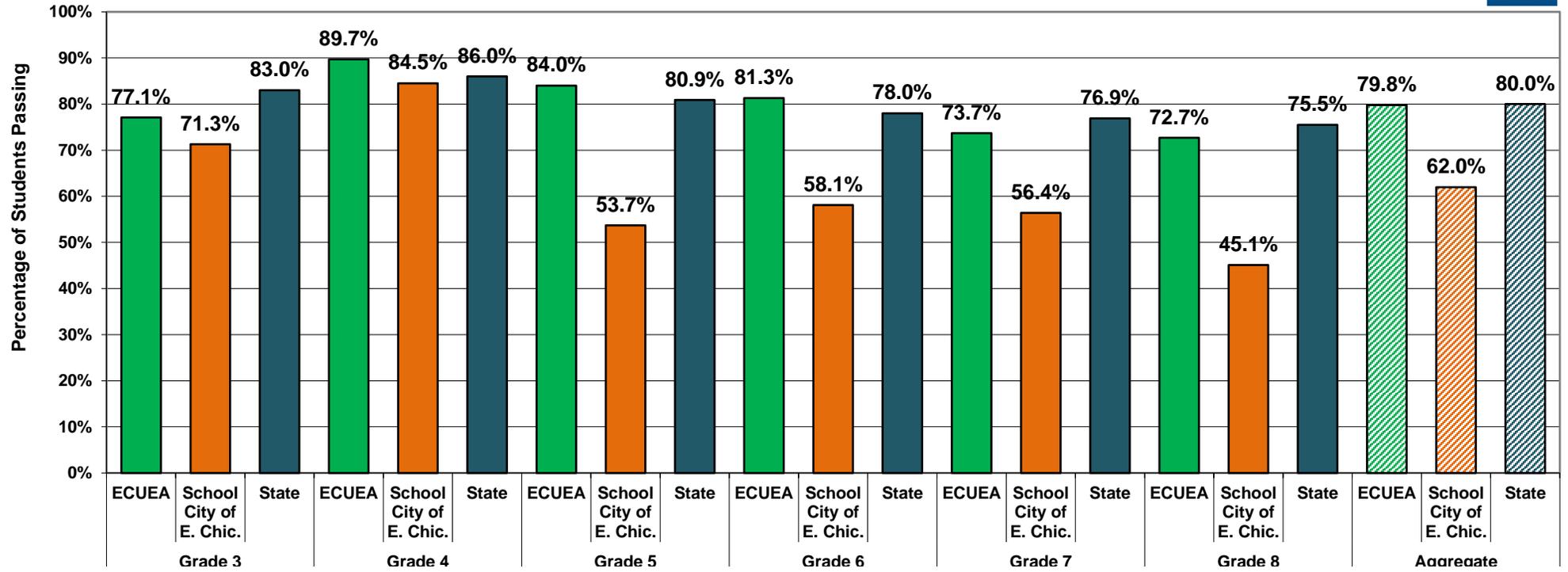
How did the performance in English Language Arts at ECUEA compare to City and Statewide proficiency?



Percentage of Students Passing 2014 ISTEP+

East Chicago Urban Enterprise Academy All Students Tested English Language Arts

Source: Indiana Department of Education



# students in each group	Grade 3			Grade 4			Grade 5			Grade 6			Grade 7			Grade 8			Aggregate		
	ECUEA	School City of E. Chic.	State	ECUEA	School City of E. Chic.	State	ECUEA	School City of E. Chic.	State	ECUEA	School City of E. Chic.	State	ECUEA	School City of E. Chic.	State	ECUEA	School City of E. Chic.	State	ECUEA	School City of E. Chic.	State
Not Pass	11	92	12693	4	51	10327	8	150	13761	9	137	16275	10	122	17909	12	161	18590	54	713	89555
Pass	37	229	61972	35	279	63435	42	174	58288	39	190	57702	28	158	59618	32	132	57289	213	1162	358304
Total	48	321	74665	39	330	73762	50	324	72049.4	48	327	73977	38	280	77527	44	293	75879	267	1875	447859

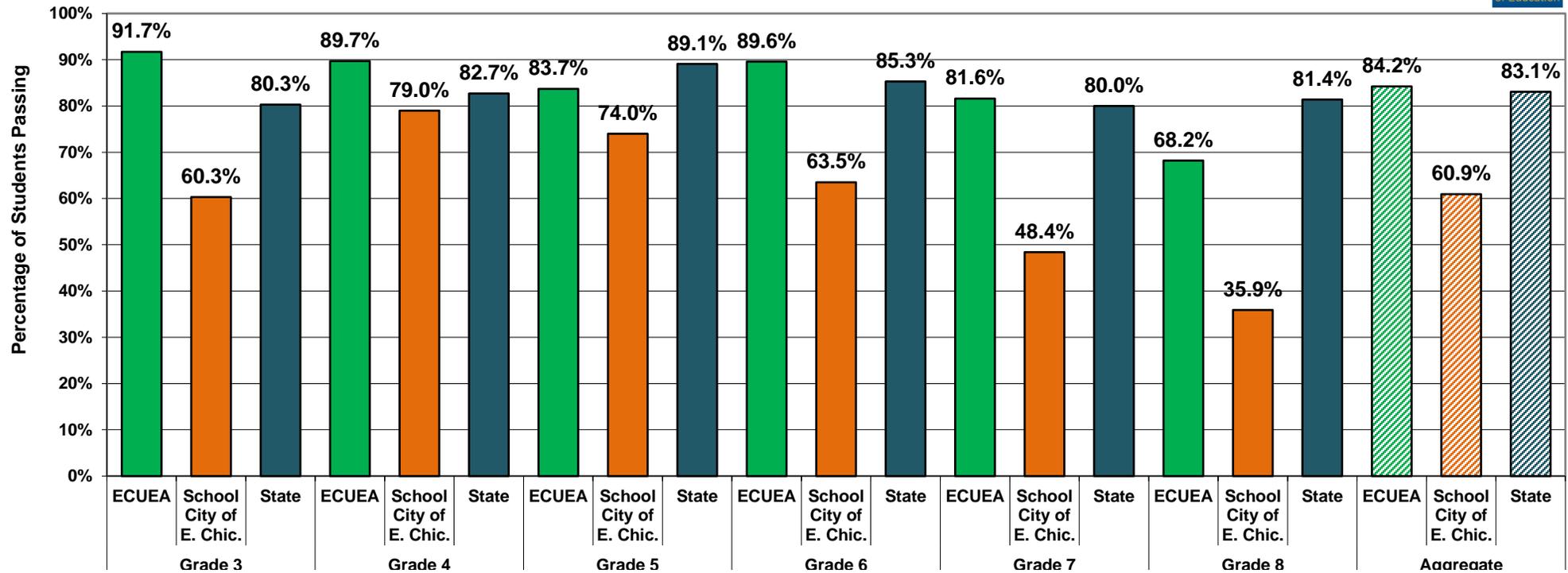
How did the performance in Mathematics at ECUEA compare to City and Statewide proficiency?



Percentage of Students Passing 2014 ISTEP+

East Chicago Urban Enterprise Academy All Students Tested Mathematics

Source: Indiana Department of Education



# students in each group	Grade 3			Grade 4			Grade 5			Grade 6			Grade 7			Grade 8			Aggregate		
	ECUEA	School City of E. Chic.	State	ECUEA	School City of E. Chic.	State	ECUEA	School City of E. Chic.	State	ECUEA	School City of E. Chic.	State	ECUEA	School City of E. Chic.	State	ECUEA	School City of E. Chic.	State	ECUEA	School City of E. Chic.	State
Not Pass	4	155	14787	4	71	12819	8	85	7895	5	119	10933	7	147	15570	14	189	14191	42	766	76195
Pass	44	235	60274	35	267	61278	41	242	64534	43	207	63441	31	138	62280	30	106	62105	224	1195	373912
Total	48	390	75061	39	338	74097	49	327	72429	48	326	74374	38	285	77850	44	295	76296	266	1961	450107

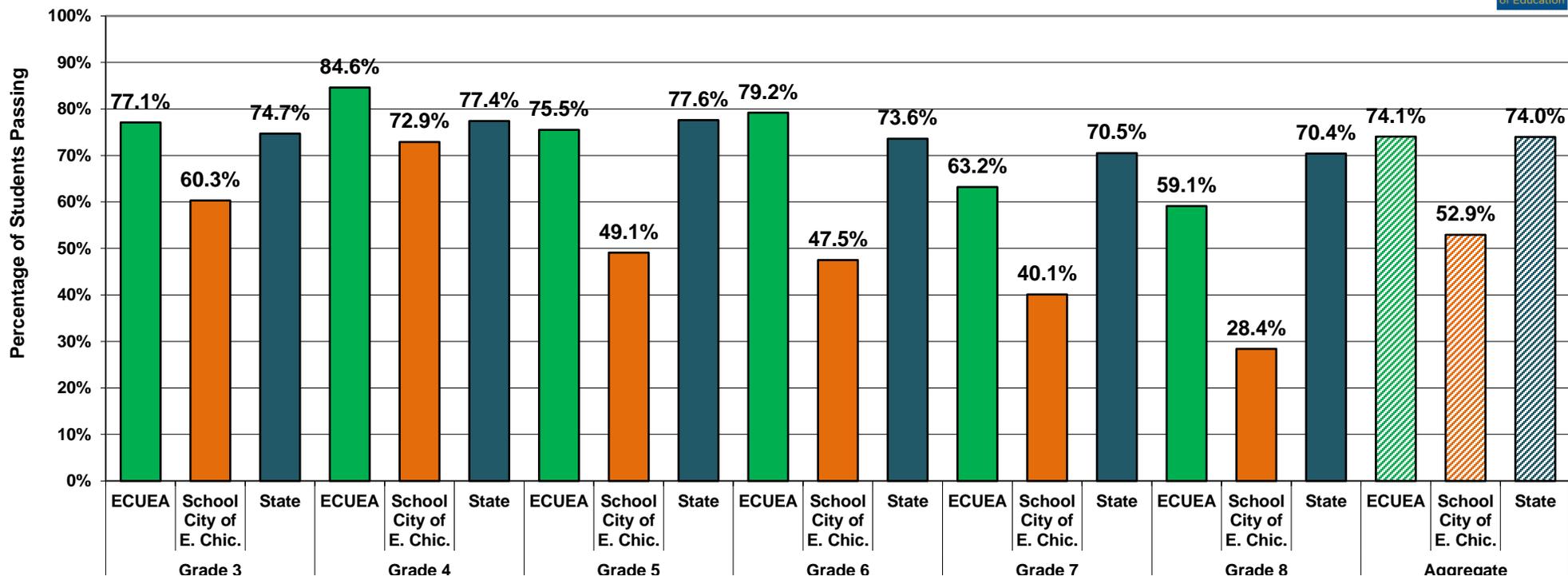
How did the performance in both English Language Arts & Mathematics at ECUEA compare to City and Statewide proficiency?



Percentage of Students Passing 2014 ISTEP+

East Chicago Urban Enterprise Academy All Students Tested English Language Arts & Mathematics

Source: Indiana Department of Education



# students in each group	Grade 3			Grade 4			Grade 5			Grade 6			Grade 7			Grade 8			Aggregate		
	ECUEA	School City of E. Chic.	State	ECUEA	School City of E. Chic.	State	ECUEA	School City of E. Chic.	State	ECUEA	School City of E. Chic.	State	ECUEA	School City of E. Chic.	State	ECUEA	School City of E. Chic.	State	ECUEA	School City of E. Chic.	State
Not Pass	10	93	18869	5	76	16621	10	123	16098	9	109	19456	11	95	22763	12	95	22409	58	590	116216
Pass	34	142	55712	30	203	56922	32	119	55767	34	98	54242	20	63	54400	18	37	53297	167	663	330340
Total	44	235	74581	35	279	73543	42	242	71865	43	207	73698	31	158	77163	30	132	75706	225	1253	446556

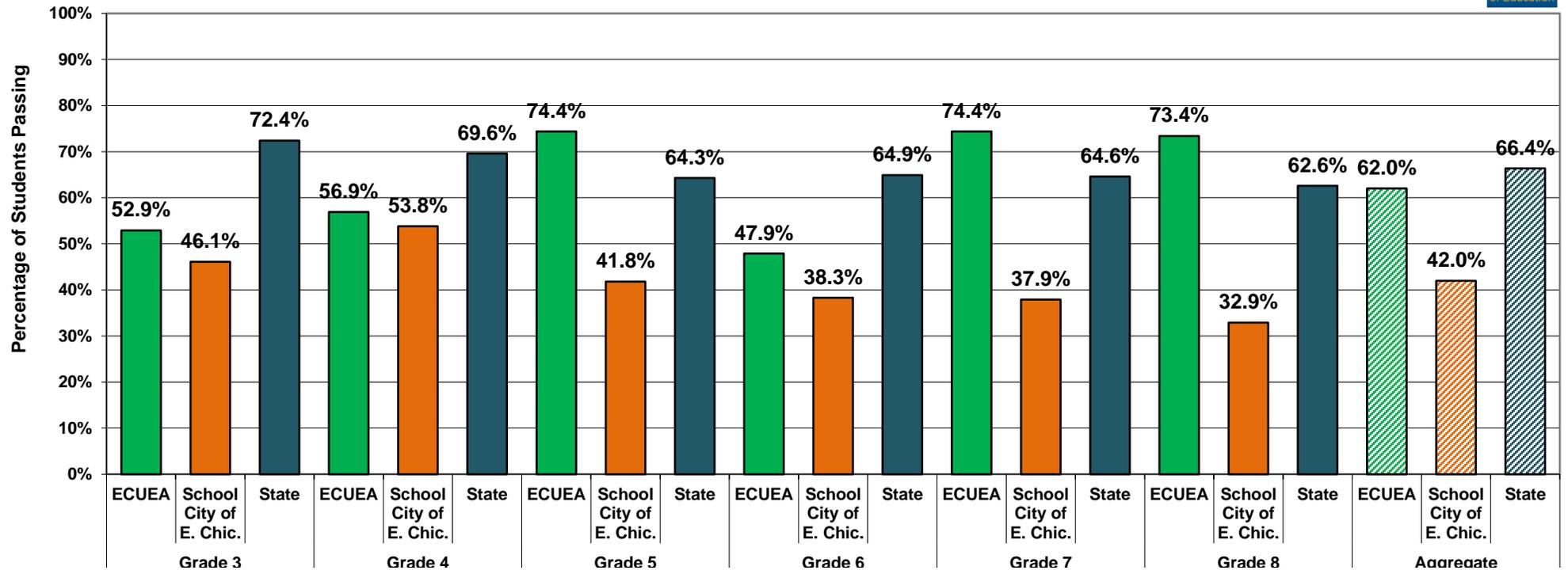
How did the performance in English Language Arts at ECUEA compare to City and Statewide proficiency?



Percentage of Students Passing 2015 ISTEP+

East Chicago Urban Enterprise Academy All Students Tested English Language Arts

Source: Indiana Department of Education



# students in each group	Grade 3			Grade 4			Grade 5			Grade 6			Grade 7			Grade 8			Aggregate		
	ECUEA	School City of E. Chic.	State	ECUEA	School City of E. Chic.	State	ECUEA	School City of E. Chic.	State	ECUEA	School City of E. Chic.	State	ECUEA	School City of E. Chic.	State	ECUEA	School City of E. Chic.	State	ECUEA	School City of E. Chic.	State
Not Pass	24	202	21226	22	145	22672	11	198	27188	25	195	26177	10	192	26936	9	206	29631	101	1138	153830
Pass	27	173	55679	29	169	51908	32	142	48968	23	121	48401	29	117	49155	25	101	49597	165	823	303708
Total	51	375	76905	51	314	74580	43	340	76155.5	48	316	74578	39	309	76091	34	307	79228	266	1961	457538

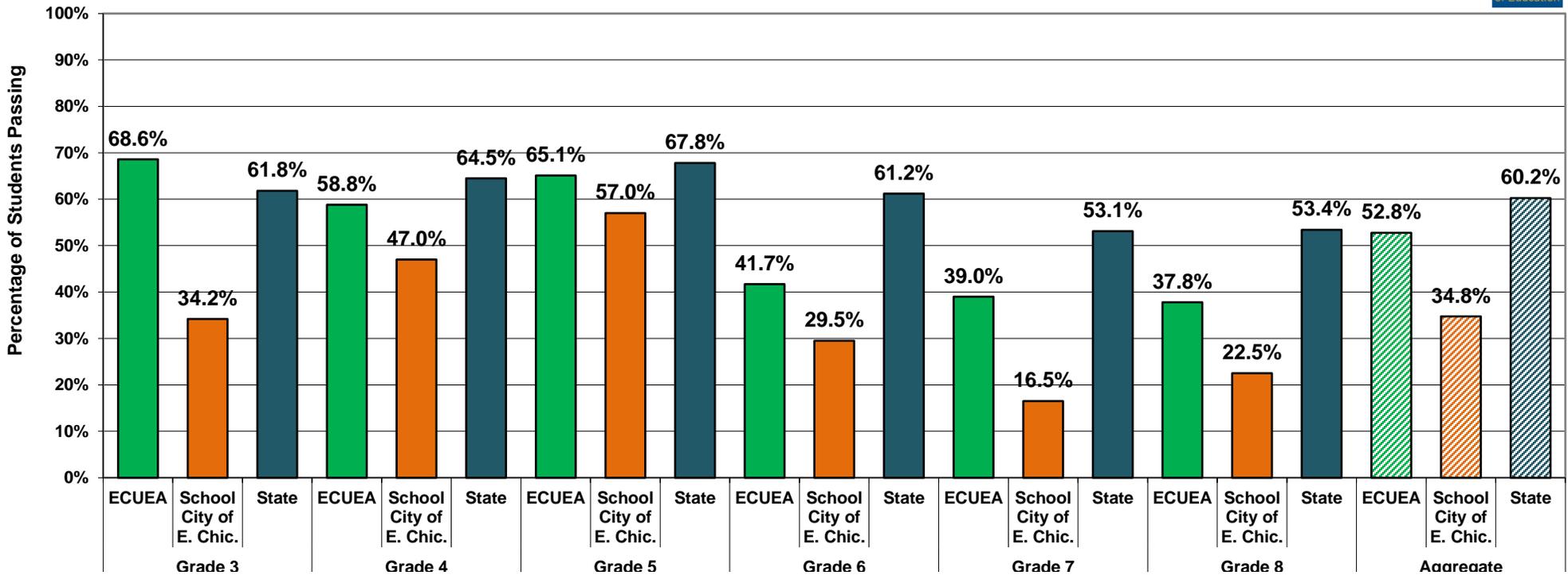
How did the performance in Mathematics at ECUEA compare to City and Statewide proficiency?



Percentage of Students Passing 2015 ISTEP+

East Chicago Urban Enterprise Academy All Students Tested Mathematics

Source: Indiana Department of Education



# students in each group	Grade 3			Grade 4			Grade 5			Grade 6			Grade 7			Grade 8			Aggregate		
	ECUEA	School City of E. Chic.	State	ECUEA	School City of E. Chic.	State	ECUEA	School City of E. Chic.	State	ECUEA	School City of E. Chic.	State	ECUEA	School City of E. Chic.	State	ECUEA	School City of E. Chic.	State	ECUEA	School City of E. Chic.	State
Not Pass	16	252	29652	21	167	26664	15	147	24646	28	227	29095	25	263	35929	23	241	37189	128	1297	183176
Pass	35	131	47971	30	148	48446	28	195	51895	20	95	45892	16	52	40679	14	70	42616	143	691	277499
Total	51	383	77623	51	315	75110	43	342	76541	48	322	74987	41	315	76608	37	311	79805	271	1988	460675

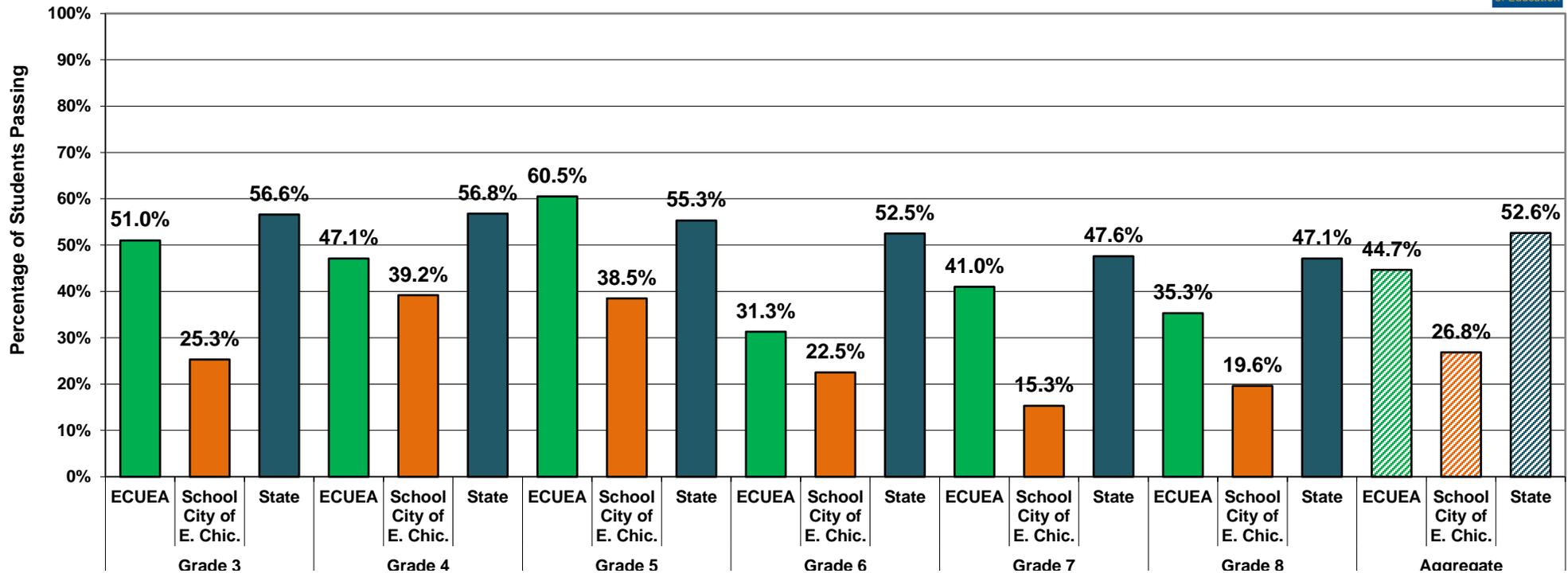
How did the performance in both English Language Arts & Mathematics at ECUEA compare to City and Statewide proficiency?



Percentage of Students Passing 2015 ISTEP+

East Chicago Urban Enterprise Academy All Students Tested English Language Arts & Mathematics

Source: Indiana Department of Education



# students in each group	Grade 3			Grade 4			Grade 5			Grade 6			Grade 7			Grade 8			Aggregate		
	ECUEA	School City of E. Chic.	State	ECUEA	School City of E. Chic.	State	ECUEA	School City of E. Chic.	State	ECUEA	School City of E. Chic.	State	ECUEA	School City of E. Chic.	State	ECUEA	School City of E. Chic.	State	ECUEA	School City of E. Chic.	State
Not Pass	25	286	33352	27	192	32168	17	210	33939	33	250	35331	23	267	39724	24	250	41807	149	1454	216320
Pass	26	97	43496	24	123	42295	26	132	41987	15	72	39050	16	48	36085	13	61	37223	120	534	240136
Total	51	383	76848	51	315	74463	43	342	75926	48	322	74381	39	315	75809	37	311	79030	269	1988	456456

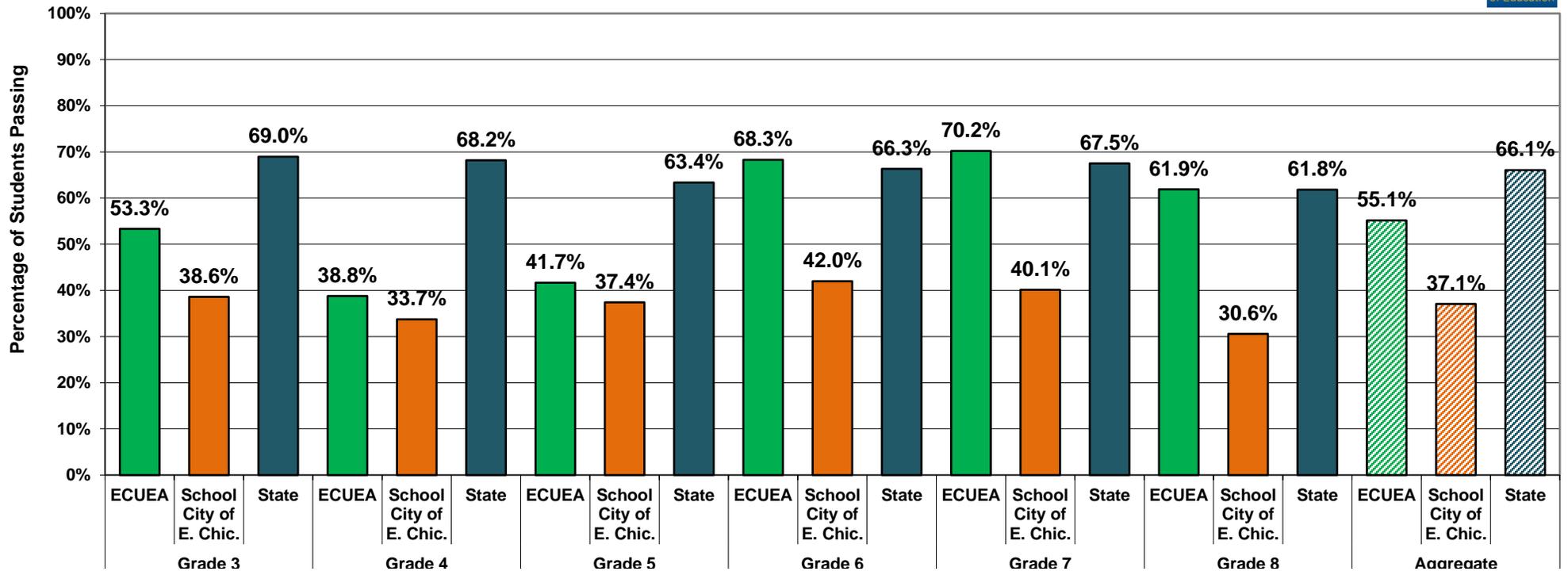
How did the performance in English Language Arts at ECUEA compare to City and Statewide proficiency?



Percentage of Students Passing 2016 ISTEP+

East Chicago Urban Enterprise Academy All Students Tested English Language Arts

Source: Indiana Department of Education



# students in each group	Grade 3			Grade 4			Grade 5			Grade 6			Grade 7			Grade 8			Aggregate		
	ECUEA	School City of E. Chic.	State	ECUEA	School City of E. Chic.	State	ECUEA	School City of E. Chic.	State	ECUEA	School City of E. Chic.	State	ECUEA	School City of E. Chic.	State	ECUEA	School City of E. Chic.	State	ECUEA	School City of E. Chic.	State
Not Pass	21	237	26501	30	218	26394	28	174	30014	13	181	27933	14	176	26268	16	218	31346	122	1204	168456
Pass	24	149	58899	19	111	56583	20	104	51910	28	131	55049	33	118	54591	26	96	50739	150	709	327771
Total	45	386	85400	49	329	82977	48	278	81924	41	312	82982	47	294	80859	42	314	82085	272	1913	496227

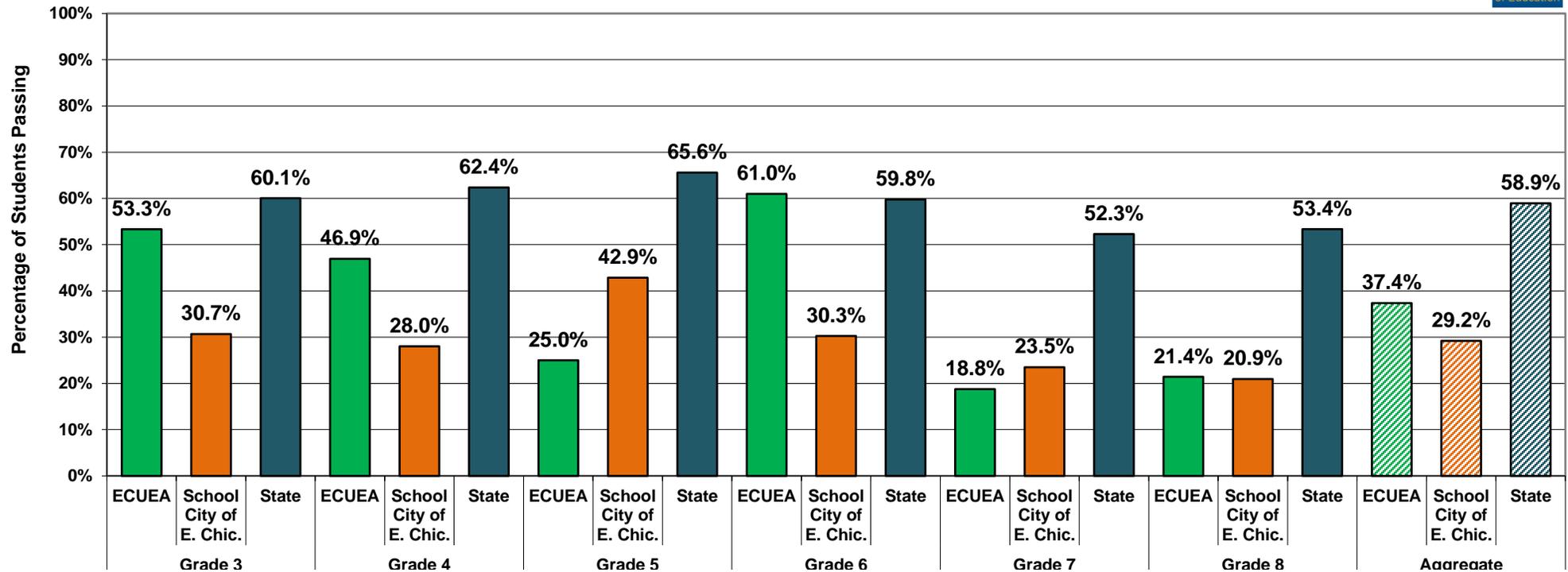
How did the performance in Mathematics at ECUEA compare to City and Statewide proficiency?



Percentage of Students Passing 2016 ISTEP+

East Chicago Urban Enterprise Academy All Students Tested Mathematics

Source: Indiana Department of Education



# students in each group	Grade 3			Grade 4			Grade 5			Grade 6			Grade 7			Grade 8			Aggregate		
	ECUEA	School City of E. Chic.	State	ECUEA	School City of E. Chic.	State	ECUEA	School City of E. Chic.	State	ECUEA	School City of E. Chic.	State	ECUEA	School City of E. Chic.	State	ECUEA	School City of E. Chic.	State	ECUEA	School City of E. Chic.	State
Not Pass	21	269	34252	26	239	31364	36	160	28270	16	219	33409	39	228	38526	33	253	38152	171	1368	203973
Pass	24	119	51491	23	93	51956	12	120	53870	25	95	49633	9	70	42228	9	67	43652	102	564	292830
Total	45	388	85743	49	332	83320	48	280	82140	41	314	83042	48	298	80754	42	320	81804	273	1932	496803

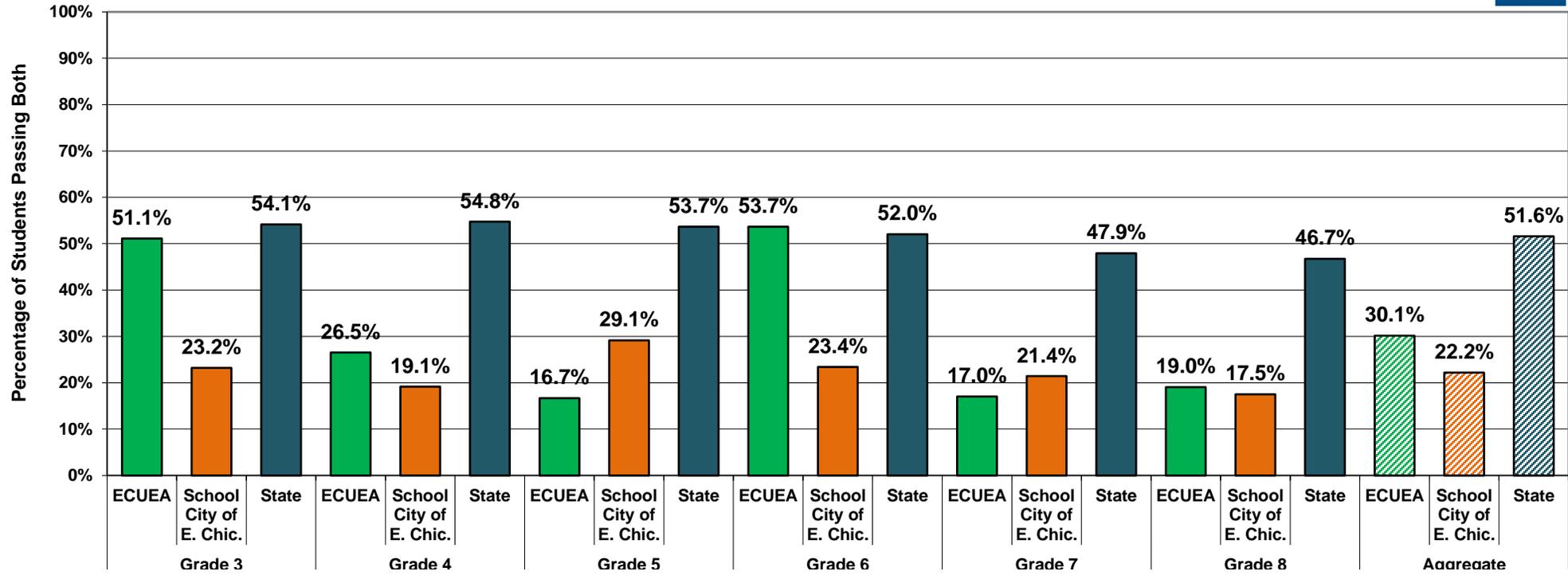
How did the performance in both English Language Arts & Mathematics at ECUEA compare to City and Statewide proficiency?



Percentage of Students Passing Both 2016 ISTEP+

East Chicago Urban Enterprise Academy All Students Tested English Language Arts & Mathematics

Source: Indiana Department of Education



# students in each group	Grade 3			Grade 4			Grade 5			Grade 6			Grade 7			Grade 8			Aggregate		
	ECUEA	School City of E. Chic.	State	ECUEA	School City of E. Chic.	State	ECUEA	School City of E. Chic.	State	ECUEA	School City of E. Chic.	State	ECUEA	School City of E. Chic.	State	ECUEA	School City of E. Chic.	State	ECUEA	School City of E. Chic.	State
Not Pass	22	298	39003	36	266	37429	40	197	37823	19	239	39558	39	231	41702	34	264	43238	190	1495	238753
Pass	23	90	46054	13	63	45289	8	81	43806	22	73	42909	8	63	38391	8	56	37931	82	426	254380
Total	45	388	85057	49	329	82718	48	278	81629	41	312	82467	47	294	80093	42	320	81169	272	1921	493133

READING (2016-17)								
Grade Level	Student Count	Fall 2016 Mean RIT	Spring 2017 Mean RIT	Observed Growth	Projected Growth	Growth Index	Percentage Meeting Projection	School Conditional Growth Percentile
Grade 6	26	192.6	197.1	4.5	5.2	-0.38	42%	35
Grade 7	43	209.0	205.5	-3.5	3.8	-4.01	33%	1
Grade 8	35	213.3	209.3	-4.0	3.0	-3.14	26%	1
Grade 9	12	209.5	202.7	-6.8	1.8	-3.71	25%	1
Grade 10	57	209.7	207.6	-2.1	1.1	-1.16	40%	12
Aggregate	173	206.8	204.4	-2.4	3.0	-2.5	33.2%	

MATH (2016-17)								
Grade Level	Student Count	Fall 2016 Mean RIT	Spring 2017 Mean RIT	Observed Growth	Projected Growth	Growth Index	Percentage Meeting Projection	School Conditional Growth Percentile
Grade 6	27	195.7	198.4	2.7	6.1	-1.50	19.0%	7
Grade 7	35	203.7	205.7	2	4.8	-1.36	34.0%	9
Grade 8	39	211.0	211.2	0.2	3.6	-1.61	33%	5
Grade 9	20	206.4	209.3	2.9	1.5	0.63	40%	74
Grade 10	58	212.1	206.8	-5.3	1.7	-2.64	29%	1
Aggregate	179	205.8	206.3	0.5	3.5	-1.30	31.0%	

NWEA Growth Analysis (2016-17)

School: Academy for Business & Technology Elementary School

READING (2016-17)								
Grade Level	Student Count	Fall 2016 Mean RIT	Spring 2017 Mean RIT	Observed Growth	Projected Growth	Growth Index	Percentage Meeting Projection	School Conditional Growth Percentile
Kindergarten	45	131.2	157.3	26.1	18.6	2.62	78%	99
Grade 1	52	155.9	172.4	16.5	16.6	-0.04	40%	48
Grade 2	42	163.1	183.0	19.9	14.2	2.28	62%	99
Grade 3	56	174.4	193.8	19.4	11.1	4.10	71%	99
Grade 4	40	187.9	200.4	12.5	8.1	2.64	73%	99
Grade 5	55	195.7	204.2	8.5	6.5	1.16	60%	88
Aggregate	290	168.0	185.2	17.2	12.5	2.1	64.0%	

MATH (2016-17)								
Grade Level	Student Count	Fall 2016 Mean RIT	Spring 2017 Mean RIT	Observed Growth	Projected Growth	Growth Index	Percentage Meeting Projection	School Conditional Growth Percentile
Kindergarten	45	129.1	157.3	28.2	21.1	2.52	76.0%	99
Grade 1	48	155.6	177.0	21.4	18.6	0.94	60.0%	83
Grade 2	43	167.8	186.4	18.6	15.3	1.22	51%	89
Grade 3	56	179.0	195.3	16.3	12.6	1.69	68%	95
Grade 4	40	190.8	204.3	13.5	10.5	1.36	63%	91
Grade 5	55	197.9	206.1	8.2	8.5	-0.11	42%	45
Aggregate	287	170.0	187.7	17.7	14.4	1.27	60.0%	

NWEA Growth Analysis (2016-17)

School: Cesar Chavez Academy East

READING (2016-17)								
Grade Level	Student Count	Fall 2016 Mean RIT	Spring 2017 Mean RIT	Observed Growth	Projected Growth	Growth Index	Percentage Meeting Projection	School Conditional Growth Percentile
Kindergarten	19	134.1	151.7	17.6	19.5	-0.62	42%	27
Grade 1	21	153.0	170.7	17.7	18.2	-0.18	33%	43
Grade 2	14	163.4	185.1	21.7	15.8	2.22	86%	99
Grade 3	13	174.8	190.8	16.0	12.3	1.70	77%	96
Grade 4	10	179.8	191.0	11.2	9.4	1.04	60%	85
Grade 5	8	195.9	209.0	13.1	8.0	0.69	75%	65
Grade 6	6	201.5	218.0	16.5	6.7	1.38	100%	85
Aggregate	91	171.8	188.0	16.3	12.8	0.9	67.6%	

MATH (2016-17)								
Grade Level	Student Count	Fall 2016 Mean RIT	Spring 2017 Mean RIT	Observed Growth	Projected Growth	Growth Index	Percentage Meeting Projection	School Conditional Growth Percentile
Kindergarten	18	128.8	155.3	26.5	22.7	1.29	61.0%	90
Grade 1	17	159.8	176.4	16.6	20.1	-1.08	12.0%	14
Grade 2	14	167.7	188.4	20.7	16.8	1.37	71%	91
Grade 3	13	176.7	191.8	15.1	13.7	0.59	69%	72
Grade 4	10	181.1	199.0	17.9	10.6	3.07	80%	99
Grade 5	8	195.5	209.5	14.0	11.0	0.45	75%	60
Grade 6	6	210.2	224.8	14.6	8.3	0.9	67%	69
Aggregate	86	174.3	192.2	17.9	14.7	0.94	62.1%	

NWEA Growth Analysis (2016-17)

School: Cesar Chavez Academy East

READING (2016-17)								
Grade Level	Student Count	Fall 2016 Mean RIT	Spring 2017 Mean RIT	Observed Growth	Projected Growth	Growth Index	Percentage Meeting Projection	School Conditional Growth Percentile
Grade 9	140	208.9	212.1	3.2	2.0	0.47	52%	68
Grade 10	91	212.9	211.5	-1.4	1.2	-0.87	42%	19
Grade 11	93	215.5	213.6	-1.9				
Grade 12	69	213.9	212.6	-1.3				
Aggregate	393	212.8	212.5	-0.4	1.6	-0.2	47.0%	

MATH (2016-17)								
Grade Level	Student Count	Fall 2016 Mean RIT	Spring 2017 Mean RIT	Observed Growth	Projected Growth	Growth Index	Percentage Meeting Projection	School Conditional Growth Percentile
Grade 9	145	216.9	220.8	3.9	2.5	0.58	56.0%	72
Grade 10	157	224.8	231.6	6.8	2.4	1.56	68.0%	94
Grade 11	113	226.3	229.8	3.5				
Grade 12	52	239.5	242.7	3.2				
Aggregate	467	226.9	231.2	4.3	2.5	1.07	62.0%	

NWEA Growth Analysis (2016-17)

School: Cesar Chavez Academy Lower Elementary

READING (2016-17)								
Grade Level	Student Count	Fall 2016 Mean RIT	Spring 2017 Mean RIT	Observed Growth	Projected Growth	Growth Index	Percentage Meeting Projection	School Conditional Growth Percentile
Kindergarten	140	135.7	154.3	18.6	19.2	-0.20	49%	42
Grade 1	146	153.5	172.8	19.3	18.3	0.35	59%	64
Grade 2	145	164.8	183.1	18.3	15.7	0.97	57%	83
Aggregate	431	151.3	170.1	18.7	17.7	0.4	55.0%	

MATH (2016-17)								
Grade Level	Student Count	Fall 2016 Mean RIT	Spring 2017 Mean RIT	Observed Growth	Projected Growth	Growth Index	Percentage Meeting Projection	School Conditional Growth Percentile
Kindergarten	142	129.3	155.5	26.2	22.6	1.22	70.0%	89
Grade 1	146	152.0	176.5	24.5	20.4	1.27	71.0%	90
Grade 2	144	169.5	184.1	14.6	16.7	-0.75	33%	23
Aggregate	432	150.3	172.0	21.8	19.9	0.58	58.0%	

NWEA Growth Analysis (2016-17)

School: Cesar Chavez Academy Middle School

READING (2016-17)								
Grade Level	Student Count	Fall 2016 Mean RIT	Spring 2017 Mean RIT	Observed Growth	Projected Growth	Growth Index	Percentage Meeting Projection	School Conditional Growth Percentile
Grade 6	203	198.8	205.2	6.4	5.7	0.36	57%	64
Grade 7	174	199.4	207.2	7.8	4.5	1.70	61%	95
Grade 8	177	204.6	211.6	7.0	3.8	1.36	60%	91
Aggregate	554	200.9	208.0	7.1	4.7	1.1	59.3%	

MATH (2016-17)								
Grade Level	Student Count	Fall 2016 Mean RIT	Spring 2017 Mean RIT	Observed Growth	Projected Growth	Growth Index	Percentage Meeting Projection	School Conditional Growth Percentile
Grade 6	204	202.0	212.1	10.1	7.2	1.19	62%	88
Grade 7	180	204.9	215.6	10.7	5.4	2.36	67%	99
Grade 8	181	209.9	216.0	6.1	3.9	0.95	49%	83
Aggregate	565	205.6	214.6	9.0	5.5	1.50	59.3%	

NWEA Growth Analysis (2016-17)

School: Cesar Chavez Academy Upper Elementary

READING (2016-17)								
Grade Level	Student Count	Fall 2016 Mean RIT	Spring 2017 Mean RIT	Observed Growth	Projected Growth	Growth Index	Percentage Meeting Projection	School Conditional Growth Percentile
Grade 3	142	181.2	194.2	13.0	11.9	0.50	55%	69
Grade 4	138	188.7	199.8	11.1	9.0	1.19	65%	88
Grade 5	131	199.2	206.8	7.6	7.0	0.32	49%	62
Aggregate	411	189.7	200.3	10.6	9.3	0.7	56.3%	

MATH (2016-17)								
Grade Level	Student Count	Fall 2016 Mean RIT	Spring 2017 Mean RIT	Observed Growth	Projected Growth	Growth Index	Percentage Meeting Projection	School Conditional Growth Percentile
Grade 3	145	180.0	196.3	16.3	16.3	1.06	54%	86
Grade 4	139	189.0	202.7	13.7	13.7	1.00	55%	84
Grade 5	133	199.1	211.7	12.6	12.6	1.11	59%	87
Aggregate	417	189.4	203.6	14.2	14.2	1.06	56.0%	

NWEA Growth Analysis (2016-17)

School: Detroit Public Safety Academy

READING (2016-17)								
Grade Level	Student Count	Fall 2016 Mean RIT	Spring 2017 Mean RIT	Observed Growth	Projected Growth	Growth Index	Percentage Meeting Projection	School Conditional Growth Percentile
Grade 6	12	199.6	194.1	-5.5	5.1	-5.51	25%	1
Grade 7	13	201.8	203.2	1.4	4.0	-1.41	23%	8
Grade 8	33	205.2	206.4	1.2	3.4	-0.97	33%	17
Grade 9	50	200.2	198.3	-1.9	1.9	-1.64	38%	5
Grade 10	53	206.1	207.6	1.5	1.2	0.09	42%	54
Aggregate	161	202.6	201.9	-0.7	3.1	-1.9	32.2%	

MATH (2016-17)								
Grade Level	Student Count	Fall 2016 Mean RIT	Spring 2017 Mean RIT	Observed Growth	Projected Growth	Growth Index	Percentage Meeting Projection	School Conditional Growth Percentile
Grade 6	11	198.2	199.5	1.3	6.3	-2.20	9.0%	1
Grade 7	17	206.2	207.2	1	5	-1.91	18.0%	3
Grade 8	32	206.3	208.7	2.4	3.3	-0.42	41%	34
Grade 9	45	208.0	202.3	-5.7	1.6	-3.17	13%	1
Grade 10	46	213.2	214.5	1.3	1.7	-0.17	54%	43
Aggregate	151	206.4	206.4	0.1	3.6	-1.57	27.0%	

NWEA Growth Analysis (2016-17)

School: East Chicago Urban Enterprise Academy

READING (2016-17)								
Grade Level	Student Count	Fall 2016 Mean RIT	Spring 2017 Mean RIT	Observed Growth	Projected Growth	Growth Index	Percentage Meeting Projection	School Conditional Growth Percentile
Kindergarten	39	141.6	159.5	17.9	17.0	0.31	56%	62
Grade 1	39	160.9	175.9	15.0	16.8	-0.66	49%	25
Grade 2	50	171.1	185.3	14.2	14.0	0.06	54%	52
Grade 3	46	181.1	192.6	11.5	10.7	0.37	48%	65
Grade 4	46	198.5	206.5	8.0	7.8	0.15	57%	56
Grade 5	46	203.6	208.6	5.0	6.2	-0.67	52%	25
Grade 6	46	212.0	219.0	7.0	4.7	1.18	57%	88
Grade 7	46	219.2	219.5	0.3	3.6	-1.81	33%	3
Grade 8	48	217.5	220.6	3.1	2.8	0.12	52%	55
Aggregate	406	189.5	198.6	9.1	9.3	-0.1	50.9%	

MATH (2016-17)								
Grade Level	Student Count	Fall 2016 Mean RIT	Spring 2017 Mean RIT	Observed Growth	Projected Growth	Growth Index	Percentage Meeting Projection	School Conditional Growth Percentile
Kindergarten	39	137.5	161.1	23.6	19.6	1.44	69.0%	92
Grade 1	39	160.9	181.9	21	18.4	0.86	62.0%	80
Grade 2	50	178.4	191.5	13.1	15.2	-0.79	40%	22
Grade 3	46	185.2	200.0	14.8	12.8	0.91	63%	82
Grade 4	46	201.7	216.7	15	11.5	1.58	78%	94
Grade 5	46	207.3	219.6	12.3	9.5	1.08	70%	86
Grade 6	46	216.1	224.7	8.6	7.6	0.44	57%	67
Grade 7	45	224.4	228.0	3.6	6	-1.17	33%	12
Grade 8	47	223.6	226.1	2.5	4.4	-0.92	45%	18
Aggregate	404	192.8	205.5	12.7	11.7	0.38	57.4%	

NWEA Growth Analysis (2016-17)

School: Francis Reh PS Academy

READING (2016-17)								
Grade Level	Student Count	Fall 2016 Mean RIT	Spring 2017 Mean RIT	Observed Growth	Projected Growth	Growth Index	Percentage Meeting Projection	School Conditional Growth Percentile
Kindergarten	50	141.2	166.3	25.1	17.1	2.79	86%	99
Grade 1	47	152.8	172.4	19.6	16.5	1.12	66%	87
Grade 2	35	161.5	179.9	18.4	14.2	1.67	63%	95
Grade 3	35	178.7	198.5	19.8	10.9	4.42	86%	99
Grade 4	26	186.2	199.0	12.8	8.2	2.78	62%	99
Grade 5	42	189.1	207.7	18.6	6.7	6.74	86%	99
Grade 6	34	203.6	206.6	3.0	4.9	-1.02	35%	15
Grade 7	54	201.4	210.9	9.5	4.0	3.02	69%	99
Grade 8	40	203.6	210.8	7.2	3.4	1.69	55%	95
Aggregate	363	179.8	194.7	14.9	9.5	2.6	67.6%	

MATH (2016-17)								
Grade Level	Student Count	Fall 2016 Mean RIT	Spring 2017 Mean RIT	Observed Growth	Projected Growth	Growth Index	Percentage Meeting Projection	School Conditional Growth Percentile
Kindergarten	50	136.4	168.5	32.1	19.8	4.41	92.0%	99
Grade 1	47	154.0	178.7	24.7	18.6	2.03	68.0%	98
Grade 2	34	167.2	185.6	18.4	15.3	1.15	56%	87
Grade 3	35	181.3	203.1	21.8	12.7	4.16	89%	99
Grade 4	27	189.5	203.7	14.2	10.4	1.73	63%	96
Grade 5	43	193.6	210.5	16.9	8	3.41	81%	99
Grade 6	36	201.9	208.9	7	6.6	0.19	44%	58
Grade 7	54	205.5	216.3	10.8	4.9	2.81	74%	99
Grade 8	41	207.5	216.7	9.2	3.4	2.75	73%	99
Aggregate	367	181.9	199.1	17.2	11.1	2.52	71.1%	

NWEA Growth Analysis (2016-17)

School: George Crockett Academy

READING (2016-17)								
Grade Level	Student Count	Fall 2016 Mean RIT	Spring 2017 Mean RIT	Observed Growth	Projected Growth	Growth Index	Percentage Meeting Projection	School Conditional Growth Percentile
Kindergarten	36	133.0	153.7	20.7	19.0	0.57	53%	72
Grade 1	41	150.3	168.4	18.1	17.3	0.29	46%	61
Grade 2	47	163.0	179.1	16.1	15.0	0.43	43%	67
Grade 3	43	174.9	187.3	12.4	11.7	0.33	49%	63
Grade 4	54	186.4	195.8	9.4	8.6	0.45	46%	67
Grade 5	60	191.5	201.3	9.8	7.0	1.55	50%	94
Grade 6	37	204.7	211.9	7.2	5.2	1.02	59%	85
Grade 7	38	207.8	212.6	4.8	4.0	0.40	50%	65
Grade 8	27	213.7	217.5	3.8	3.1	0.29	56%	61
Aggregate	383	180.6	192.0	11.4	10.1	0.6	50.2%	

MATH (2016-17)								
Grade Level	Student Count	Fall 2016 Mean RIT	Spring 2017 Mean RIT	Observed Growth	Projected Growth	Growth Index	Percentage Meeting Projection	School Conditional Growth Percentile
Kindergarten	36	129.7	152.1	22.4	21.8	0.22	50.0%	59
Grade 1	41	152.0	176.2	24.2	19.6	1.50	61.0%	93
Grade 2	46	167.6	187.7	20.1	16.1	1.46	65%	93
Grade 3	44	178.2	194.5	16.3	13.2	1.38	57%	92
Grade 4	53	188.7	197.6	8.9	10.8	-0.84	43%	20
Grade 5	60	193.2	202.0	8.8	8.4	0.14	40%	55
Grade 6	37	203.5	213.5	10	7	1.28	68%	90
Grade 7	38	209.8	217.2	7.4	5.4	0.91	58%	82
Grade 8	25	221.0	225.2	4.2	4.5	-0.13	52%	45
Aggregate	380	182.6	196.2	13.6	11.9	0.66	54.9%	

NWEA Growth Analysis (2016-17)

District: Hope of Detroit Academy

READING (2016-17)								
Grade Level	Student Count	Fall 2016 Mean RIT	Spring 2017 Mean RIT	Observed Growth	Projected Growth	Growth Index	Percentage Meeting Projection	School Conditional Growth Percentile
Kindergarten	52	131.9	156.2	24.3	18.5	2.03	79%	98
Grade 1	70	153.4	174.1	20.7	16.5	1.50	66%	93
Grade 2	80	162.6	186.2	23.6	14.2	3.76	91%	99
Grade 3	83	178.8	190.6	11.8	10.9	0.46	46%	68
Grade 4	73	191.0	202.9	11.9	8.0	2.34	73%	99
Grade 5	71	198.6	206.0	7.4	6.4	0.59	58%	72
Grade 6	78	200.6	206.4	5.8	5.0	0.41	49%	66
Grade 7	61	207.5	213.3	5.8	3.9	1.07	56%	86
Grade 8	63	213.6	218.0	4.4	3.0	0.63	62%	74
Grade 9	62	215.0	216.2	1.2	1.7	-0.22	42%	41
Grade 10	31	220.9	225.3	4.4	0.1	1.33	65%	91
Aggregate	724	188.5	199.6	11.0	8.0	1.3	62.5%	

MATH (2016-17)								
Grade Level	Student Count	Fall 2016 Mean RIT	Spring 2017 Mean RIT	Observed Growth	Projected Growth	Growth Index	Percentage Meeting Projection	School Conditional Growth Percentile
Kindergarten	54	128.0	159.2	31.2	21.3	3.52	87.0%	99
Grade 1	71	153.6	182.3	28.7	18.6	3.37	89.0%	99
Grade 2	80	169.2	189.8	20.6	15.3	1.98	78%	98
Grade 3	83	181.9	197.7	15.8	12.7	1.41	65%	92
Grade 4	73	196.0	212.2	16.2	11	2.37	74%	99
Grade 5	73	204.6	216.6	12	9.2	1.08	64%	86
Grade 6	78	204.7	210.9	6.2	6.8	-0.25	38%	40
Grade 7	61	211.0	218.8	7.8	5.3	1.22	66%	89
Grade 8	63	216.9	220.3	3.4	4	-0.28	46%	39
Grade 9	65	215.1	219.0	3.9	2.1	0.80	52%	79
Grade 10	31	222.0	227.5	5.5	2	1.31	74%	90
Aggregate	732	191.2	204.9	13.8	9.8	1.5	66.6%	

NWEA Growth Analysis (2016-17)

School: Hope of Detroit Academy Elem.

READING (2016-17)								
Grade Level	Student Count	Fall 2016 Mean RIT	Spring 2017 Mean RIT	Observed Growth	Projected Growth	Growth Index	Percentage Meeting Projection	School Conditional Growth Percentile
Kindergarten	52	131.9	156.2	24.3	18.5	2.03	79%	98
Grade 1	70	153.4	174.1	20.7	16.5	1.50	66%	93
Grade 2	80	162.6	186.2	23.6	14.2	3.76	91%	99
Grade 3	83	178.8	190.6	11.8	10.9	0.46	46%	68
Grade 4	73	191.0	202.9	11.9	8.0	2.34	73%	99
Aggregate	358	163.5	182.0	18.5	13.6	2.0	71.0%	

MATH (2016-17)								
Grade Level	Student Count	Fall 2016 Mean RIT	Spring 2017 Mean RIT	Observed Growth	Projected Growth	Growth Index	Percentage Meeting Projection	School Conditional Growth Percentile
Kindergarten	54	128.0	159.2	31.2	21.3	3.52	87.0%	99
Grade 1	71	153.6	182.3	28.7	18.6	3.37	89.0%	99
Grade 2	80	169.2	189.8	20.6	15.3	1.98	78%	98
Grade 3	83	181.9	197.7	15.8	12.7	1.41	65%	92
Grade 4	73	196.0	212.2	16.2	11	2.37	74%	99
Aggregate	361	165.7	188.2	22.5	15.8	2.5	78.6%	

NWEA Growth Analysis (2016-17)

District: Hope of Detroit Academy

READING (2016-17)								
Grade Level	Student Count	Fall 2016 Mean RIT	Spring 2017 Mean RIT	Observed Growth	Projected Growth	Growth Index	Percentage Meeting Projection	School Conditional Growth Percentile
Grade 5	71	198.6	206.0	7.4	6.4	0.59	58%	72
Grade 6	78	200.6	206.4	5.8	5.0	0.41	49%	66
Grade 7	61	207.5	213.3	5.8	3.9	1.07	56%	86
Grade 8	63	213.6	218.0	4.4	3.0	0.63	62%	74
Grade 9	62	215.0	216.2	1.2	1.7	-0.22	42%	41
Grade 10	31	220.9	225.3	4.4	0.1	1.33	65%	91
Aggregate	366	209.4	214.2	4.8	3.3	0.6	55.3%	

MATH (2016-17)								
Grade Level	Student Count	Fall 2016 Mean RIT	Spring 2017 Mean RIT	Observed Growth	Projected Growth	Growth Index	Percentage Meeting Projection	School Conditional Growth Percentile
Grade 5	73	204.6	216.6	12	9.2	1.08	64%	86
Grade 6	78	204.7	210.9	6.2	6.8	-0.25	38%	40
Grade 7	61	211.0	218.8	7.8	5.3	1.22	66%	89
Grade 8	63	216.9	220.3	3.4	4	-0.28	46%	39
Grade 9	65	215.1	219.0	3.9	2.1	0.80	52%	79
Grade 10	31	222.0	227.5	5.5	2	1.31	74%	90
Aggregate	371	212.4	218.9	6.5	4.9	0.6	56.7%	

NWEA Growth Analysis (2016-17)

School: Joy Preparatory Academy

READING (2016-17)								
Grade Level	Student Count	Fall 2016 Mean RIT	Spring 2017 Mean RIT	Observed Growth	Projected Growth	Growth Index	Percentage Meeting Projection	School Conditional Growth Percentile
Kindergarten	54	134.8	158.6	23.8	19.4	1.45	54%	93
Grade 1	55	152.4	165.2	12.8	18.2	-1.82	22%	3
Grade 2	32	163.4	183.0	19.6	15.8	1.44	63%	92
Grade 3	36	177.2	191.3	14.1	12.2	0.89	61%	81
Grade 4	42	183.1	193.7	10.6	9.2	0.78	52%	78
Grade 5	21	190.4	201.0	10.6	7.4	1.70	57%	96
Grade 6	25	205.6	213.5	7.9	5.4	1.21	60%	89
Grade 7	20	207.8	219.1	11.3	4.3	3.61	85%	99
Grade 8	27	217.7	221.0	3.3	3.1	0.10	52%	54
Aggregate	312	181.4	194.0	12.7	10.6	1.0	56.2%	

MATH (2016-17)								
Grade Level	Student Count	Fall 2016 Mean RIT	Spring 2017 Mean RIT	Observed Growth	Projected Growth	Growth Index	Percentage Meeting Projection	School Conditional Growth Percentile
Kindergarten	55	130.9	164.9	34	22.3	3.97	80.0%	99
Grade 1	55	150.4	172.4	22	20.5	0.46	45.0%	68
Grade 2	32	167.1	195.7	28.6	16.8	4.14	84%	99
Grade 3	36	177.8	193.1	15.3	13.7	0.66	50%	75
Grade 4	42	184.5	201.9	17.4	10.9	2.73	57%	99
Grade 5	21	191.7	207.5	15.8	8.7	2.52	52%	99
Grade 6	25	205.7	214.6	8.9	7.5	0.59	52%	72
Grade 7	23	205.9	215.8	9.9	5.5	1.98	65%	98
Grade 8	27	219.9	224.4	4.5	4.6	-0.05	52%	48
Aggregate	316	181.5	198.9	17.4	12.3	1.89	59.7%	

NWEA Growth Analysis (2016-17)

School: Mildred C. Wells Academy

READING (2016-17)								
Grade Level	Student Count	Fall 2016 Mean RIT	Spring 2017 Mean RIT	Observed Growth	Projected Growth	Growth Index	Percentage Meeting Projection	School Conditional Growth Percentile
Kindergarten	20	135.4	148.3	12.9	17.9	-1.75	30%	4
Grade 1	28	146.0	163.0	17.0	16.2	0.28	50%	61
Grade 2	24	153.8	174.3	20.5	14.4	2.44	58%	99
Grade 3	21	170.0	176.0	6.0	11.4	-2.67	14%	1
Grade 4	17	173.9	181.9	8.0	8.6	-0.36	35%	36
Grade 5	9			0.0				
Grade 6	21	197.9	203.0	5.1	5.1	0.00	33%	50
Grade 7	13	199.9	200.8	0.9	4.0	-1.70	31%	4
Aggregate	153	168.1	178.2	8.8	11.1	-0.5	35.9%	

MATH (2016-17)								
Grade Level	Student Count	Fall 2016 Mean RIT	Spring 2017 Mean RIT	Observed Growth	Projected Growth	Growth Index	Percentage Meeting Projection	School Conditional Growth Percentile
Kindergarten	23	124.9	144.7	19.8	21.9	-0.76	39.0%	22
Grade 1	28	145.1	168.9	23.8	18.9	1.65	64.0%	95
Grade 2	27	157.1	176.4	19.3	15.5	1.43	59%	92
Grade 3	21	172.4	184.7	12.3	12.4	-0.04	43%	48
Grade 4	18	178.8	183.9	5.1	9.4	-1.96	17%	3
Grade 5	10	183.4	189.7	6.3	7	-0.26	20%	40
Grade 6	20	200.0	204.9	4.9	6.4	-0.67	40%	25
Grade 7	12	197.9	203.5	5.6	4.5	0.53	42%	70
Aggregate	159	170.0	182.1	12.1	12.0	-0.01	40.5%	

NWEA Growth Analysis (2016-17)

School: Northridge Academy

READING (2016-17)								
Grade Level	Student Count	Fall 2016 Mean RIT	Spring 2017 Mean RIT	Observed Growth	Projected Growth	Growth Index	Percentage Meeting Projection	School Conditional Growth Percentile
Kindergarten	15	137.7	165.7	28.0	17.6	3.61	87%	99
Grade 1	30	156.1	179.9	23.8	16.6	2.58	73%	99
Grade 2	30	162.0	189.7	27.7	14.2	5.39	90%	99
Grade 3	32	173.4	194.3	20.9	11.2	4.81	75%	99
Grade 4	33	185.6	207.2	21.6	8.2	8.06	82%	99
Grade 5	33	196.1	204.3	8.2	6.4	0.99	58%	84
Grade 6	32	202.3	209.7	7.4	5.0	1.26	56%	90
Grade 7	24	207.6	212.3	4.7	3.8	0.47	58%	68
Grade 8	22	219.4	223.1	3.7	2.7	0.43	59%	67
Aggregate	251	182.2	198.5	16.2	9.5	3.1	70.9%	

MATH (2016-17)								
Grade Level	Student Count	Fall 2016 Mean RIT	Spring 2017 Mean RIT	Observed Growth	Projected Growth	Growth Index	Percentage Meeting Projection	School Conditional Growth Percentile
Kindergarten	0							
Grade 1	0							
Grade 2	30	172.9	199.1	26.2	15.3	4.11	77%	99
Grade 3	32	179.3	208.6	29.3	12.6	7.62	97%	99
Grade 4	34	185.9	210.4	24.5	10.1	6.57	94%	99
Grade 5	32	197.0	210.5	13.5	8.4	1.96	69%	98
Grade 6	32	202.2	216.2	14	6.6	3.27	88%	99
Grade 7	24	212.2	221.7	9.5	5.3	2.00	58%	98
Grade 8	22	224.1	232.0	7.9	4.5	1.61	68%	95
Aggregate	206	196.2	214.1	17.8	9.0	3.88	78.7%	

NWEA Growth Analysis (2016-17)

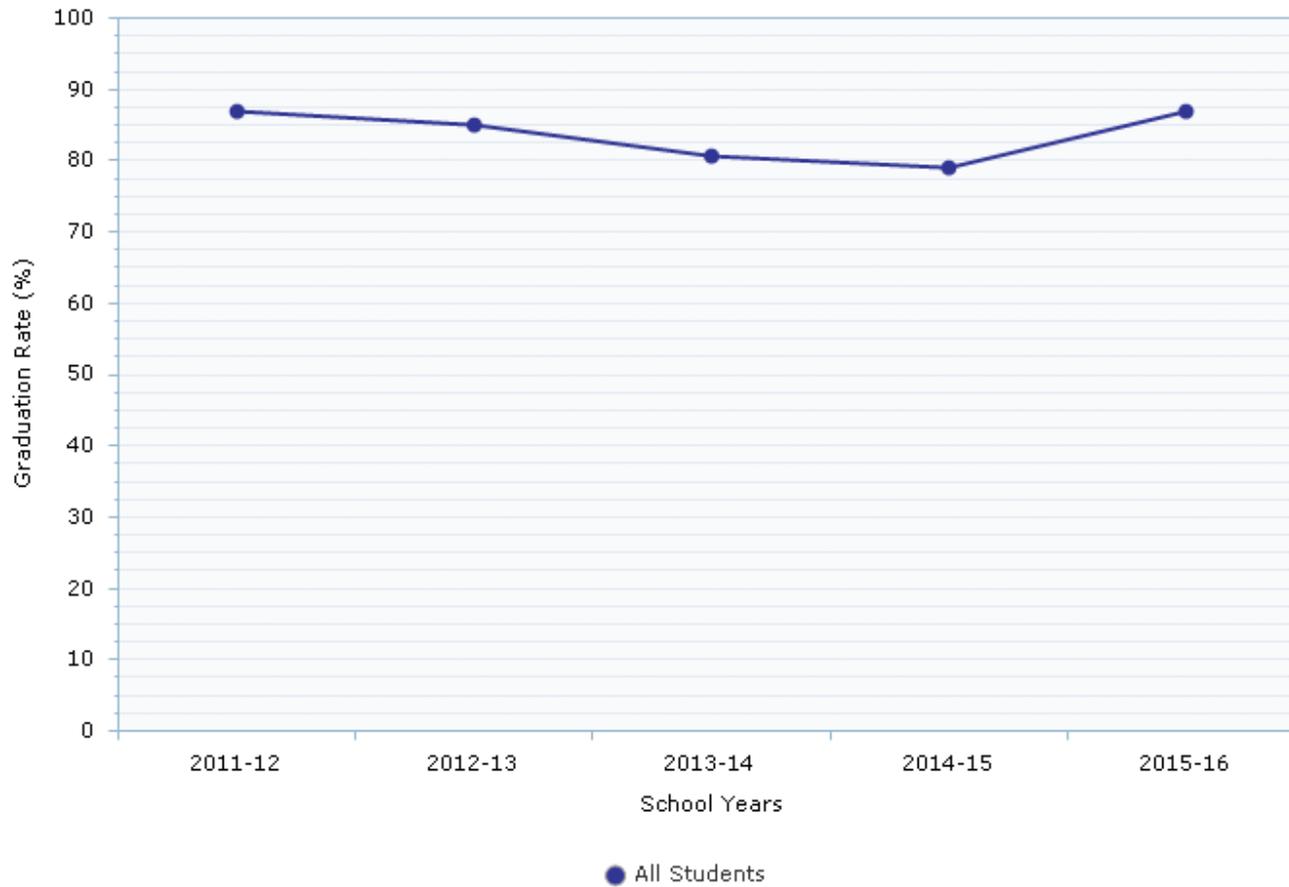
School: Saginaw Preparatory Academy

READING (2016-17)								
Grade Level	Student Count	Fall 2016 Mean RIT	Spring 2017 Mean RIT	Observed Growth	Projected Growth	Growth Index	Percentage Meeting Projection	School Conditional Growth Percentile
Kindergarten	45	135.4	155.6	20.2	19.3	0.31	62%	62
Grade 1	44	152.9	166.0	13.1	18.2	-1.72	30%	4
Grade 2	43	167.3	178.1	10.8	15.6	-1.81	16%	4
Grade 3	39	170.1	184.1	14.0	12.7	0.62	56%	73
Grade 4	31	187.9	194.8	6.9	9.0	-1.19	45%	12
Grade 5	37	186.0	191.8	5.8	7.6	-0.93	46%	18
Grade 6	43	191.3	196.9	5.6	5.9	-0.15	47%	44
Grade 7	27	198.2	201.3	3.1	4.5	-0.73	41%	23
Grade 8	32	204.9	202.2	-2.7	3.7	-2.71	44%	1
Aggregate	341	177.1	185.6	8.5	10.7	-0.9	43.0%	

MATH (2016-17)								
Grade Level	Student Count	Fall 2016 Mean RIT	Spring 2017 Mean RIT	Observed Growth	Projected Growth	Growth Index	Percentage Meeting Projection	School Conditional Growth Percentile
Kindergarten	44	131.3	155.6	24.3	22.2	0.72	66.0%	76
Grade 1	44	150.3	170.7	20.4	20.5	-0.04	43.0%	48
Grade 2	43	166.1	182.5	16.4	16.8	-0.16	47%	44
Grade 3	39	175.8	191.4	15.6	13.7	0.81	54%	79
Grade 4	33	194.7	202.4	7.7	11.9	-1.88	39%	3
Grade 5	37	194.9	199.8	4.9	9	-1.48	30%	7
Grade 6	43	199.3	202.0	2.7	7	-1.77	28%	4
Grade 7	26	200.4	203.8	3.4	5.1	-0.78	42%	22
Grade 8	32	209.1	211.0	1.9	3.9	-0.87	38%	19
Aggregate	341	180.2	191.0	10.8	12.2	-0.61	43.0%	

2015-16 Graduation Dropout Trend

Academy for Business and Technology High School (08435): 4-Year (2016 Graduation Cohort) / All Students



2015-16 Graduation Dropout Trend

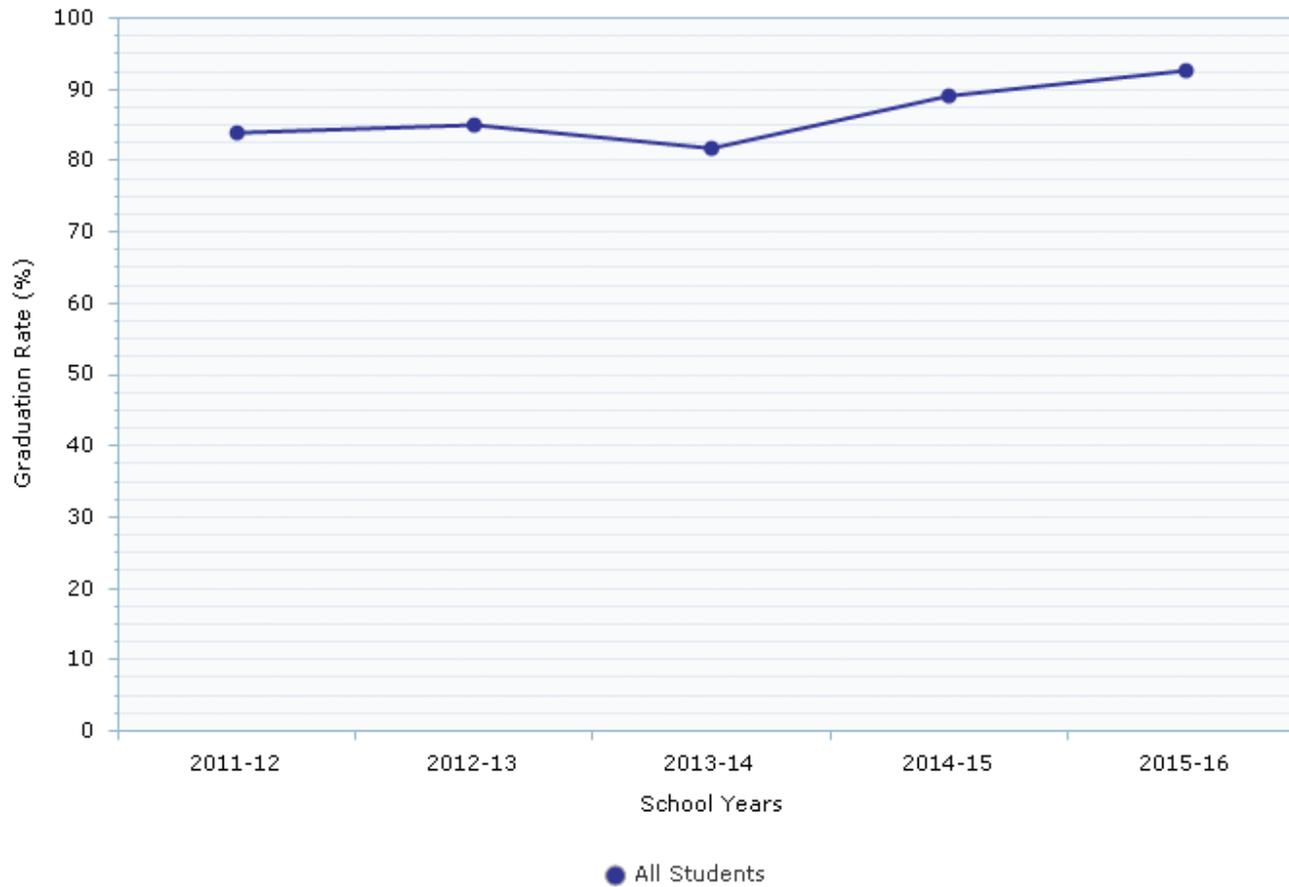
Academy for Business and Technology High School (08435): 4-Year (2016 Graduation Cohort) / All Students

Location Name	Report Category	School Year	Total Cohort	Total Graduated	Other Completer (GED, etc.)	Off-Track Continuing	Dropouts	Graduation Rate	Dropout Rate
Academy for Business and Technology High School (08435)	All Students	2015-16	61	53	<10	<10	<10	86.89%	9.84%
Academy for Business and Technology High School (08435)	All Students	2014-15	57	45	<10	<10	<10	78.95%	12.28%
Academy for Business and Technology High School (08435)	All Students	2013-14	52	42	<10	<10	<10	80.77%	9.62%
Academy for Business and Technology High School (08435)	All Students	2012-13	67	57	<10	<10	<10	85.07%	5.97%
Academy for Business and Technology High School (08435)	All Students	2011-12	69	60	<10	<10	<10	86.96%	8.70%

Some percentages may not add to 100% due to rounding.

2015-16 Graduation Dropout Trend

Cesar Chavez Academy (82918): 4-Year (2016 Graduation Cohort) / All Students



2015-16 Graduation Dropout Trend

Cesar Chavez Academy (82918): 4-Year (2016 Graduation Cohort) / All Students

Location Name	Report Category	School Year	Total Cohort	Total Graduated	Other Completer (GED, etc.)	Off-Track Continuing	Dropouts	Graduation Rate	Dropout Rate
Cesar Chavez Academy (82918)	All Students	2015-16	163	151	0	1	11	92.64%	6.75%
Cesar Chavez Academy (82918)	All Students	2014-15	164	146	0	6	12	89.02%	7.32%
Cesar Chavez Academy (82918)	All Students	2013-14	186	152	1	16	17	81.72%	9.14%
Cesar Chavez Academy (82918)	All Students	2012-13	154	131	1	8	14	85.06%	9.09%
Cesar Chavez Academy (82918)	All Students	2011-12	143	120	1	6	16	83.92%	11.19%

Some percentages may not add to 100% due to rounding.

2015-16 Graduation Dropout Trend

Detroit Public Safety Academy (82704): 4-Year (2016 Graduation Cohort) / All Students



2015-16 Graduation Dropout Trend

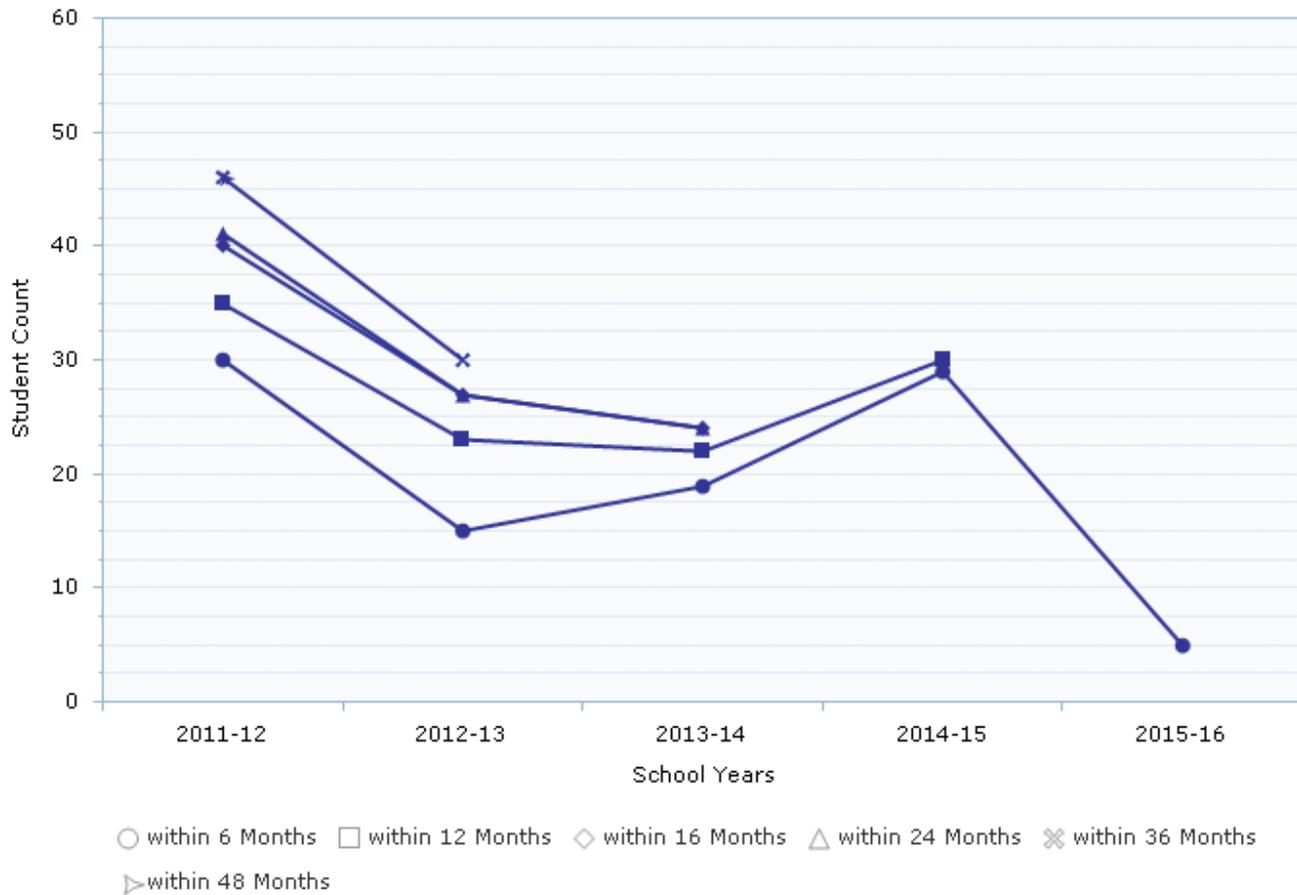
Detroit Public Safety Academy (82704): 4-Year (2016 Graduation Cohort) / All Students

Location Name	Report Category	School Year	Total Cohort	Total Graduated	Other Completer (GED, etc.)	Off-Track Continuing	Dropouts	Graduation Rate	Dropout Rate
Detroit Public Safety Academy (82704)	All Students	2015-16	57	51	<10	<10	<10	89.47%	3.51%
Detroit Public Safety Academy (82704)	All Students	2014-15	<10	<10	<10	<10	<10	N/A	N/A

Some percentages may not add to 100% due to rounding.

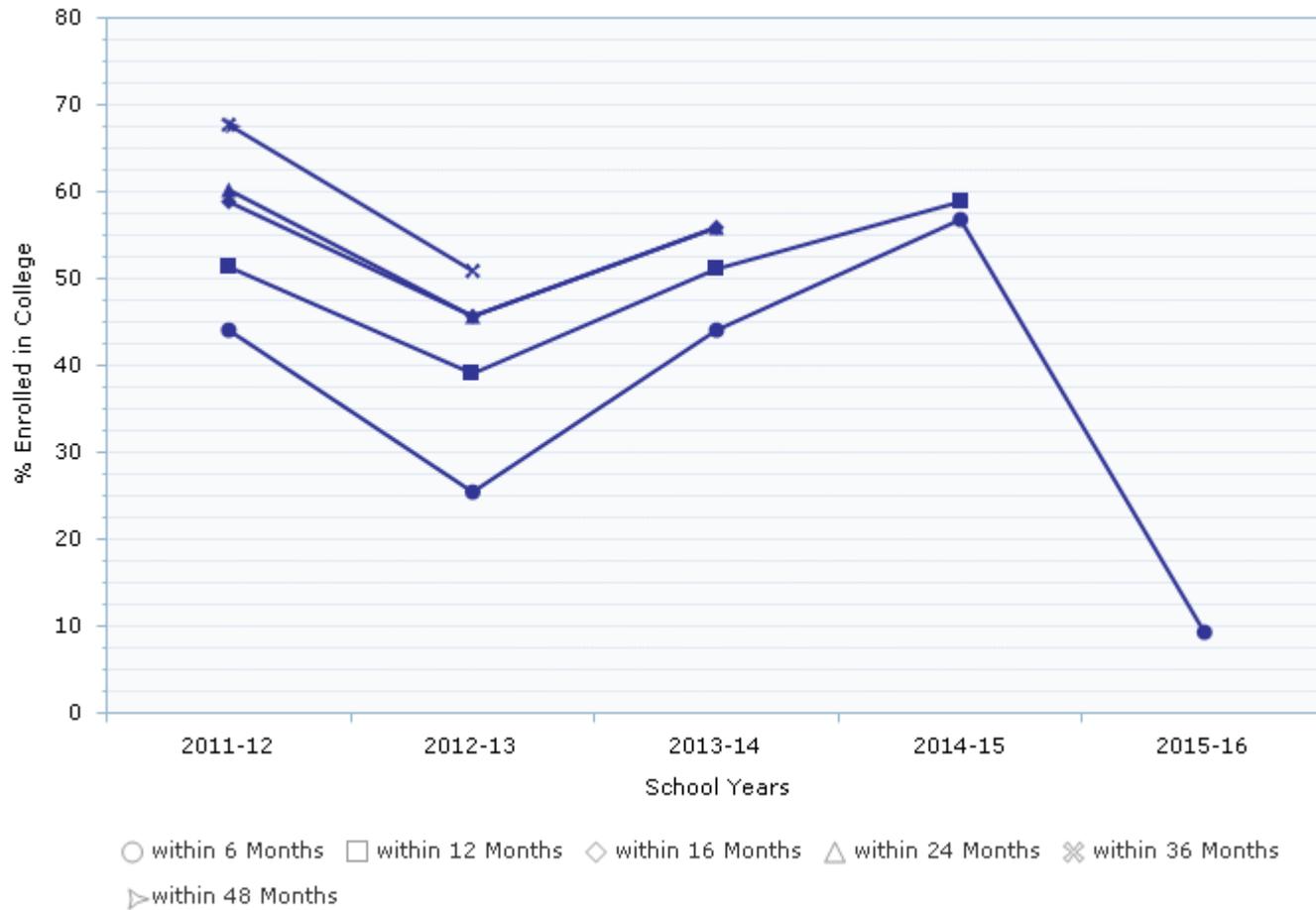
College Enrollment by High School Trend

Academy for Business and Technology High School (08435): 2015-16 / College Type (All) / All Years / All Students



College Enrollment by High School Trend

Academy for Business and Technology High School (08435): 2015-16 / College Type (All) / All Years / All Students



College Enrollment by High School Trend

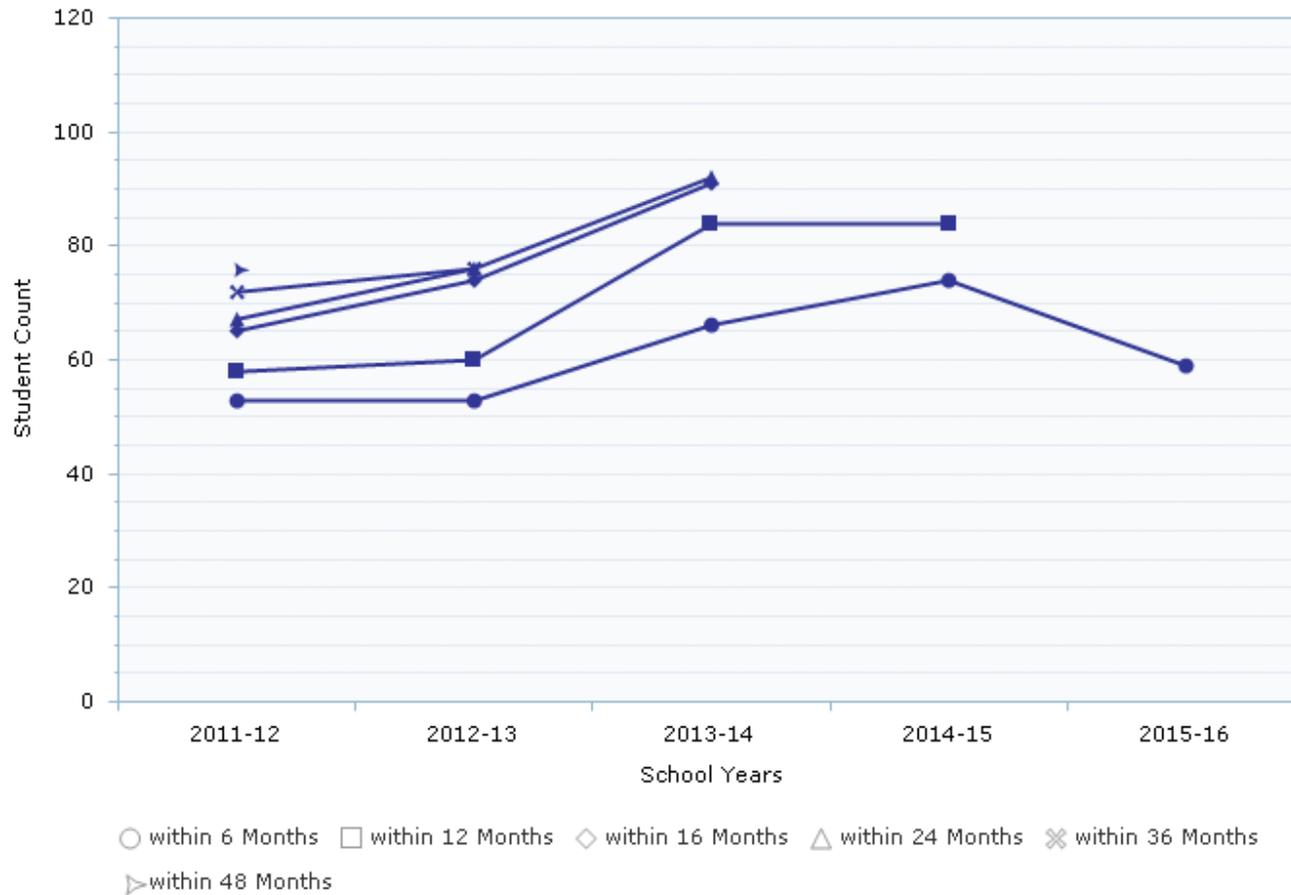
Academy for Business and Technology High School (08435): 2015-16 / College Type (All) / All Years / All Students

School Year	College Type	Enrollment within Months of Graduation	Subgroup	Total H.S. Graduates	Total H.S. Graduates Enrolled in College	% of H.S. Graduates Enrolled in College
2015-16	College Type (All)	within 6 Months	All Students	54	5	9.3%
2014-15	College Type (All)	within 6 Months	All Students	51	29	56.9%
2013-14	College Type (All)	within 6 Months	All Students	43	19	44.2%
2012-13	College Type (All)	within 6 Months	All Students	59	15	25.4%
2011-12	College Type (All)	within 6 Months	All Students	68	30	44.1%
2014-15	College Type (All)	within 12 Months	All Students	51	30	58.8%
2013-14	College Type (All)	within 12 Months	All Students	43	22	51.2%
2012-13	College Type (All)	within 12 Months	All Students	59	23	39.0%
2011-12	College Type (All)	within 12 Months	All Students	68	35	51.5%
2013-14	College Type (All)	within 16 Months	All Students	43	24	55.8%
2012-13	College Type (All)	within 16 Months	All Students	59	27	45.8%
2011-12	College Type (All)	within 16 Months	All Students	68	40	58.8%
2013-14	College Type (All)	within 24 Months	All Students	43	24	55.8%
2012-13	College Type (All)	within 24 Months	All Students	59	27	45.8%
2011-12	College Type (All)	within 24 Months	All Students	68	41	60.3%
2012-13	College Type (All)	within 36 Months	All Students	59	30	50.8%
2011-12	College Type (All)	within 36 Months	All Students	68	46	67.6%
2011-12	College Type (All)	within 48 Months	All Students	68	46	67.6%

This report has been updated to only count a student enrollment one time, regardless of the number of colleges attended. Please refer to About This Report for documentation. Some percentages may not add to 100% due to rounding.

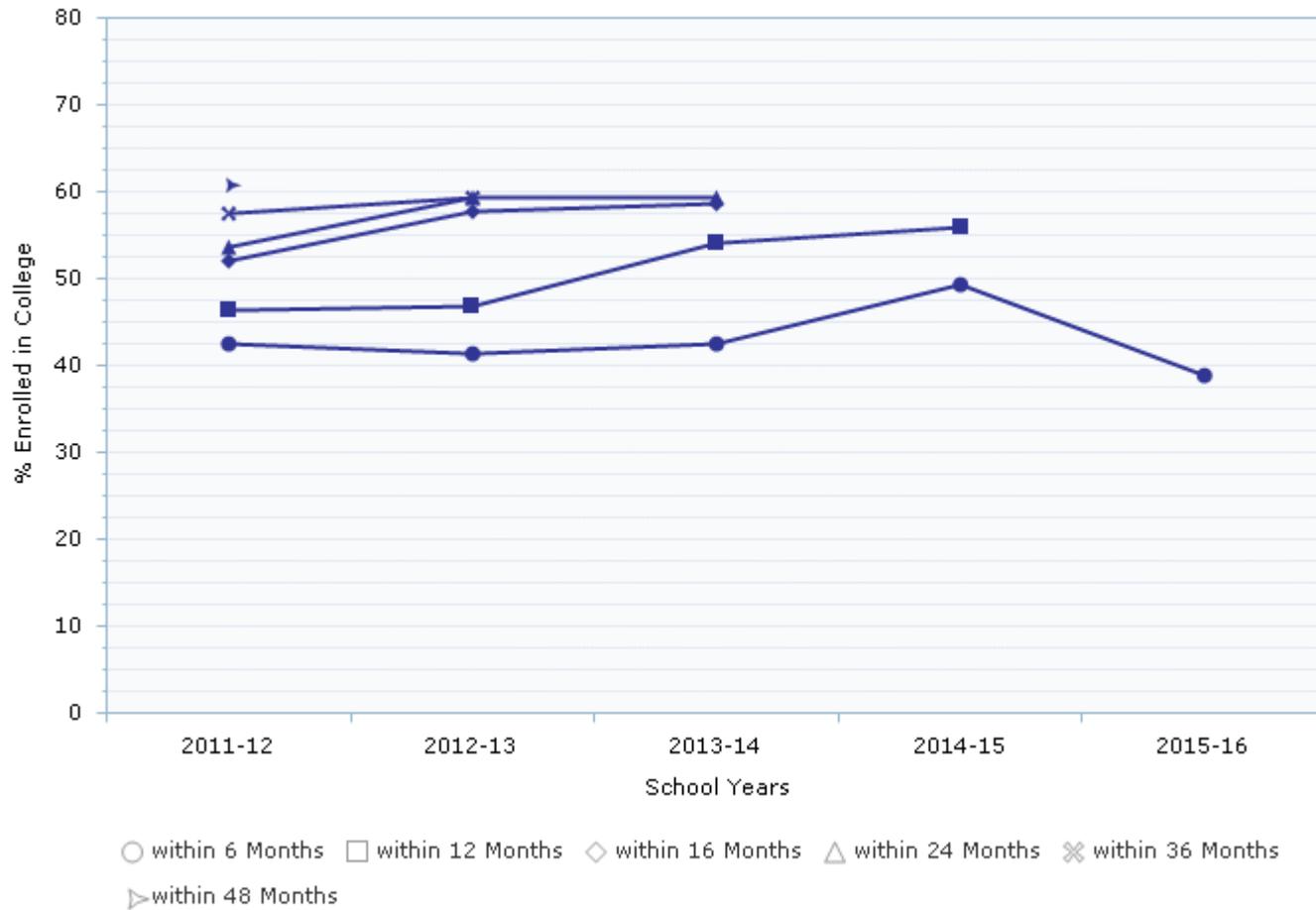
College Enrollment by High School Trend

Cesar Chavez Academy (82918): 2015-16 / College Type (All) / All Years / All Students



College Enrollment by High School Trend

Cesar Chavez Academy (82918): 2015-16 / College Type (All) / All Years / All Students



College Enrollment by High School Trend

Cesar Chavez Academy (82918): 2015-16 / College Type (All) / All Years / All Students

School Year	College Type	Enrollment within Months of Graduation	Subgroup	Total H.S. Graduates	Total H.S. Graduates Enrolled in College	% of H.S. Graduates Enrolled in College
2015-16	College Type (All)	within 6 Months	All Students	152	59	38.8%
2014-15	College Type (All)	within 6 Months	All Students	150	74	49.3%
2013-14	College Type (All)	within 6 Months	All Students	155	66	42.6%
2012-13	College Type (All)	within 6 Months	All Students	128	53	41.4%
2011-12	College Type (All)	within 6 Months	All Students	125	53	42.4%
2014-15	College Type (All)	within 12 Months	All Students	150	84	56.0%
2013-14	College Type (All)	within 12 Months	All Students	155	84	54.2%
2012-13	College Type (All)	within 12 Months	All Students	128	60	46.9%
2011-12	College Type (All)	within 12 Months	All Students	125	58	46.4%
2013-14	College Type (All)	within 16 Months	All Students	155	91	58.7%
2012-13	College Type (All)	within 16 Months	All Students	128	74	57.8%
2011-12	College Type (All)	within 16 Months	All Students	125	65	52.0%
2013-14	College Type (All)	within 24 Months	All Students	155	92	59.4%
2012-13	College Type (All)	within 24 Months	All Students	128	76	59.4%
2011-12	College Type (All)	within 24 Months	All Students	125	67	53.6%
2012-13	College Type (All)	within 36 Months	All Students	128	76	59.4%
2011-12	College Type (All)	within 36 Months	All Students	125	72	57.6%
2011-12	College Type (All)	within 48 Months	All Students	125	76	60.8%

This report has been updated to only count a student enrollment one time, regardless of the number of colleges attended. Please refer to About This Report for documentation. Some percentages may not add to 100% due to rounding.

College Enrollment by High School Trend

Detroit Public Safety Academy (82704): 2015-16 / College Type (All) / All Years / All Students



College Enrollment by High School Trend

Detroit Public Safety Academy (82704): 2015-16 / College Type (All) / All Years / All Students



College Enrollment by High School Trend

Detroit Public Safety Academy (82704): 2015-16 / College Type (All) / All Years / All Students

School Year	College Type	Enrollment within Months of Graduation	Subgroup	Total H.S. Graduates	Total H.S. Graduates Enrolled in College	% of H.S. Graduates Enrolled in College
2015-16	College Type (All)	within 6 Months	All Students	54	13	24.1%

This report has been updated to only count a student enrollment one time, regardless of the number of colleges attended. Please refer to About This Report for documentation. Some percentages may not add to 100% due to rounding.